

# Les Petits Lutins School

St Josephs Church, High Road, Wembley, HA9 6AG



## Inspection date

23 November 2016

Previous inspection date

26 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Since the previous inspection, improvements made by the provider have not been securely implemented to ensure practice is consistently good. Staff do not consistently ensure that all fire exits remain clear at all times, which poses an element of risk to children's safety.
- The quality of teaching is inconsistent. Staff working with the younger children do not enable them to develop their communications skills effectively. For example, younger children are not given enough time to think about and respond to questions.

### It has the following strengths

- The newly recruited, highly qualified staff team work well together to create a calm environment. As a result, children feel settled and parents feel assured.
- Children benefit from an inclusive environment, in which they are valued as individuals. Staff work collaboratively with parents and external agencies to develop precise and realistic goals to support children with special educational needs and/or disabilities.
- Children enjoy freshly prepared balanced meals in a relaxed environment where they learn about the types of food they need to eat to keep healthy.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage and the Childcare Register the provider must:**

	Due Date
■ take reasonable steps to ensure children's safety in the event of an emergency by keeping all fire exits clear at all times	30/12/2016
■ ensure the quality of teaching is consistently good, for example, by giving children sufficient time to think and respond to questions to develop good communication skills.	31/01/2017

## Inspection activities

- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at records of children's learning and development, evidence of staff suitability, together with other documentation, including policies and procedures.
- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside
- The inspector held a meeting with the provider and deputy manager, and spoke to staff and children at suitable times during the inspection

## Inspector

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## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has identified and addressed some of the weaknesses since the previous inspection. Arrangements to ensure children's safety have been much improved. For example, the garden equipment is now securely fitted and children regularly practise the emergency evacuation procedures. However, staff fail to make sure that all exits are fully clear. The provider and staff are determined to make the necessary improvements. They work collaboratively with the local authority and they have a clear action plan in place, which has realistic and achievable targets. The provider and manager have started to monitor the quality of teaching, for example, through staff supervision, which is having a positive impact on outcomes for children. Safeguarding is effective. Staff have a strong knowledge and understanding of their role in protecting children from harm. Parents report they value the strong relationships with staff and receive helpful feedback about their child's care and learning.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently strong. Staff obtain information about children's needs and preferences when they first start to plan for children's learning. However, teaching for the younger children is not consistently secure to ensure children have sufficient time to think about and respond to questions, so that they develop language for solving problems in the future. Teaching for older children is strong. Older children know that staff are keen to hear what they have to say, which encourages them to practise their speaking and listening skills and develops confidence in their communication skills. Children willingly share their calculations as they work out how much water and flour they will need to make their dough. Babies learn key skills, such as walking through careful support and positive interaction which supports their physical development. All children gain independent skills as staff encourage them to change their clothes for outdoor play.

### Personal development, behaviour and welfare require improvement

Children who sometimes test the boundaries are beginning to learn the value of sharing and turn-taking. However, during group times, staff do not consistently encourage younger children to listen carefully to support their communication skills. Staff model good manners well and older children willingly help to tidy away toys as staff assign them each a task. All children benefit from a team of staff who speak more than one language. Children who speak English as an additional language settle with ease as they hear and confidently use their first language to become bilingual. Children participate in energetic play on a daily basis to practise their physical skills and maintain their well-being. Older children learn to adjust their speed and direction as they skilfully leap from one obstacle to another.

### Outcomes for children require improvement

Overall, children do not make consistently good progress. However, older children gain important skills that help them prepare for their move to school. They develop literacy skills as staff organise activities to help them notice the sounds letters make. They are keen learners and persevere to complete their chosen tasks.

## Setting details

<b>Unique reference number</b>	EY495122
<b>Local authority</b>	Brent
<b>Inspection number</b>	1057015
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Les Petits Lutins School Limited
<b>Registered person unique reference number</b>	RP535009
<b>Date of previous inspection</b>	26 May 2016
<b>Telephone number</b>	07940469604

Les Petits Lutins School registered in 2015. It is situated in the London Borough of Brent. The school is open every weekday from 8am to 6pm, term time only. The school provides education in two languages, English and French. The provider holds qualified teacher status. She employs seven members of staff, including a deputy manager and a cook. All staff hold appropriate early years qualifications.

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.

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