

# Christ Church Street French Nursery Limited

3 Caversham Street, LONDON, SW3 4AF

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|--------------------------|------------|
| <b>Inspection date</b>   | 22/10/2012 |
| Previous inspection date | 27/04/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Effective settling-in procedures successfully help children separate from their parents or carers and develop trust and confidence in their key person.
- Children engage in a wide variety of good activities both of their own choosing and adult-led because the nursery is well resourced.
- Children make good progress in their learning and development with appropriate support from all staff.
- Practitioners have a good understanding of safeguarding matters and give high priority to children's safety.
- Good systems for self-evaluation include feedback from all staff, parents' contributions, and children's ideas, which leads to action being taken that continually develops the provision for the benefit of the children.

### It is not yet outstanding because

- Staff do not always use key words in children's home languages effectively to develop children's confidence and ability to communicate.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- Information about the inspection
- The inspector looked at a sample of documentation including operational plans, a sample of children's development records and information on the nursery's website.
- The inspector observed activities in all indoor rooms used by the children and the outside play area.
- The inspector looked at a sample of documents and records, including policies, recruitment and risk assessment records and the complaints log.
- The inspector held a meeting with the owner, manager, deputy manager and took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, including references obtained.

## **Inspector**

Ray O'Neill

## Full Report

### Information about the setting

Christ Church Street French Nursery Limited registered in 2007 and operates from two rooms inside a church hall. It is situated in Chelsea, which is located within the Royal Borough of Kensington and Chelsea. This is a bilingual nursery teaching French and English. The nursery is open each weekday from 9am to 12.30pm for 44 weeks of the year. There is no suitable outdoor area available at the setting, however, they use the local school playground and garden on a daily basis.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven early years children, aged two to three years, on roll. All attend on a part-time basis and come from the local area. The nursery receives funding for the provision of free early education for children aged three years. It currently supports children with special educational needs and/or disabilities and those learning English as an additional language. Three members of staff work directly with the children and all hold appropriate qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen the educational programme for communication and language for all children who speak English as an additional language by using words familiar and important to them in their home language.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the areas of learning and plan a well-balanced range of activities that takes into account children's starting points, and interests. This has a good impact on children's learning and development. Children's records demonstrate regular and generally precise assessments of children's progress. The effective activity plans support children to acquire skills and promote their development. Children are motivated by staff who show their own enthusiasm during activities, offer plenty of

challenges and reward children with lots of praise and encouragement. Children demonstrate they are interested and enthusiastic learners.

Staff organise a good balance of adult- and child-led activities. In a small adult-led group, children show great curiosity as they explore the different food items in the French cafe, improving their language skills as staff encourage them to describe their experiences. Children have close caring relationships with their key people and other staff. They enjoy the story session and join in enthusiastically with well-known phrases in both English and French. Staff organise rooms to provide children with opportunities to explore all areas of learning. For example, investigating shapes, making marks with paint and chalk, creating models with dough and developing their role play using tents and costumes. Staff constantly interact with the children allowing them to lead the play, whilst skilfully asking 'how' and 'why' questions to extend children's thinking. Children benefit from the well planned visits the nursery organises. For example, visits to a science museum, Battersea Park zoo and local fire station are effective in developing children's understanding of the world.

Children who join the nursery with no English progress well through staff forging positive relationships with parents, providing dual language resources and embracing cultural difference. The staff find out important words in children's home languages, when children speak English as an additional language. However, these are not used sufficiently by staff to help children communicate effectively, for example when joining in stories. Children make good progress in their personal, social and emotional development, demonstrating positive relationships and respect to staff and peers. Children benefit from a number of opportunities to develop their coordination, control and movement in the outdoor area and through organised sports activities with qualified coaches.

Parents receive regular information about the daily activities their children participate in. In return, they advise staff of activities and events their children participate in at home. This allows staff to be flexible in the educational programmes to include activities that hold interest for individual children. Overall, children are making good progress towards the early learning goals.

### **The contribution of the early years provision to the well-being of children**

The well-established key person system allows staff to form good working relationships with parents. During the effective settling-in process detailed information is exchanged, strong links are formed with parents and ultimately secure attachments with children, which promotes their well-being and independence. Staff are aware of children's needs and individual likes and dislikes, and they respond to children accordingly. Children are settled in the nursery and their behaviour shows that they are learning how to stay safe. For example, two-year olds respond willingly to instructions to put on their luminescent jackets, line up and repeat directions on safely crossing the road.

