

La Petite Fleur Pre-School

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

Inspection date	25/04/2013
Previous inspection date	06/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children learn new skills and make good progress in their learning due to the wide range of exciting activities on offer at the pre-school.
- Staff are dedicated to working closely in partnership with parents. This means that communication and relationships between staff and families are extremely positive.
- Children and staff form warm and trusting relationships, which enables children to feel secure and grow in confidence.
- Staff offer good support for children who are learning English as an additional language, meaning that children soon catch up in their communication and language skills.

It is not yet outstanding because

- Some staff do not always model correct grammar when talking to children, which means that children sometimes learn the incorrect way to structure a sentence.
- Systems for monitoring staff do not provide opportunities for staff to learn from one another to minimise occasional minor inconsistencies in their practice.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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

- The inspector accompanied staff and children on a walk to a local park.
- The inspector spoke to five parents and held a meeting with management.
- The inspector observed interactions between staff and children.
- The inspector carried out two joint observations with the company's Early Years Professional.
- The inspector looked at a sample of various records relating to policies and children's learning.

Inspector

Linda du Preez

Full Report

Information about the setting

La Petite Fleur Pre-School registered in 2007 and is one of three settings, which are privately owned by the same registered provider. It is located in South Mitcham Community Centre in the London Borough of Merton. The pre-school operates from one room, has use of a large hall area for physical play and an additional dining area. All children share access to a secure enclosed outdoor play area. The pre-school is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 14 children, aged from three and four years on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. The pre-school supports children who are learning English as an additional language. The pre-school employs eight members of staff including the registered provider. All staff hold appropriate early years qualifications, including Qualified Teacher Status, Early Years Professional Status and an Early Years degree. The pre-school is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the programmes for communication and language by consistently encouraging children to talk about their learning and experiences, and making sure that all staff demonstrate correct grammar

- enhance the systems for staff supervision by helping staff to learn from each other and reflect on the impact of practice to constantly improve understanding and skills.

Inspection judgements

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

Children make good progress in this exciting and vibrant pre-school. As soon as children start attending, staff work closely in partnership with families so that they get to know the children well and have a good understanding of their development. Key persons continue this good practice using a home contact book and making the most of everyday discussions with parents to maintain a two-way flow of information. This helps to ensure continuity in children's learning. Key persons monitor children's on-going development well using planning, observation and assessment to set clear goals for individual children across all areas of learning. The staff plan activities according to children's interests and enthusiasm, which means all children are effectively challenged and benefit from well-

planned engaging and enjoyable activities to support their individual needs.

All staff show a real interest in what children have to say. They encourage children's thinking by introducing new words and using questions and statements. This enables children to think of many possible answers to develop their ideas. For example, when planning a walk to a local park children talk about seeing pirates on a boat and being scared. Staff suggest that children could use "telescopes" to "search" for pirates and ask children what they could do if they saw any. Children explain that they could find somewhere else to explore and begin to consider where else they could look for "hidden treasure". Staff respect children's ideas, which makes children keen to share their thoughts and chat confidently. Most staff are skilled at motivating children to recall their learning from previous experiences. Other staff are less confident and occasionally use incorrect grammar when talking to children, which has an impact on their developing communication and language skills.

Staff encourage children's creativity by providing a variety of materials for them to explore and investigate, such as collage materials to create pirate ships. As children begin to work on their creations, staff support their thinking further by discussing the possibilities of exploring different media. Consequently, children think about different ways of using materials and develop a sense of purpose, which results them each creating their own unique collage ship. These creative and imaginative activities help children to experience a deep sense of achievement and they become very proud of what they have produced.

Children make marks enthusiastically. Some children write their names and produce recognisable symbols and letters. Staff put many motivating signs, words and pictures on display around the environment to develop children's interest in print, letters and words.

Staff provide a good range of mathematical activities. Children enjoy puzzles, problem solving games and sing counting songs. Staff encourage children to use mathematical thinking throughout their play. For example, during the treasure hunt they measure the water in a local river using logs. They compare which parts are deeper than others and whether the water level is higher or lower than the previous day. Children respond by successfully comparing the water levels and using mathematical words such as 'deeper', 'deepest', 'higher', 'lower', 'more' and 'less'.

Staff support children who are learning English as an additional language well. They find out and use key words from their home language when they first begin at the pre-school. Staff also put a variety of words written in their home language on display around the pre-school. Consequently, children catch up in their language and communication skills rapidly and soon use both languages in their play. Furthermore, because staff place such high value on children's home language, children feel extremely confident and teach each other about their home language. Therefore, children across the pre-school develop an understanding and respect for other cultures, which supports their knowledge and understanding of diversity in the social world around them.

