

La Petite Ecole Bilingue

80, Cambridge Gardens, London, W10 6HS

Inspection date

Previous inspection date

11/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Parents are seen as partners and are involved in all aspects of the provision including making contributions to their children's initial and ongoing assessments and learning.
- Staff plan varied activities outside the nursery such as regular outings, dance and sports sessions, which children enjoy. Therefore, children's learning is enhanced.
- The manager has a clear drive for excellence and identifies areas for development well. As a result, the nursery has made positive changes in a short time and continues to improve.

It is not yet good because

- Some staff serving and handling hot meals for children have not been trained in food hygiene which is a breach of requirement and has an impact on children's welfare.
- The quality of teaching is variable because staff do not consistently interact with or challenge the children in their play in less structured activities, particularly during outside play.
- Some areas in the learning environment have limited resources, such as the role-play area, and this results in children arguing over toys.

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 had a tour of the premises with the manager.
- The inspector took account of the views of several parents.
- The inspector met with the provider and the manager to discuss their understanding of the Early Years Foundation Stage requirements.
- The inspector sampled children's progress reports and learning journeys.
- The inspector observed children's play inside and outside.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

La Petite Ecole Bilingue is run by a private provider and follows bilingual educational methods and the Early Years Foundation Stage. It registered in 2013 and operates from the lower ground floor of an Edwardian house in Ladbroke Grove, in the Royal Borough of Kensington and Chelsea, in London. The nursery is open each weekday from 8.30am to 4pm during term time only. There are currently 16 children on roll in the early years age range. The nursery welcomes children with special educational needs and/or disabilities. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. There are five staff working directly with the children, including the manager who holds a degree in early years, a qualified teacher and two other staff qualified at level 2 or above in early years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff handling and preparing food for children have completed food hygiene training

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

- improve the quality of teaching so that it provides a broad range of experiences and meaningful interactions that promote children's learning in all areas of development, particularly outside
- increase the range of resources and enhance the provision in the role play areas to promote imaginative and purposeful play among children.

Inspection judgements

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

As a whole, children are making steady progress in their learning and development. Staff generally understand how children learn through play, however, several sudden changes to management and the staff team has disturbed the provision and staff. Consequently, the uncertainty resulted in teaching being variable. On occasions staff spend too much time observing and supervising children rather than teaching, interacting and re-shaping activities to support their learning and development effectively. However, the recruitment of new highly qualified staff and a driven manager is already having a positive

impact on the overall provision.

There are sound systems in place to complete ongoing and formal assessments of children's learning. When children start at the nursery, parents complete an 'All About Me' form. This gives staff valuable information about children's learning and development at home as part of their initial assessments. Staff record ongoing observations on a 'learning journey' for each child, which is shared with parents so they are aware of the progress their children make. Staff plan weekly and daily activities for each one of the areas of learning. This supports children's learning and helps ensure children are making progress and are being prepared for the next steps in their learning and development.

The nursery follows bilingual educational methods in conjunction with the Early Years Foundation Stage. Therefore, the provision is split between English and French planning. Most children demonstrate that they are developing language competency in both languages. Staff support children's language acquisition and development adequately as they use a range of resources and the environment to promote communication and language in both English and French. Children with special educational needs receive support through consistent links with other professionals, such as speech and language therapists. They visit the children in the nursery and provide recommendations for activities and training for staff. This means, there are some targeted plans for children with special educational needs in place. Therefore, children are beginning to make progress based on their starting points. Furthermore, children are developing good relationships and learning about the world in which they live through well-planned circle time activities in English and French. Children take turns, discuss and celebrate diversity and are reminded of the nursery's golden rules, which supports their personal and social development. Staff provide some exciting educational programmes as children regularly go on visits and attend the library story time sessions and have private sports and dance lessons, which promote their learning across the curriculum.

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

Despite going through much change in the staff team the well-being of the children is being promoted appropriately. The staff know the children well and the parents have been reassured by the proactive and engaging attitude of the new manager. The key person system supports children well through settling-in times. This is because staff spend time with them, exchange regular communication with parents and observe children in order to inform their planning of activities and care routines to meet their needs. Therefore, children are developing secure bonds with the staff who are caring and sensitive in dealing with their needs and helping children deal with change.

Children arrive happily at the nursery and quickly settle into their activities because there is generally a calm atmosphere in the nursery. Children enjoy painting spring pictures, climbing on and sliding off the climbing frame and use their imagination to play. For example, children pretend they are trains going under a tunnel when they walk under the slide. Therefore, children are beginning to show they have motivation to explore the environment in order to direct their play experiences. However, there are some play areas

where there are limited resources for children to play with, such as the role play areas inside and outdoors. Consequently, sometimes children argue over a toy, which affects their well-being and opportunities to learn through play.

