

# Les Trois Oursons

170 Gloucester Terrace, LONDON, W2 6HS

<b>Inspection date</b>	07/11/2013
Previous inspection date	25/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 make good progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities and resources.
- Children behave well, due to the good support they receive from staff. This enables children to learn to play and share together and creates an extremely positive atmosphere throughout the nursery.
- Staff ensure that children develop a good understanding of the importance of leading healthy lifestyles by adopting rigorous hygiene routines and by providing children with nutritious and healthy meals and snacks.
- The management team share a strong commitment to the continuous development of the nursery's practice. They have high expectations of staff and children, which helps to drive improvement.

### **It is not yet outstanding because**

- Staff do not always have a consistent approach to developing early writing or take all opportunities to promote children's literacy skills.
- Although the programme for communication and language is strong, some staff occasionally miss opportunities to develop children's thoughts and ideas further.

## 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.

## Inspection activities

- The inspector observed the children's activities and staff's interaction with them.
- The inspector held meetings with the provider, area manager, manager, deputy manager, children's key workers and other staff.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector looked at a sample of the nursery's policies and procedures and staff's records.

## Inspector

Yasmine Hurley

## Full report

### Information about the setting

Les Trois Oursons is one of three nurseries forming the Language Fantastic Group run by Mars Montessori Schools Limited. It is a bi-lingual nursery that teaches children in the Early Years Foundation Stage age range in English and French. It registered in 2012 and operates from a purpose built nursery on the lower ground floor of a residential block of flats in Paddington, in the City of Westminster. It is accessed via a flight of external stairs. It is open each weekday from 8am to 6pm for 47 weeks of the year. There is no access to an outdoor area but children are regularly taken to local parks. There are currently 44 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four and is registered on the Early Years Register. The nursery supports children learning English as an additional language. There are 14 members of staff, most of whom hold relevant childcare qualifications including one members of staff who holds a BA Hons degree in Childhood Studies. The nursery follows aspects of the Montessori teaching methods.

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

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

- strengthen opportunities further for children to experiment with writing and to write their own names, to prepare them as well as possible for the move to school
- support children's curiosity further by ensuring that all staff consistently take opportunities to ask them open-ended questions to support their thinking during activities.

### Inspection judgements

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

Children make good progress as staff have a clear understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. There are good systems in place for monitoring children's progress towards the Early Learning Goals. Staff provide an excellent range of resources and plan stimulating and interesting activities. As a result, children are keen to learn. Children make good progress in all areas of their learning and development in relation to their starting points. Key persons make regular observations and assessments of children's progress, which they use effectively to plan for children's next steps. Parents are encouraged to contribute towards their children's ongoing assessments by sharing weekly diaries of their children's activities at home and discussing their progress with their child's key person. This demonstrates a good approach to valuing information from parents and helps key persons to plan for

children's individual learning. Staff support children learning English as an additional language well. They ask parents for key words in children's home languages to help them communicate effectively with the children. In addition, parents receive good information about the nursery and how both the English and French languages are promoted at the nursery. Consequently, all children, especially those learning English as an additional language, make good progress from their starting points.

Staff use good teaching skills to support children's language and communication skills throughout their daily activities and routines in both English and French. Children spend a full day in the 'English room' where they hear only English spoken, and a full day in the 'French room' where staff speak fluent French only. As a result, children develop vocabulary in both languages simultaneously and consistently. Children snuggle up with their key person in cosy book corners and listen to stories whilst they eagerly turn the pages of their favourite book. They also enjoy singing songs and rhymes with repetitive phrases to reinforce language, such as Christmas carols in preparation for their nursery production. However, not all staff consistently encourage children to join in and contribute as well as possible in discussions. This means opportunities to develop children's thoughts and ideas further are missed.

Children enjoy drawing and painting. They use paints, scissors, glue, colourful paper to make interesting artwork. Staff encourage children by joining in and offering lots of praise. These activities support children's creative skills and their expressions through art and design. Younger children enjoy using interactive toys, musical instruments and treasure bags. They particularly enjoy messy play activities such as using foam and paints to explore and encourage their curiosity. Generally, staff teach older children to practice writing their names. However, there are some missed opportunities by staff who do not consistently encourage older children to write their name on their artwork, to further their understanding that writing carries meaning.

