

Inspection date	2 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- All children make excellent progress because the quality of leadership, learning, teaching and care is outstanding.
- Children's behaviour is exemplary. They meet staff's high expectations and learn the behaviour skills they need. Children are extremely happy and eager to come to pre-school. They have formed exceptional attachments with staff who value and respect them. Staff ensure children's individual needs are met to a high standard. Children are confident to speak with staff and unfamiliar adults.
- Exceptional partnerships with parents and staff ensure that all are well informed about children's developments, achievements and next steps in their learning.
- Innovative use of resources enables children to access an extensively rich range of experiences which enables them to be independent, confident learners with an enhanced sense of cultural identity and emotional well-being.
- The pre-school is exceptionally well led and managed. For example, the leadership team and staff work exceptionally well together. All are motivated and know how children learn best through play, which enables them to plan effectively from children's starting points.
- Management systems and procedures for professional development and training ensure that staff are kept up to date with new initiatives to enable them to provide challenge to children and continued improvements.

What the setting needs to do to improve further

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

- consider ways of sharing children's work more widely so that the excellent achievements and progress all groups of children make can be celebrated even more.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development, indoors and outdoors.
- The inspector spoke to staff and children, and held meetings with the leadership team.
- The inspector had a tour of the premises and carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection, including written testimonials.
- The inspector examined children's records, planning documents, evidence of the suitability of staff working in the provision and a range of other documents, including policies, risk assessments and procedures.

Inspector

Victoria Forbes

Inspection findings

Effectiveness of the leadership and management is outstanding

The leadership team places the highest priority on keeping children safe. For example, leaders implement extremely effective recruitment, induction and appraisal systems and this ensures staff are highly suitable for work. Staff attend regular training to include safeguarding and this ensures all have a comprehensive understanding of reporting procedures. All staff know how to protect the welfare of children. Safeguarding is effective. The leadership team has established excellent partnerships with parents, local communities and other providers. For example, they work closely with parents and the local authority to assess children who may have additional needs. The ambitious and determined leadership team accurately evaluates the provision. Parents feel confident to discuss the areas they would like to see improved. For instance, parents' feedback showed that they would like to see some changes to nap time and the food provision for their children. The leadership team has adequately addressed and improved these areas.

Quality of teaching, learning and assessment is outstanding

Teaching is inspirational. The well-qualified staff support children to make excellent progress in their learning and development. They are skilled at planning extensive and innovative activities that inspire, challenge and feed children's curiosity and imagination. For example, children were extremely excited to plant and see their bulbs grow. Staff ask highly effective questions and provide high-quality explanations, which securely extends children's learning. For instance, staff explained the correct way to place the bulbs in the soil to allow them to grow, and challenged the children to consider what was making their pinwheels spin. Children were captivated when they discovered a centipede and watched it crawl away. Children relished dressing up as different characters, supporting their creativity and imagination as they played outside in the garden.

Personal development, behaviour and welfare are outstanding

Staff provide an inclusive nurturing environment for children to flourish. They treat children respectfully and this enables them to develop secure, trusting relationships. Children have inspiring opportunities to develop their physical skills. For example, children build their coordination and spatial awareness skills when they run to make their pinwheels twirl, and use the climbing wall to improve their dexterity and balance. Children develop a strong sense of responsibility. For example, children have different jobs to complete each day and take care of their personal needs. Staff use a range of exotic fruit and other resources to teach children about healthy eating and other cultures.

Outcomes for children are outstanding

Children develop a yearning for learning and are remarkably confident. They gain skills that prepare them exceptionally well for school. All children develop their language and communication skills to extraordinarily high standards. For example, children are fluent in at least two different languages. All children make excellent progress in their early mathematical and literacy skills. Children count securely to 10, do simple addition and subtraction and write their names easily. Children use phonics to help them read familiar words. Children who have additional needs make solid progress from their starting points.

Setting details

Unique reference number	EY497251
Local authority	Wandsworth
Inspection number	1035353
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	45
Number of children on roll	28
Name of registered person	Sequoia Organisation Limited
Registered person unique reference number	RP520942
Date of previous inspection	Not applicable
Telephone number	0207 993 6460

Ecole Du Parc registered in 2015. It is located in the London Borough of Wandsworth. The pre-school operates from 8.30am to 4.15pm from Monday to Friday during term time only. There are eight members of staff. Of these, one holds a teaching qualification, one holds early years professional status, and five hold relevant early years qualifications ranging from level 2 to level 3. The pre-school receives funding for early years education for children aged two, three and four years.

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Piccadilly Gate
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