

# La Petite Fleur Pre-School and Nursery

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



<b>Inspection date</b>	15 January 2018
Previous inspection date	15 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents are well established. Staff use a variety of effective strategies to engage parents in their children's learning. For instance, they use diaries, home observations and learning activities, and share a 'photo of the week'.
- Children's understanding of mathematics is developing well. Staff are skilled at providing opportunities to make mathematics meaningful, through children's play and daily routines.
- Staff create a warm, welcoming and stimulating environment that reflects children's interests. Children engage in purposeful activities and they demonstrate good levels of involvement.
- Children are very happy and settled at this homely and friendly nursery. The key-person system is effective, and parents feel well informed about all aspects of nursery life. Staff are caring and help all children form secure attachments.
- The management team monitors children's progress closely, to quickly identify and address any gaps in their learning.

### It is not yet outstanding because:

- Systems for monitoring the professional development for staff are not rigorous enough to consistently raise the quality of teaching and extend children's learning even further.
- At times, staff do not give children enough time to respond to questions.

## What the setting needs to do to improve further

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

- strengthen procedures for monitoring the professional development of staff
- promote children's critical-thinking skills more effectively.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector had a tour of the nursery.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Dawn Larkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures that staff receive training in all areas of safeguarding. Staff have a comprehensive understanding of how to identify a child at risk of harm, and the procedures to follow should they have concerns about their welfare. This includes recognising the signs and symptoms that a child may be at risk from extreme behaviour. The management team and staff evaluate the nursery effectively. They take into account the views of parents to improve the outcomes for children. For example, following the parents' request, the nursery now has caterers to prepare nutritious meals. Effective partnerships are in place with other agencies, including the local school, to support all children and to help children in their transition to school successfully.

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

Staff are well qualified and skilfully follow children's lead in their play. Children receive many opportunities to develop their own ideas, and staff interact positively with children to support their learning. Children enjoy creating storylines in their play and telling simple stories. This promotes their early language and literacy skills well. In addition, staff make good use of homemade props to support children's concentration and understanding of stories. Teaching is consistently good. Staff know children well and provide activities that support their next steps in learning. Children delight in using their imagination, as they recreate roles and experiences, such as pretending to cook meals using real food products. This also encourages children's emerging understanding of environmental print, to develop their early reading skills.

### Personal development, behaviour and welfare are good

Staff manage children's behaviour well and speak to children calmly. They use a variety of strategies to support children's understanding of the daily routines and expectations. For instance, at the start of group time staff use visual clues to remind children what will be happening and to encourage good listening. Children have lots of opportunities to develop their physical skills and be active. For instance, they delight in splashing in puddles, using climbing equipment at the local park, and dance sessions. Staff deploy themselves effectively and supervise children well, to maintain their well-being and safety.

### Outcomes for children are good

All children make good progress from their starting points, across all areas of learning. They develop self-help skills that support them to be ready for school. Children are learning to recognise their name when they self-register at the start of the session. They know some mathematical vocabulary associated with simple calculations, size and money. Children delight in making marks in readiness for early writing. They are learning to take turns when joining in with group activities.

## Setting details

<b>Unique reference number</b>	EY410239
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1069002
<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, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	La Petite Fleur Pre-School LTD
<b>Registered person unique reference number</b>	RP529769
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	02072230403

La Petite Fleur Pre-School and Nursery registered in 2010. The provision employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including two at degree level. The setting opens from Monday to Thursday from 7.30am until 6pm and on Friday from 7.30am until 5pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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