

# La Petite Fleur Pre-School

Inspection report for early years provision

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**Unique reference number** EY360253  
**Inspection date** 06/01/2012  
**Inspector** Angela Ramsey

**Setting address** South Mitcham Community Centre, Cobham Court,  
Haslemere Avenue, Mitcham, Surrey, CR4 3PR

**Telephone number** 079576 23780

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**Type of setting** Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

La Petite Fleur Pre-School opened in 2007 and operates from one room in South Mitcham Community Centre. It is situated on a large estate in the London Borough of Merton. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 20 children, aged from 18 months to under five years, on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. It supports a number of children with special educational needs and/or disabilities and also supports children for whom English is an additional language.

The pre-school employs eight members of staff, all of whom hold appropriate early years qualifications.

The pre-school is registered on the Early Years Register and both the compulsory and the voluntary part of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development. They enjoy a variety of activities and learning opportunities within the setting. Children's welfare is generally well supported however children's health and safety is compromised as the temperature of the hall used as a sleep room is not always maintained to an adequate and comfortable temperature. Also the procedures for children to wash after meals are not consistently hygienic. Most documentation required for the safe and efficient management of the provision is suitably maintained. The partnerships with parents, the local school and other agencies are positive and are significant in making sure that the needs of all children are met, along with any additional support needs. The capacity for ongoing improvement is demonstrated satisfactorily.

## What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation).

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

- introduce a rigorous system to monitor and evaluate the quality of the provision and ensure that any weaknesses that are identified are promptly acted on to improve outcomes for children
- make systematic observations and assessments of each child's achievements and interests and use this information to identify next steps for their development and to plan relevant and motivating future learning experiences
- implement a system to ensure the sleep room is maintained to a comfortable temperature
- improve hand washing procedures to promote children's good health.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is generally well safeguarded. Appropriate recruitment procedures ensure staff are suitably qualified and vetted. Staff demonstrate a sound understanding of their responsibilities in relation to child protection and are aware of the procedures to follow if they have concerns about a child. Some members of the staff team have attended safeguarding training. Suitable staff deployment helps to ensure that children are appropriately supervised.

Policies and procedures have been devised and are shared with parents. In the main most information is adequately recorded in the setting's documents. However, on the day of this inspection the attendance register had not been completed. Risk assessments for the indoor and outdoor play areas are conducted and the details of these are suitably recorded.

Partnerships with parents are strong and contribute to children's positive experiences at the setting. Staff communicate with parents verbally and also use diaries where staff convey information about the events of the day. For the younger children, staff record information about what they have eaten and their sleep patterns. Regular newsletters and parent evenings are also arranged where parents are provided with verbal and written reports which detail their child's achievements.

Staff promote inclusive practice; they demonstrate a sound awareness of children's individual needs and interests. Effective links with parents and agencies or services such as speech and language therapist ensure children receive the support needed. Staff have also developed close links with other early years settings which supports children's achievements and well-being. Staff effectively promote equality and diversity in relation to developing children's understanding of different cultures. The pre-school provides a range of toys and resources that are used to promote positive images of people of different cultures. Festivals such as Diwali, Eid and Chinese New Year are celebrated.

Self evaluation of the provision is carried out on a basic level. Staff in each group reflect on their group practice and identify aspects for improvement. For example,

book bags have been purchased to encourage children to take books home to share with their parents as a way of involving parents in their children's learning. However the current system does not ensure the effectiveness of the whole provision is fully evaluated.

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

Children are happy and enjoy being here. They are able to move around the play area freely and safely. Staff are vigilant in ensuring safety precautions are in place and conduct satisfactory risk assessments. Children learn to keep themselves safe for example, as they are gently reminded not to run inside. Children of all ages show that they feel safe. Babies and toddlers form warm, trusting relationships with staff. They approach staff for cuddles, reassurance and support, which staff readily supply.

Children are developing an awareness of personal hygiene practices as they wash their hands before eating their meals and after using the bathroom. However the washing procedures used by some members of staff when assisting the younger children compromise children's health by increasing the risk of cross-infection. Children enjoy regular opportunities to engage in physical activities as they ride wheeled toys in the outdoor play area. Their health is further promoted as they enjoy healthy snacks including a selection of fruit. Water is available throughout the sessions. Meals are prepared on the premises and are balanced and nutritious.

Staff treat the children with respect and value them for their individual personalities. Staff act as positive role models and encourage children to be kind to each other. Staff remind children to share and to take turns and give appropriate support if disputes occur. Children are keen to learn and explore as they interact with their peers. They are sociable and communicate well with each other and staff. The staff team creates a learning environment where children can explore and choose the activities they want to do freely.

Children are making steady progress in their learning and development. They engage in a balance of adult- and child-initiated activities to support their learning. Activities reflect the six areas of learning and engage children's interest. Staff talk to the children as they are engaged in activities, encouraging their language skills and thinking. Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers enjoy investigating cause and effect toys where they work out that one action has an effect on others. Children are making connections as they use their imagination. During role play children enjoy dressing up, and taking their 'baby' in the pushchair and go shopping. Staff make play dough and provide rolling pins, shape cutters and cutlery. Children busy themselves making 'pizzas' and 'dumplings' which they then pretend to bake. Children have regular opportunities to communicate and to practise new sounds and words as they sing nursery rhymes and actions songs. Children are developing a healthy interest in books and independently choose to spend time looking through books in the book area. After reading a story to

children, staff ask open-ended questions to which the children respond, helping them to recall the story and develop their language skills. Each child is also encouraged to take books home to enjoy with their parents. Some children have a sound understanding of numbers below ten and children's understanding of shapes and colours is developing well as they practise identifying these on a regular basis.

Some of the written observation and assessment completed by staff are satisfactory in quality and effectiveness. However the recording of some of the children's observations are not consistently well recorded by all staff members. Some observations show gaps in children's learning and children's next steps are not consistently planned for. As a result children's progress in their learning varies and children are not always suitably challenged by the planned activities.

Parents are encouraged to access their child's developmental records and are encouraged to be involved in their child's learning, by extending activities and experiences from the pre-school at home. This helps to consolidate the children's learning and development. Staff have also organised parents' evenings where the child's key person can discuss children's development and achievements and parents can look through their child's observation file.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met