

# Les Petits Lutins School

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



## Inspection date

8 March 2017

Previous inspection date

23 November 2016

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

## Summary of key findings for parents

### This provision is inadequate

- The provider, who is also the manager, has not ensured improvements made since the last inspection have been sustained. Self-evaluation is ineffective. The provider does not meet the requirements of the Early Years Register and the Childcare Register.
- The provider fails to ensure all staff have a secure understanding of how to safeguard children's welfare. Staff do not understand their roles and responsibilities sufficiently to meet children's needs. The provider does not deploy staff to supervise children effectively and they fail to provide children with adequate support.
- Risk assessment is not used effectively to ensure children's safety, such as at collection times and when they use the toilet area. The provider has failed to ensure there is at least one member of staff with a paediatric first-aid qualification on site at all times.
- The provider has not ensured staff have sufficient understanding and use of English to meet children's needs and communicate effectively with parents, children and others. Staff working with babies are not suitably qualified or experienced.
- The provider fails to ensure staff preparing food have completed food-hygiene training. She does not inform Ofsted of significant events or ensure all accident records are kept.
- Children are not suitably challenged and do not make adequate progress. The provider does not monitor staff's assessments of children's learning effectively.

### It has the following strengths

- Children enjoy making dough and using it to make shapes and models.

## 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
■ ensure each member of staff has a secure understanding of all safeguarding matters and are able to recognise and report any child protection concerns	30/03/2017
■ ensure all staff have sufficient understanding and use of English to ensure the well-being of children in their care, to communicate with parents, children and other professionals effectively, and to be able to summon emergency help	30/03/2017
■ ensure all staff working with babies are suitably qualified and have relevant experience of working with children of this age group	30/03/2017
■ ensure there is at least one member of staff with a paediatric first-aid qualification on site and available at all times children are present	30/03/2017
■ ensure staff understand their roles and responsibilities and are deployed effectively to supervise children and keep them safe, and to meet their learning and welfare needs at all times	30/03/2017
■ ensure all members of staff involved in preparing and handling food have completed appropriate food-hygiene training	30/03/2017
■ keep a written record of all accidents and injuries and any first-aid treatment provided	20/03/2017
■ use risk assessments effectively to identify and eliminate all potential safety hazards to children, paying particular attention to the toilet area and to collection time at the end of the morning session	20/03/2017
■ gain a secure knowledge of significant events that must be notified to Ofsted, in particular incidents involving the safety of children	20/03/2017
■ make effective use of observations and assessments to identify where children are in their learning, and use this information to plan enjoyable, challenging experiences that build on each child's interests and help them to make good progress in all areas of their learning.	20/03/2017

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

- use self-evaluation effectively to identify all weaknesses in the provision and to take prompt action to improve outcomes for children.

**Inspection activities**

- The inspector observed children's play and staff interaction with them, indoors and outside.
- The inspector talked to parents, staff and children, and held regular discussions with the manager.
- The inspector examined relevant documentation, including children's records, development plans and staff records.

**Inspector**

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider, who is also the manager, has failed to sustain improvements made after the first inspection. Safeguarding is ineffective. Not all staff understand their role in protecting children and do not know or remember important information regarding safeguarding matters. For example, some staff do not have sufficient understanding and use of English to report any child protection concerns to the appropriate agencies or to summon emergency help. At times, there are no staff on site with a paediatric first-aid qualification and the provider does not ensure all accidents are recorded effectively. Self-evaluation is not used effectively to identify and address all weakness in practice. The provider has a poor knowledge of the changes she must keep Ofsted informed about, including incidents that have affected children's safety. The manager ensures there are sufficient numbers of qualified staff in some parts of the nursery. However, she does not ensure staff caring for babies are suitably qualified and experienced. The premises are generally safe and ratios are met. However, there are times when staff deployment is ineffective and they fail to assess risks to children and supervise them effectively. For example, although staff are expected to accompany children to the toilet area, they did not notice when children went without them. In addition, at the end of the morning session while children wait to be collected, they have to sit for an extended period in the lobby area. However, they soon became restless and tried to get out of the main door unnoticed. The provider takes some positive steps to help staff to improve their childcare knowledge. For example, as part of monitoring staff's practice, she uses training and quizzes to help staff gain an up-to-date understanding of childcare. However, staff do not use their learning effectively. The provider carries out appropriate vetting procedures and ensures staff remain suitable to work with children. In general, staff have friendly partnerships with parents and inform them of the activities their children have enjoyed.

### Quality of teaching, learning and assessment is inadequate

The provider fails to monitor teaching, learning and assessment adequately. Staff's assessment of children's progress is not accurate. They do not use the information to inform future planning or to identify children's stage of development. Children do not receive sufficient challenge and do not make adequate progress. For example, although children enjoyed singing familiar songs together, they quickly became disinterested. They left this group activity and were no longer engaged in purposeful play. Children enjoy activities in the outdoor area, such as playing on the swings and in the mud kitchen. However, staff do not supervise children consistently outside. For example, they did not notice when one child swung too high and accidentally kicked another child in the face.

### Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding practice mean that children's well-being is not guaranteed. Children's emotional well-being is not adequately supported. For example, during the inspection, one child became ill and staff did not notice this. In general, children behave well and staff manage their behaviour consistently, although there are occasions when some children choose to run around and not join in activities with their friends. Children have snacks and meals at the nursery and some parents also provide

their child's food. However, not all staff who prepare children's meals undertake the required food-hygiene training. Staff provide an inclusive environment and children develop some independence skills. For example, they move confidently around the setting and choose from the resources.

### **Outcomes for children are inadequate**

Children are not prepared for their next steps in learning, including their move to school. They develop some communication and language skills, such as learning words in English and French. However, children do not have adequate opportunities to develop their literacy and mathematical skills to support their future learning. Learning that takes place is generally incidental rather than planned. Some children lack motivation to learn and do not show interest in the activities staff provide.

## Setting details

<b>Unique reference number</b>	EY495122
<b>Local authority</b>	Brent
<b>Inspection number</b>	1086173
<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 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	26
<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>	23 November 2016
<b>Telephone number</b>	07940469604

Les Petits Lutins School registered in 2015 and is situated in the London Borough of Brent. It operates every weekday from 8am to 6pm, during term time only. The school provides education in two languages, English and French. The provider holds qualified teacher status. She employs six members of staff, three of whom hold relevant childcare 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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