

La Petite Fleur Pre-School and Nursery

Church of the Nazarene Hall, 2 Grant Road, Clapham Junction, London, SW11 2NU

Inspection date	15/05/2014
Previous inspection date	21/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Safeguarding is given a high priority. Staff are very aware of safeguarding requirements, implementing procedures consistently which means children are protected well.
- Staff acknowledge the uniqueness and individual needs of every child and fully support them in making good progress in their learning and development.
- Children benefit from the positive involvement in their play from staff who are well supported by the management team. This shows a strong commitment to improving the care and learning for every child.
- High levels of engagement between staff and parents contribute significantly to the good outcomes for children.

It is not yet outstanding because

- Staff do not make the most of opportunities to encourage children in literacy activities indoors to support their early writing skills.
- Staff do not always fully encourage children to manage their own personal needs, for example by enabling them to prepare food themselves at snack time and prepare the table for lunch.

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 observed children's play and staff interaction indoors and outside.
- The inspector talked with available staff, parents and held discussions with the owner.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.
- The inspector carried out a joint observation with the Early Years Professional.

Inspector

Nadia Mahabir

Full report

Information about the setting

La Petite-Fleur Pre-School and Nursery registered in 2010 and is one of two settings, which are privately owned by the same registered provider. It operates from a church hall in Clapham in South-East London. Children have access to the ground floor and an enclosed outside play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 7.30am to 6pm, for 50 weeks of the year. There are currently 25 children on roll in the early years age range. Children are able to attend for a variety of sessions or for full days. The nursery receives funding for the provision of free early education for two-, three-, and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of seven staff work directly with the children. Of these, six hold relevant qualifications at level 3 or higher. One member of staff holds Early Years Professional Status.

What the setting needs to do to improve further

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

- provide more opportunities for children to practise their early writing skills in practical situations
- build on staff's existing supportive practice to help children develop their own personal skills during snack and mealtimes, for example by creating opportunities for them to prepare snacks and set the table.

Inspection judgements

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

Children settle very quickly on their arrival and move around the nursery with ease. They enjoy a stimulating and richly-resourced environment, which ignites their interests and fascinations, both indoors and outside. As a result, all children are motivated and keen to explore. Teaching techniques are good because staff interact effectively and are committed to enhancing children's learning through play. Staff working with pre-school children are particularly skilful in noticing what arouses children's curiosity. They engage very well with children and share the fun of learning. For example, staff understand that one well-planned activity can successfully incorporate each area of learning and provide the children with good learning experiences and great fun. For example, the planned theme of 'planting' was introduced by reading a story about a boy and a beanstalk so the children learn about growing. To continue this theme, staff planted some beans with the

children, which enabled them to look at and talk about the natural elements needed for growing.

Children have daily opportunities to enjoy fresh air and exercise in the outdoor play areas. They can run freely and use physical play equipment, which includes bicycles and balancing equipment. Therefore, children develop their physical skills and their well-being is supported. Staff give children, particularly the younger children, careful guidance and encouragement in the use of this equipment to increase their confidence and develop their competence. They plan activities that engage babies in physical experiences, both indoors and outdoors. The nursery implements Forest School experiences and activities for rising three-year-olds and older children visit the woods where they play and learn about nature, flowers, tree, fauna, looking after the environment and keeping safe.

Children demonstrate they are developing their literacy skills well. They show a love of books as they pick up a favourite and take it to staff saying the name of the story. Children then sit down, turn the pages and point their fingers to the words as they retell the story in their own words. The staff's enthusiasm clearly has a positive impact on the children and their enjoyment is very evident as they take part in singing and action rhymes. Staff introduce words to the children at every opportunity and give them time to practise new vocabulary. They clearly repeat any words if the children mispronounce them, developing their spoken language well. Children engage in imaginative play with their friends in the home corner and enjoy dressing up in various costumes. However, children have fewer opportunities to practise early writing skills in their pretend play to support their literacy development.

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They know children well and use this knowledge to plan and teach appropriate, interesting and fun education programmes for all children. They build on the information they obtain from parents to get to know the children's interests and abilities through regular short observations. Parents are involved in their children's learning through a range of home-link activities to support the children's literacy skills at home. These good practices support children in developing valuable skills to prepare them for starting school.

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

Staff provide children and their families with a caring and welcoming nursery, which helps them to feel safe and confident. Staff spend time getting to know all members of the family and support children to settle in their own time. This results in children and their families forming strong relationships with all staff who know them well. Children approach staff for reassurance and a cuddle, which provides them with a secure and safe environment that helps develop their confidence and self-esteem. Staff have a calm and consistent manner, acting as positive role models for children. As a result, of the positive relationships children form with the adults in the nursery they all demonstrate good levels of self-confidence.

