

# Inspection of The French Nursery School

64-66 Pembroke Road, London W8 6NX

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Inspection date: 22 November 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy in this home-from-home, nurturing environment. Staff greet children enthusiastically with smiles and cuddles as they arrive at nursery. Staff have clear, strong bonds with the children and their parents. This enables children to feel safe and secure. Children are well supported in developing their independence. For example, they are encouraged to take off their own coats and change into their indoor shoes.

Staff plan a personalised curriculum for each child based around children's interests and their observations and assessments of children. Children have opportunities to learn a range of languages, including English, French and Spanish. Staff carefully plan activities to ensure that all children make good progress. They skilfully use strategies to support children's communication and language development. They develop language acquisition using visual aids, gesturing and repetition to ensure all children can access the curriculum intentions.

Children behave well and are engaged in their learning. For instance, they enthusiastically dance to music; they sing, wave scarves, jump and sway. Staff model their high expectations for children's behaviour. They remind them to take turns and respect each other's feelings.

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

- There are many opportunities, indoors and outdoors, for children to develop their gross motor skills. The daily trips to the park allow children to walk, run, jump, throw and catch balls and play games. Older children engage in planned music and movement sessions. Babies crawl through tunnels, roll small balls and balance on foam bricks. They have plenty of floor space to practise their crawling and walking.
- Children's fine motor development is supported well through the planned activities. For example, they use play dough tools, spread glue, make marks in sand and have a range of opportunities to practise writing using pens, chalks and crayons.
- Staff engage children during circle times. Children enjoy learning about fire engines. They listen to the sounds they make, look at pictures and enjoy using a toy fire extinguisher. Overall, staff support them well. However, at times, staff need to take more time to listen, observe and allow children time to respond to their questions. This would allow children time to think and share their ideas.
- Babies enjoy making different shapes using large foam rectangles and triangles. They learn about the properties of different shapes and how they fit together. Older children enjoy singing number songs, and staff encourage their number recognition. However, additional opportunities for children to fully embed their

concrete understanding of number would further support their mathematical development.

- Children enjoy the healthy meals and snacks provided. Staff sit with children, making this a social experience, and provide opportunities for discussions around healthy eating. Children are encouraged to be independent. They are supported in washing their hands. They collect their own meals and feed themselves with spoons and forks.
- Children have positive attitudes to learning and behave well. They approach activities with curiosity. For example, babies are eager to join a music session. They move their bodies to the music and shake rattles as staff sing to them. They demonstrate that they are emotionally secure.
- Parents speak highly of the nursery. They receive regular communication from staff. Parents say that they are supported well by staff, who offer ideas on how to help their children learn at home.
- Leaders show passion for the nursery's values and ethos. They prioritise the well-being of children, staff and their parents as a fundamental part of their curriculum offering. They coach staff and recognise their strengths, supporting them by giving them opportunities, such as to gain early years recognised qualifications. Staff work with a range of professionals to ensure all children make progress, including children who speak English as an additional language and children with special educational needs and/or disabilities.

## Safeguarding

The arrangements for safeguarding are effective.

Regular risk assessments are carried out to ensure children can safely access all areas of the nursery. Risk assessments are constantly reviewed, and staff are regularly trained in health and safety and hygiene practices. There are robust procedures in place for taking children out of nursery on daily walks. All staff are trained in paediatric first aid. Accidents and incidents are recorded and reported effectively. Staff understand the signs of when a child may be at risk of abuse. There are clear procedures in place for reporting this. Staff are aware of how to report an allegation against a member of staff.

## What does the setting need to do to improve?

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

- allow children more time to respond when asking questions, to help them share their ideas
- further develop opportunities for children to fully embed their concrete understanding of number.

## Setting details

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| <b>Unique reference number</b>                     | 2593198   |
| <b>Local authority</b>                             | Kensington and Chelsea                              |
| <b>Inspection number</b>                           | 10251304  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 0 to 3  |
| <b>Total number of places</b>                      | 32  |
| <b>Number of children on roll</b>                  | 40  |
| <b>Name of registered person</b>                   | Les Chatons Limited                                 |
| <b>Registered person unique reference number</b>   | RP527595  |
| <b>Telephone number</b>                            | 07775566361   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The French Nursery School registered in 2020. It operates in the Royal Borough of Kensington and Chelsea, from 9am to 6pm, Monday to Friday, all year round. The nursery employs 10 members of staff. Of these, one member of staff holds a level 5 qualification, three hold level 3 and two hold level 2. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Penny Harman

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk to discuss what the provider wants children to learn.
- Staff and children spoke to the inspector during the inspection.
- The inspector carried out general observations of children and staff interacting.
- The inspector carried out a joint observation of a staff member with the manager.
- The inspector spoke to a range of parents to seek their views on the nursery.
- The inspector met with the manager and nominated individual during a leadership and management meeting.
- The inspector looked at a range of documents.
- The inspector gave feedback to the manager and nominated individual.

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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