Staff provide a stimulating, enabling environment for the children. Toys and equipment are good quality, well maintained and age appropriate. For example, children are attracted

to the role play area, which depicts a French cafe where they play with the toys and explore their environment safely. Children's safety is a high priority for staff. Effective daily and monthly risk assessments provide a safe environment so that children stay physically healthy and develop a suitable understanding of how best to use toys and equipment. For example, children help clear away unused toys to prevent trip hazards. Children demonstrate caring attitudes as they help one another. For example, assisting with putting on coats, and showing concern if other children cry.

Children develop a clear understanding of hygiene as they follow appropriate routines before playing outside. Staff liaise with parents to ensure children's dietary needs are met and they reflect children's favourite foods and changing tastes in the menu. All children learn to adopt very healthy lifestyles through a varied, healthy diet, which includes fresh fruit and vegetables, as well as regular drinks. Children are active and enjoy participating in a range of physical activities such as swimming, ballet and rugby. Staff are good role models; they make sure that children all wash their hands before their meals and take suitable measures to promote food hygiene. Children sit comfortably at tables to eat lunch and become aware of healthy diets as they discuss the different foods they eat.

Children are happy and settled in their environment and confidently move around the setting selecting the accessible and well organised resources. The daily visit to the local primary school's outdoor area provides children with a safe, well-resourced and rich learning opportunity. For example, children visit the chicken coop and fishpond, plant seeds in the gardening area, climb on the apparatus and ride an assortment of pedal vehicles. The nursery is well organised, allowing children easy access to resources promoting self-help skills and independence. Children are well prepared for the next stages of their learning as they transfer to the sister nursery for pre-school children.

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

Staff implement rigorous safeguarding procedures and effectively promote children's welfare and safety. There are robust procedures for vetting staff to check that they are suitable to work with children. The premises is secure and there is a thorough procedure in place to check the identity of visitors. Staff have a good knowledge of evacuation procedures, which promotes children's safety in the event of an emergency. Risk assessment is detailed and any hazards are minimised.

Staff use their knowledge of children's starting points and observations to plan and provide appropriate activities to promote children's development, and monitor their future progress. All staff are using the revised Early Years Foundation Stage, and planning now focuses on the revised areas of learning. The staff demonstrate good awareness of their strengths, with the manager observing and monitoring practice regularly. Regular staff appraisals identify training needs effectively and the owner responds positively by providing appropriate training opportunities. Staff agree targets at appraisals, which are monitored closely to promote further improvement effectively. The owner and staff members work closely with advisors from the local authority to help individual children

make good progress, and to evaluate and monitor the provision as a whole.

Effective self-evaluation includes feedback from staff, children, and parents and identifies the provision's strengths and areas for further development. Improvements made, greatly benefit the children. These include increasing the number of outings to enhance learning, and developing communication systems to share information with parents. Partnership with parents is very good. Parents feel involved and welcome at the setting and report that they find all the staff approachable. They feel well informed about their children's activities and progress, through daily contact with staff and regular updates, together with access to their children's records. Parents receive clear information about the nursery and know who their child's key person is. Staff liaise with parents or carers to promptly identify any child who may have special educational needs and/or disabilities. They seek advice from other agencies to ensure a quick assessment of children's needs and the provision of additional support when necessary. This helps to close any gaps in children's learning and development. Staff regularly share information with parents about their children's progress and monitor the effectiveness of new methods for involving parents in children's learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

| Grade | Judgement | Description |
|-------|-----------|-------------|
|-------|-----------|-------------|

|         |              |  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the |

|         |   |
|---------|---|
|         | Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.                                 |
| Met     | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.     |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY348663                                    |
| <b>Local authority</b>             | Kensington & Chelsea                        |
| <b>Inspection number</b>           | 815328                                      |
| <b>Type of provision</b>           | Sessional provision                         |
| <b>Registration category</b>       | Childcare - Non-Domestic                    |
| <b>Age range of children</b>       | 0 - 8                                       |
| <b>Total number of places</b>      | 16  |
| <b>Number of children on roll</b>  | 7   |
| <b>Name of provider</b>            | Christ Church Street French Nursery Limited |
| <b>Date of previous inspection</b> | 27/04/2010                                  |
| <b>Telephone number</b>            | 02073519648                                 |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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