The layout of the room allows children to make choices for themselves from a range of equipment. Children show confidence as they make decisions about their own play activities. Staff are sensitive to each child's needs, offering guidance to children as they play. Therefore, children are motivated, involved and show high levels of interest in all that they do. Many planned activities successfully promote their physical development. For example, in the outdoor area they have fun as they climb up the steps to go down the slide. There is also an enclosed decked area where babies explore safely. Children develop their understanding of the world as they take part in activities for special events and festivals throughout the year. Staff create an environment that is clean, welcoming and safe where children enjoy learning and grow in confidence. This ensures children receive a happy and enjoyable experience that helps to prepare them for their next stage in learning.

The nursery cooks nutritious meals that cater for all children's individual dietary needs. There are robust safety procedures in place to monitor and cater for children's allergies or medical requirements to promote their well-being. Children learn about healthy eating through daily discussions, activities and routines. Staff talk with the children about the types of food that are good for them. Staff remind them to say please and thank you at mealtimes and understand the rules for being together, such as turn taking and sharing resources. Children develop their self-care skills well. They are able to get their own coats and hats as they put these on before going outside to play. However, children do not always benefit from opportunities to build on how they manage their self-care skills further, by preparing the food for snack time and helping to set the tables for lunchtime. Older children competently learn to manage their own personal hygiene and develop their understanding of cleanliness.

Children's safety is given good consideration and care routines are carried out well. Sleep arrangements for children are well managed and children are monitored very closely during sleep times to ensure their safety and comfort. Practitioners have a good understanding of the care needs of individual children and parents' preferences. Children are actively encouraged to use good manners and staff praise them when they remember to say please and thank you. Staff are positive role models and respond well to children, listening carefully to conversations and valuing the children's input to foster their self-esteem.

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

The manager and staff team clearly understand the safeguarding procedures and have high levels of awareness of their own role in protecting children from harm. This means children are not only taught how to keep themselves safe, but staff have a secure understanding about what to do if they have any concerns about a child in their care. The premises are secure and safe for children and staff are deployed effectively to support their care and learning. Staff implement clear and concise risk assessments and all hazards are identified and minimised throughout the premises. This results in children benefiting from a safe and secure environment both indoors and outdoors. All required

documentation is maintained and kept securely on site. Staff treat accidents and injuries to children appropriately, recording details accurately in their records and informing parents to contribute to children's safety and welfare. The manager is clear about her responsibilities to meet the safeguarding and welfare requirements, including informing Ofsted of any changes to the provision. There are robust recruitment and vetting procedures to assess that everyone working with the children is suitable to do so. Effective systems for induction mean that staff are familiar with the nursery's policies and procedures and they work well in practice. This helps management to ensure that staff continue to be suitable to work with children.

Staff promote very good partnerships with parents. They receive daily feedback about their children's day and discuss how to help extend their play at home. Parents spoken to showed their delight and complete satisfaction with the service that the nursery provides. For example, they commented that the staff 'offer a warm, caring environment' and that their children 'are very keen to attend each morning and enjoy lots of interesting activities'. Parents feel involved in their child's time at the nursery. The manager demonstrates a high level of commitment to the nursery and is inspired to drive forward improvements. The nursery has good links with local schools where they pass on relevant records and information. They also work collaboratively with the local authority, actively seeking advice and acting on it to improve the provision for children.

The management team and staff demonstrate a strong knowledge of the learning and development requirements of the Early Years Foundation Stage and closely monitor the effectiveness of the educational programmes. They understand how children develop and learn and provide a wide range of activities suited to the individual needs of the children. Staff monitor and track children's progress by regularly reviewing the learning journals to ensure there is no underachievement. The completion of the progress check at age two years ensures younger children's development is tracked and early intervention sought if necessary. Senior managers review the planning and assessment of children's learning, so that each child's progress is closely monitored in order to plan focused next steps. Staff provide each other with mutual support and work together as a team to promote continuous improvement. Regular supervision and appraisals identify staff's training needs and where they might need support, which contribute towards their professional development. Self-evaluation and well-targeted action plans are in place and developed in conjunction with staff, the church committee, parents and children. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

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	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	EY410239
Local authority	Wandsworth
Inspection number	968293
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	25
Name of provider	La Petite Fleur Pre-School
Date of previous inspection	21/10/2010
Telephone number	07957623780

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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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