

Les Petites Etoiles

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Les Petites Etoiles Limited is a bilingual French and English speaking nursery school, the provision registered with Ofsted in August 2010 and opened in January 2011. The nursery operates from a church Hall which has been purposefully refurbished to create an accessible learning environment for children. The nursery is close to Tufnell Park and Holloway road, both of which are situated in North London. The nursery has access to two large playrooms and a smaller room which is currently being utilised for sleep provision. There is a secure outside play area. The nursery is open for 47 weeks of the year closing for a week over Easter, two weeks in the summer and two weeks over Christmas. The provision is open every day from 8am until 6pm.

The nursery is registered on the Early Years Register to care for a maximum of 58 children at any one time, of these no more than 20 may be under three years at any one time and none may be under the age of two years. The nursery provides funded early education for three and four-year-olds. There are currently 11 children aged from two years to under five years on roll. The nursery offers both French and English learning environments and many children are bilingual although the nursery is open to all children. There are four members of permanent staff working with the children alongside one temporary cook. The manager holds a BA in Early Childhood Studies and she is currently working towards the Early Years Professional Status. All other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Les Petites Etoiles Nursery provides a bright and welcoming environment for children where due emphasis is given to meeting their individual needs. Children are supported to make good progress in their learning and development as staff plan around children's interests and ensure that all aspects of the Early Years Foundation Stage learning and development requirements are given due consideration. Although this is a relatively new provision the staff team has developed many secure partnerships with parents, there is a drive towards an integrated approach with regards to meeting children's care and learning needs and these systems are clearly evolving. Children's welfare is promoted through robust recruitment and vetting systems alongside generally sound policies and procedures which overall help to keep children safe. The staff team demonstrate a positive approach towards implementing improved outcomes for children, this can be evidenced in their practice and within their developing self-evaluation systems.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 22/04/2011
- ensure risk assessments of the premises and equipment are conducted at least once in each calendar year and immediately, where the need for an assessment arises (Suitable premises, environment and equipment). 22/04/2011

To further improve the early years provision the registered person should:

- develop further the already positive ways of communicating with parents with regards to sharing information about how parent's can support their children's learning at home.

The effectiveness of leadership and management of the early years provision

The nursery has developed a broad range of records, policies and procedures to support the overall safe management of the Early Years Foundation Stage requirements. There are effective recruitment and vetting procedures in place to ensure that all staff are suitable and experienced to work within their roles. Staff demonstrate a good knowledge and understanding of the importance of monitoring children's welfare and working in partnership with parents and where appropriate outside professionals so that children are safeguarded. Staff gather detailed information regarding children's individual needs and initiate many important parental consents, although, parental permission to the seeking of any necessary emergency medical advice or treatment has been overlooked. This is a specific legal requirement. The staff team organise a safe indoor environment for children as they ensure that the resources and furniture is accessible; clean; safe and of a high quality. However, current risk assessments regarding the security of the premises are not robust in identifying potential hazards. Positive discussions with the manager demonstrate that these systems will be reviewed and improved with immediate effect. Children's safety on outings is given due emphasis as individual risk assessments are conducted for these events.

The staff team organise a stimulating and inclusive learning environment for children. The resources available reflect the bilingual ethos of the setting, therefore children have good opportunities to observe and enjoy books in French and in English. Staff provide children with good support as they are effectively deployed within the nursery to both initiate activities and to follow children's choices. Although there are no children attending with special education needs and/or disabilities there are effective measures in place to initiate appropriate partnerships with both parents and outside agencies so that all children are supported to reach their individual milestones. Discussions with parents demonstrate that they are

very happy with the care and learning opportunities available to their children. Parent's comments include: 'The communication is good the staff are very approachable and it is great that my child has the opportunity to learn French and English side by side' and 'I love the strong focus on children's independence and the way that children are encouraged to make their own choices.' Parents receive regular and valuable information about their children's experiences and achievements through a home school diary and through opportunities to observe their children's well-maintained individual profiles. Nevertheless, some parents feel that more information would be valuable with regards to how they can support their children's learning at home.

The staff team has worked hard to create an inviting and welcoming environment for children and their parents. Although they have only been in operation for a few months they have continually reviewed their practices. For example, following a consultation tea with parents it became apparent that many parents were not aware of the Early Years Foundation Stage learning requirements. Since this meeting a member of staff has been developing a comprehensive manual to share with parents which gives them a step by step guide as to how the nursery promotes children's learning and the importance of continual observation of children's progress. Following further suggestions from parents an additional notice board has been placed outside in the playground for their convenience. All staff are enthusiastic to be involved in self-evaluation systems and to share their views about best practices. They demonstrate a strong commitment towards their own professional development as they have all been involved in recent training events.

The quality and standards of the early years provision and outcomes for children

The staff team demonstrate a competent knowledge and understanding of the learning and development requirements. There are good planning systems in place for both the French and English curriculums so that they work alongside each other and compliment the promotion of required outcomes for children. Staff successfully plan a purposeful range of activities and experiences making good use of both the indoor and outdoor environments. The close monitoring of children's progression ensures that staff are planning for their individual next steps and thus ensuring that all children are offered a challenging range of interesting experiences across all areas of their learning. The impact is that children are happy and engaged as they confidently initiate their own play alongside participating within adult-led activities. Children are developing effective self-care skills, as they enjoy the responsibility of serving their own lunch and pouring their own drinks. They confidently put on their outside shoes and coats when they go to play outside.

Children's communication, language and literacy skills are given due focus within the setting. Children recognise their names and those of their peers as they find their laminated names and place these on the white board. They converse with each other in circle time sessions where staff encourage children to develop good listening and communication skills. Children enjoy exploring creative pursuits such as sand and water play and happily engage within singing and music sessions.

They are developing valuable problem solving skills as staff encourage them to count how many spoons they will need for lunch. Children enjoy singing counting songs which they explore in both French and English. Children's knowledge and understanding of the world is promoted through practical experiences such as growing and planting seeds. They learn why it is important for plants to have water and sunlight to aid their growth. Children also have first hand experience of taking care of living things as they help to nurture the giant African snails that live within the nursery.

Children's overall welfare is given due emphasis within the provision. They are offered healthy organic meals and snacks which are all prepared freshly on the premises. Children have good opportunities to engage within a variety of physical pursuits to support their overall good health and physical development. Due to a covered section within the playground children can play outside regardless of the weather. Children are learning to behave in safe and responsible ways as staff support them to understand safe practices. For example, all children are involved in regular emergency evacuation drills as staff discuss the importance of these events. Children demonstrate that they feel safe and secure as they approach staff confidently for support and attention. Through many positive practices within the nursery children are beginning to understand the importance of good personal hygiene. Children are developing polite and respectful behaviour as staff present them with positive role models. They are learning to respect one another's home backgrounds and cultures as these are discussed and celebrated within the provision. Overall, children are developing many important learning and development skills which help to set secure foundations for their future learning success.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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