

La Petite Ecole Bilingue Cambridge Gardens

80 Cambridge Gardens, London, W10 6HS



Inspection date

13 October 2017

Previous inspection date

24 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have high expectations of what children can achieve. They regularly review the provision to ensure that the good standard of teaching is consistently improving. Plans are well targeted and have a positive impact on children's learning. For example, staff have introduced quiet, cosy spaces to support children's communication skills.
- Staff speak English and French fluently and deliver bilingual education in all curriculum areas. They support children's language skills well. For instance, they use visual aids, such as picture cards, to help children understand and learn new words. Children learn to communicate confidently and effectively using both languages.
- Children enjoy being active and developing their physical strength and abilities. For example, they carry and construct with large building blocks in the nursery garden. This area of learning is enhanced by regular visits to a local woodland, where children enjoy a wide range of outdoor activities and physically challenging play.
- Children, including those who speak English as an additional language, make good progress from their starting points. They become independent in managing personal skills, such as putting on outdoor clothing and serving their food at lunchtime.

It is not yet outstanding because:

- Staff plan and lead a range of activities to promote children's early writing skills. However, there are few opportunities for children to explore making marks independently and to include writing in their self-initiated play.
- At times, some daily routines and large-group activities do not fully engage all of the children and they do not benefit as much as possible from these experiences.

What the setting needs to do to improve further

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

- extend the opportunities for children to explore different ways to make marks and practise writing during their self-led play, to support them in developing and expressing their own ideas
- review the organisation of some routines and group activities, to ensure that they fully engage children and meet their learning needs as effectively as possible.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and headteacher. She also explored the views of the provider, staff and children during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff make the most of opportunities to update their knowledge of safeguarding issues, for example, through training and discussions at staff meetings. They have a thorough understanding of child protection issues and know how to report any concerns about children's safety or welfare. Staff are well supported to improve their professional development. For instance, the manager supervises them effectively and encourages them to attend courses to further improve their qualifications. Partnerships with parents are effective. Parents give extremely positive feedback about the standard of care and education provided. They say that they receive a good range of information about their children's development and how they can support their learning at home. Staff work effectively with other relevant professionals. For example, they prepare records of children's abilities for staff at the settings they move on to.

Quality of teaching, learning and assessment is good

Children are happy and confident as they explore the indoor and outdoor learning environments. The resources are well organised so that children can make independent choices during their play. Staff use observations and assessments effectively to monitor children's progress and find out what they need to learn next. Where there are gaps in individual children's learning, these are quickly identified and plans are made to help them catch up. Children develop a good understanding of measurements and numbers. For example, children weighed and counted fruits and vegetables as they tried to balance them on a scale. Staff supported their learning well. For example, by asking questions to extend their thinking and introducing words to describe size and weight.

Personal development, behaviour and welfare are good

Staff develop close and caring relationships with the children. They are sensitive to their individual needs and support these well. For example, they recognise where children need reassurance in their home language to help them feel secure. Staff provide frequent praise, which boosts children's self-esteem and helps them to recognise what they are doing well. They give calm and consistent guidance about rules and boundaries for behaviour, and children behave well. Staff help children to develop healthy lifestyles. For instance, they remind children about eating and drinking after vigorous play, to replenish their energy levels. Meals and snacks provided are nutritious and include plenty of fruits and vegetables.

Outcomes for children are good

Children develop a wide range of skills to support the next stages in their learning, including being ready to start school. They develop confidence in their own abilities and become enthusiastic learners. Children enjoy learning about the natural world. For example, they grow a range of plants in their garden and observe how plants and trees change according to the seasons. Children develop good hand-to-eye coordination. For instance, they use tweezers skilfully to pick up leaves and transfer these between containers.

Setting details

Unique reference number	EY466266
Local authority	Kensington & Chelsea
Inspection number	1085978
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	21
Number of children on roll	17
Name of registered person	Anne Henderson-Stewart
Registered person unique reference number	RP516621
Date of previous inspection	24 February 2015
Telephone number	02089601217

La Petite Ecole Bilingue Cambridge Gardens registered in 2013. The nursery operates during term time only. It is open each weekday from 8.30am to 4pm, apart from Wednesdays when it offers morning sessions only. The provider is in receipt of funding for the provision of free early education to children aged three and four years. The provider employs eight members of staff, seven of whom hold relevant childcare qualifications. The manager holds early years professional status, two staff hold qualified teacher status and one has a level 6 qualification. The other qualified staff members hold level 3 qualifications. The nursery follows bilingual French and English educational methods.

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