

La Petite Fleur Pre-School

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



Inspection date

Previous inspection date

7 December 2016

25 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The provider has not consistently complied with the requirement to ensure that there is always a member of staff present who holds a valid paediatric first-aid certificate. However, since the inspection, staff have attended training and Ofsted does not intend to take any action on this occasion.
- The organisation of the management structure is not effective. There is no clear arrangement to determine who is in charge of the day-to-day running of nursery in the absence of the named manager. In addition, management's monitoring of staff practice is not effective enough to improve teaching to a consistently good level to help children make the best possible progress.
- Staff have not considered ways to communicate with all parents effectively, to ensure they are fully informed about their children's learning and development.
- Self-evaluation and monitoring processes do not ensure that all the weaknesses are identified and swiftly addressed.

It has the following strengths

- There is an effective key-person system to help children feel emotionally secure.
- Staff encourage children to be active and to have a healthy lifestyle. For example, specialist teachers come to the nursery to support children's football and dancing skills.
- Partnerships with other professionals are strong. This helps to close the gaps of children's learning, including those who have special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that the leadership structure is clear and understood, to ensure the efficient running of the service, particularly at times when the named manager is not present 	21/12/2016
<ul style="list-style-type: none"> ■ improve the effectiveness of staff supervision to identify how to target support and coaching to raise the quality of teaching to a consistently good level. 	21/12/2016

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

- improve ways to involve parents fully in their children's learning and development to provide more consistency in care and teaching
- develop the self-evaluation process, to monitor all areas of the provision more effectively, to identify and address all areas that require improvement.

Inspection activities

- The inspector observed activities and interactions between staff and children, indoors and outdoors. She spoke with staff and interacted with children at appropriate times.
- The inspector looked at children's assessment records, planning documentation and a selection of policies including safeguarding procedures.
- The inspector carried out joint observations with senior members of staff. She held discussions with them in relation to observations of the children's play, learning and progress.
- The inspector spoke to parents and read written feedback from them.
- The inspector read the pre-school's self-evaluation document, and discussed with the management team how they evaluate the provision and target areas for improvement.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The managers and staff have a suitable knowledge of how to identify and report any child protection concerns. The lack of clarity on individual roles and responsibilities within the management structure affects the efficient running of the service. Managers evaluate the service they provide, and have identified some weaknesses in the quality of teaching. However, they are not fully successful in supporting staff to make the best use of their qualifications and training. Managers check all staff's suitability to work with children. They offer regular supervision meetings and provide some useful support. For example, following training, staff increased their knowledge on how to support children who have special educational needs and/or disabilities, and encourage positive behaviour. At the time of the inspection, the provider was not complying with the requirement to ensure that there is always at least one member of staff present who holds a valid paediatric first-aid qualification.

Quality of teaching, learning and assessment requires improvement

Staff observe and monitor children's interests and progress. Overall, they use the information they gain effectively to plan suitable activities. For example, children have fun as they enthusiastically join in dancing and singing Christmas songs. They are encouraged to practise their counting and early literacy skills. For example, children enjoyed counting big dots in the garden and drawing pictures using a variety of writing tools. However, the quality of teaching across the pre-school is too variable. For example, some staff are more successful than others in supporting children's communication and language skills.

Personal development, behaviour and welfare require improvement

Children behave well. For example, they are kind to each other, play cooperatively and wait patiently for their turn. Staff collect appropriate information from parents to help meet their children's care needs. However, they do not share information with all parents regularly to focus on what their children know and can do, to provide consistency and support their learning at home. Children have fun expressing their creativity and imaginations, for example, as they make models with dough.

Outcomes for children require improvement

Overall, children gain the basic skills for their future learning. They are adequately prepared for their future learning including their eventual move to school. Children are happy and confident learners. For example, they choose activities that interest them and explore the premises safely. Children learn some independence. For example, they are keen to put on their own coats and help tidy away the toys.

Setting details

Unique reference number	EY360253
Local authority	Merton
Inspection number	1062089
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	La Petite Fleur Pre-School LTD
Registered person unique reference number	RP529769
Date of previous inspection	25 April 2013
Telephone number	079576 23780

La Petite Fleur Pre-School registered in 2007 and is one of two settings which are privately owned by the same registered provider. It operates from South Mitcham Community Centre in the London Borough of Merton. The pre-school is open from 7.30am to 6pm on Monday to Friday, excluding bank holidays and Christmas holidays. The pre-school employs eight staff; of these, one holds an early years professional status, five are qualified at level 3 and one at level 2. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years.

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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