Children have many opportunities to develop their mathematical skills as there are vast numbers of resources, which support this. For example, children complete puzzles, count wooden rods and work out simple calculations. Staff teach children to use mathematical thinking throughout their play such as counting the paper body parts of bugs and joining the shapes together to create colourful artwork. These activities help children to build skills for their future lives.

Staff have an excellent approach to develop children's understanding of living creatures. They teach children about the anatomy of insects as children explore items from the nature table such as leaves, bark, insects and snails. Children investigate the shapes and textures of natural resources and examine snails and bugs with magnifying glasses. Children develop a good awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. They use a good range of multicultural resources including books and maps and celebrate festivals from around the world. This helps children to learn about the similarities and differences between themselves and others. All children have the opportunity to learn French and English in this bilingual nursery.

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

Children have settled well into the nursery. They are confident and have a strong sense of belonging. They work exceptionally well independently and with other children, showing good negotiation and co-operation skills. Children behave very well and show a good awareness of responsibility within the nursery. They confidently make choices about their play, put items back when finished and clean up after themselves. Staff manage children's behaviour very well. They are positive role models and speak to the children and each other calmly and with respect. They explain their expectations and offer meaningful praise and lots of encouragement. Children learn how to stay safe as they practice regular evacuation drills and benefit from visitors such as the fire service and the police. This helps to extend children's learning about people who help them in the community.

Staff teach children the importance of having a healthy balanced diet and regular exercise. The nursery employs a cook, who prepares nutritional meals using fresh produce. Meals are positive occasions as staff encourage children to enjoy the good range of healthy food and offer kind and gentle support when needed. Children serve themselves chicken and liver pate on oatcakes for starters followed by chicken in mushroom sauce, mash and vegetables for their main meal. Staff are aware of children's dietary restrictions and support their individual needs by preparing healthy alternative meals. Staff follow consistently good hygiene practices to promote children's well-being. Children are encouraged to independently use the toilet and wash their hands, using the small low-level sinks at appropriate times of the day. This helps children to develop the skills needed for when they go to school. Although the setting does not have an outdoor area, staff ensure that children are physically active in all weathers and benefit from daily trips to the local park where children can use the playground equipment to explore, climb and balance. This helps children to enjoy the fresh air and exercise as part of a healthy lifestyle.

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

Staff have a secure understanding of safeguarding procedures and know when to take action to protect children in their care. Management provide ongoing training to ensure the team keep their understanding of safeguarding updated. Management carry out robust recruitment procedures and thorough checks on all staff and temporary staff to check their suitability to work with children. Risk assessments are in place for the building and the provider has an effective system in place to reduce hazards when children go out on daily visits to the local park. Comprehensive policies and procedures support the smooth day-to-day running of the setting. All policies are shared with parents and the manager encourages the views of parents on nursery procedures.

Management strengthen the team by the hands-on approach of the registered provider, area manager and the links with the other nurseries in the group. This leads to shared good practice to improve overall outcomes for children. The senior management team supervise staff regularly and this helps them to spot any issues related to performance.

They have good systems in place to provide targeted support to staff to improve performance. The manager ensures that effective appraisal systems are in place. This helps to maintain the good standards and practice across the nursery.

Effective self-evaluation procedures are in place, which include the views of staff, parents, children and other interested partners, such as advisory early years development workers. Staff have addressed all recommendations from the previous inspection. There are clear plans for further improvements. These actions demonstrate the management and staff's determination to keep driving improvement.

Staff have good relationships with parents and others involved with the children. Parents spoken to during the inspection, explain that they are kept fully informed of their children's progress through discussions with key persons, parent evenings and weekly diaries. Parents comment how staff are very kind and caring and their children are very happy and settled at the nursery. Staff work extremely well with other agencies, such as local schools, to promote continuity in children's care and learning. Staff share information about children's progress with the school teachers and this helps to promote consistency of care. In addition, staff have good partnerships with other professionals and agencies. They are vigilant in their approach to seeking early interventions for children they have identified with additional needs.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY431842
<b>Local authority</b>	Westminster
<b>Inspection number</b>	939408
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	44
<b>Name of provider</b>	M.A.R.S Montessori Schools Limited
<b>Date of previous inspection</b>	25/06/2012
<b>Telephone number</b>	02072629945

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

