

Inspection of Le Jardin Des Dyvrande

45 Ashdown Crescent, London NW5 4QE

Inspection date:

18 May 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at this bilingual nursery. Staff celebrate the children's home languages and use these as well alongside English and French during play. During their time at the nursery most children acquire a foundation in understanding and speaking French and English. While the manager supports her staff in their professional development and works closely with them, staff do not receive the coaching and training they need to improve the quality of interactions with the children. She observes their practice and holds regular supervision meetings with them, although, these are not fully effective to build on their skills. Staff comment that the working environment is positive. Children do not benefit from a curriculum that is tailored to meet their individual learning needs. This is because the system for gaining information from parents before their children start are weak.

The nursery is home to two chicks. Children learn how to care, handle, and look after their chicks and are eagerly waiting for them to start to lay eggs. Babies show they feel safe, secure, and happy. They are very well supported, and staff interact with them sensitively, calmly, and positively. Older children play well with each other, for example, they particularly enjoy imaginary play and enthusiastically act out real-life experiences, such as counting and exchanging money when playing shops.

What does the early years setting do well and what does it need to do better?

- Staff are strong role models for children and sensitively teach them expected behaviour, as a result children behave well and develop good social skills. They play together happily and show positive friendships.
- Staff interact well with children. They talk about what babies are doing and use effective questioning methods. Older children have time to respond, building on their emerging communication skills.
- Staff working with babies provide a calm, relaxed and loving environment. Babies confidently explore their surroundings and crawl, stand, and walk from an early age. Staff proudly talk about the babies' achievements.
- The quality of education is not consistently good because the curriculum is not effectively planned to meet children's needs. For example, children are not always able to adapt the activity on offer. At times, activities are stopped abruptly to ensure a timetable is followed, even if children are engaged with the activity.
- The manager does not use performance management processes to ensure that staff make the best use of information gained through the monitoring of children's progress. This means that they do not accurately identify and address areas where there are gaps in children's development. This has led to

inconsistencies in the quality of education. While children make progress overall, not enough is done to ensure they achieve all that they are capable of.

- Staff are not consistently effective in organising the routine or making the most of the environment . For example, sleep beds are put out early in the main room which closes out the book and maths area mid-morning, limiting children's access to these areas. Additionally, time is not always managed well to respond to children's needs.
- Children confidently make safe and independent choices in their play, selecting from a varied range of activities and resources. Staff set clear boundaries and teach children how to share and take turns. Children behave well and show kindness and respect towards others.
- Children benefit from regular fresh air and healthy snacks, which supports their understanding of leading a healthy lifestyle.
- New staff have a detailed induction process to ensure that they have a good understanding of policies and procedures.
- Staff develop secure links with parents. They keep them well informed about their children's progress. Parents are happy with the care that their children receive. However, not enough is done to ensure information is gathered before the children start to help staff plan for their individual needs from the start.
- Despite weaknesses in the curriculum, children are confident and are adequately prepared for moving on in their learning. They learn skills which help them to be independent. For example, young children wash their hands before meals and older children are encouraged to put on their shoes and coats by themselves.

Safeguarding

The arrangements for safeguarding are effective.

The manager fully understands the importance of keeping children safe and demonstrates a robust awareness of wider safeguarding issues. Staff know the signs of abuse and where to report any concerns regarding a child's welfare. The robust recruitment and vetting procedures help to ensure all adults who have contact with children are safe and suitable. Effective risk assessments are in place and positive steps are taken to identify and reduce hazards. This contributes to maintaining children's safety.

What does the setting need to do to improve?

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

	Due date
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ensure assessments are used effectively to provide an accurate picture of children's progress so that the curriculum is planned to meet their individual learning needs and to enable ongoing support for learning to be focused where it is most needed	30/06/2021
improve arrangements for supervision and performance management to ensure that staff receive the individualised support and training they need to improve their skills, knowledge, and the quality of their teaching practice.	30/06/2021

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

- help staff to develop ways to gather more information from parents about what children already know and can do when they first start, to support effective planning from the outset
- improve self-evaluation to identify and address weaknesses in the quality of education and improve outcomes for children.

Setting details

Unique reference number	EY555282
Local authority	Camden
Inspection number	10174416
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	17
Number of children on roll	18
Name of registered person	L'Ecole Des Dyvrande
Registered person unique reference number	RP536181
Telephone number	07961643335
Date of previous inspection	Not applicable

Information about this early years setting

Le Jardin Des Dyvrande registered in 2017. It is located in the London Borough of Camden. It is open each weekday from 8am until 6pm, all year round. It is a French bilingual speaking nursery with seven members of staff. The nursery is open all year round. The manager holds an early years qualification at level 6.

Information about this inspection

Inspector

Karren Thompson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of all areas of the nursery.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The inspector sought the views of parents and held discussions with staff and children at appropriate times during the inspection.

We carried out this inspection 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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