Staff are vigilant as they complete daily checks of the premises in order to make the premises safe for children to play in. The playground is covered with artificial material, which means children can access outdoor play all year round to support their health and learning needs. The planning of outings includes risk assessment of the routes as well and ensuring all required equipment and information is gathered before leaving the premises. Staff deal with minor accidents efficiently; they follow first aid procedures to ensure children are well and make records of the incident, which they share with parents. In addition, staff have a secure understanding of safeguarding policies and procedures and what to do if they have concerns about the safety and well-being of a child. This means children in the nursery are kept safe.

Staff are implementing new strategies to promote positive behaviour in the nursery as they have introduced 'golden rules'. They use these well to further develop children's understanding of rules and boundaries. These strategies also promote children's understanding of safety as they discuss how walking inside prevents accidents. They learn about road safety before leaving the nursery on an outing, which helps them to keep safe when out in the community. Children learn about healthy lifestyles as staff work closely with local National Health Service nutritionists to implement a healthy eating policy. Parents participate in this as they provide healthy snacks for their children. The nursery uses a local catering company that provides hot, nutritionally balanced meals for lunch every day. At lunchtime children wash their hands as part of their routine, which encourages good hygiene. The staff are also good role models as they wash their hands and wear gloves when serving the food. Children enjoy their meals and develop self-help skills as they use large serving spoons to serve themselves, knowing staff are near by to provide help to those who need it. Therefore, children are developing self-help skills and independence, which helps prepare for the next stages in their learning.

Children develop understanding of the effect of exercise on their bodies and the importance of physical activity as staff plan outings, sports and dance lessons to enhance children's learning and extend their physical skills. Staff also provide quiet and comfortable areas for children to rest and have naps, following their home routines. This promotes children's health and well-being appropriately. Staff are deployed well so that two members of staff supervise children's sleep time, for their safety. They can also read stories with children who choose not to sleep. Therefore, overall staff support children's well-being appropriately.

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

The provider has a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have ensured there are sound systems in place for training all staff on safeguarding and child protection.

Management makes certain that they maintain the required ratio of staff, including qualified staff to children at all times. The manager ensures all policies and procedures and records are in place and required documentation is available to those concerned. Such practices help the nursery safeguard children and promote their welfare.

There is a thorough safeguarding children policy in place and staff are knowledgeable on child protection issues. Therefore, children are kept safe in the nursery. Sound recruitment systems ensure all staff working with the children are suitable to do so and have relevant experience working with children. Disclosure and Barring Service checks are carried out for every new member of staff as part of the nursery's vetting procedures. Furthermore, staff have sound knowledge and understanding of the nursery's policies and procedures for risk assessments and safeguarding children. However some aspects of the safety procedures are not fully embedded. There are times when staff without food hygiene training are put in charge of serving and handling hot meals for children. This breaches a requirement for safeguarding and welfare of the children and can compromise children's health and well-being.

The provider has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. In order to improve their provision they have recruited an experienced and highly qualified nursery manager. They work directly with the children and new staff, including an early years teacher and a qualified teacher to teach children and support their care and well-being in the nursery. As a result, though in its infancy due to the difficult start with high staff turnover, there are now secure systems in place to ensure children's learning and development are promoted. Furthermore, the provider ensures that processes for recruitment, monitoring and supervision are being improved to retain the staff team and support their professional development. This is beginning to have a positive impact in children's motivation to learn and children are generally developing at expected levels based on their starting points and age.

The manager oversees the planning, which they review on a regular basis to ensure that the activities are broad and balanced, across the seven areas of learning. The 'Learning Journeys' are monitored for accuracy and to identify any gaps in children's learning. The planning and organisation of the educational programmes mean staff are helping children gain confidence and develop skills they will need in the future. Staff complete focused activities with their key children to meet individual needs and the environment provides opportunities for children to learn across the seven areas of learning. However some areas of learning are better resourced than others, which has an impact on the quality and range of learning experiences for each child.

The manager completes a self-evaluation form, taking into account the views of all accessing the service, including children, staff and parents. As a result, the nursery has established a new parents' council in order to strengthen the links between parents and the nursery and promote cooperation to developing the provision. In addition, the nursery receives support from the early years team in the local authority, who advises the manager and guides them with regards to training opportunities. The manager has a strong drive for excellence and identified areas for development. They have reorganised some aspects of the nursery's practice, which has already had a positive impact on children's outcomes. Parents speak positively about the improvements the nursery

manager has made to the provision and how the organisation of the nursery has improved. The manager is building strong links with other professionals, such as early years consultants, speech and language therapists, nutritionists and school teachers. This is in order to ensure children are being adequately prepared for going to school or move on in their learning.

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

Unique reference number	EY466266
Local authority	Kensington & Chelsea
Inspection number	951072
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	18
Number of children on roll	16
Name of provider	Anne Henderson-Stewart
Date of previous inspection	not applicable
Telephone number	02089323353

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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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