The activities and the enthusiastic staff at the pre-school provide children with plenty of challenges to support their learning and development. Consequently all children make consistent progress as they develop skills across all areas of learning to prepare them for

school.

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

The pre-school staff are very welcoming and greet families with enthusiasm when children arrive for their sessions. Children run to staff and chat about the day ahead, while others give them a hug, showing that they are pleased to see them. The successful key person system helps children to form these strong attachments to staff, and highly positive relationships exist across the provision. Staff know each individual child personally and are highly responsive to their needs. Consequently, children are secure and develop self-confidence. They greet visitors and talk about what they enjoy about the pre-school, such as trips to the park and playing with friends.

Children know to wash their hands after toileting and prior to eating. Staff put up signs on display reminding children of the importance of washing germs away. Consequently children develop a good understanding of their own care needs. They enjoy eating tasty snacks such as fresh fruit, which helps them to recognise the importance of healthy eating. They benefit from fresh air and exercise on a daily basis. They progress well in their physical development as they enjoy leaping over logs in the park and climbing skilfully on a wooden climbing frame. Staff involve children in risk assessments by asking them about what they need to be careful of during their visit to the park. They teach children about crossing the road safely and children explain the importance of looking and listening at all times. This demonstrates how they are developing an excellent sense of their personal safety.

Staff help children to become independent and try things out for themselves, such as getting dressed into boots and coats to prepare for an outing. Staff offer praise and encouragement to help children to keep trying and persevere. Consequently, children develop their own skills due to the good balance of support and encouragement from staff.

Staff help children to prepare for their move to school by reading stories to them and holding discussions. They arrange graduation ceremonies and make the most of these experiences to help children feel excited about moving on to school. They encourage children to return to the pre-school after they have left to talk about their experiences to their friends. These positive experiences help children to feel confident about the change they will experience one day.

The staff team work very closely together and are very supportive and positive role models for the children. They are confident in their roles and provide extremely clear guidelines and boundaries to support children's behaviour. For example, they recap rules before heading off for an outing and use sand timers to show children that they have five more minutes before tidying up and preparing for the next activity. These positive strategies help children to understand what is expected of them. Consequently, children are very well behaved, collaborate with each other in their play and the pre-school has a

calm, yet vibrant atmosphere.

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

The registered provider manages the pre-school with an additional manager and support from the company's Early Years Professional. They have undertaken the relevant safeguarding training and staff understand their responsibilities well. Staff are vigilant in carrying out consistent procedures to help keep children safe, such as making sure that all children wear florescent jackets during their walks in the local community. They carry out risk assessments both indoors and during outings and work hard to keep areas clean and safe for the children.

The registered provider demonstrates a dedicated approach to meeting the learning and development requirements. Staff effectively drive and secure improvement in the outcomes for children through self-evaluation incorporating the views of staff and parents. They have successfully implemented all recommendations from previous inspections and made positive improvements in planning based on children's individual progress and interests. Therefore the pre-school demonstrates a good capacity to maintain continual improvements, which benefits children.

Management carry out robust recruitment and vetting procedures to check that new staff are suitable to work with children. New staff undertake a clear induction programme so they know their responsibilities and understand how to implement policies of the pre-school to safeguard children.

Management support the staff team in their professional development by accessing and providing training and support. Management observe staff and feedback their findings, although systems for supervision do not enable staff to fully reflect on the impact of their practice by learning from one another. Therefore, occasional minor inconsistencies remain, which have a small impact on the children's care, learning and development.

The pre-school has developed strong partnerships with other professionals and agencies to support partnership working and continuity for children and their families. They share information with primary schools and know how to seek support for children if the need arises.

Relationships between parents and staff are extremely positive. Parents are very complimentary about the pre-school and comment on how caring staff are and how much their children learn at the pre-school. The staff successfully involve parents and carers in their children's learning. Information and photographs of children's learning is attractively put on display in the foyer to provide information to parents about the types of activities their children have taken part in. This good practice enables parents to talk about these experiences at home and build on their 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 action. 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

Unique reference number	EY360253
Local authority	Merton
Inspection number	815434
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	14
Name of provider	Merle Mohammed
Date of previous inspection	06/01/2012
Telephone number	079576 23780

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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, which are usually the childminder's 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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