

Inspection of Ecole Francaise De Bristol

The Fonthill Centre, 35 Stanton Road, Bristol BS10 5SJ

Inspection date: 26 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle well in the welcoming nursery environment. Children form strong relationships with staff from the outset. Staff work very well with parents to get to know each child as an individual and they build good rapport with children's families. Parents speak very highly of the care and education their children receive at the nursery. They describe the staff as 'incredible' and 'fantastic'.

Children develop a desire to learn and are keen to get involved in the interesting activities on offer to them. All children develop their language and communication skills to a good standard in both their first language and any additional language they speak. Children develop a particularly good grasp of French and English during their time at the nursery and become confident bilingual communicators.

All children make good progress in all areas of their learning and development, including children who have special educational needs and/or disabilities (SEND). Staff support children's learning well. They ensure that the curriculum is well thought out to reflect the interests and needs of the children.

Children behave well. They develop good social skills and are well-mannered. This helps them build and maintain positive relationships with staff and their peers. Children make friends easily and are respectful toward others. Children are independent. For example, they prepare their own snacks and get themselves dressed in their outdoor clothes. Children develop resilience and demonstrate positive attitudes. For example, they persevere well when things are difficult.

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

- Leaders support staff to plan and implement an ambitious curriculum, and staff and leaders are passionate about what they do. Staff have good opportunities for professional development. This helps them continually enhance their knowledge and skills and improves the outcomes for children. Staff morale is high.
- Staff use their observations of children well to identify what children already know and can do, and what they need to learn next. They share their assessments with parents and give parents ideas of ways that they can help support their children's learning at home.
- The well-qualified staff team is skilled at planning broad and stimulating activities that excite and interest children. Staff's interactions with children are extremely positive. However, occasionally, particularly at times when children lead their own play, staff miss when quieter children would benefit from their attention to help extend their play and support their learning further.

- Staff place a high emphasis on helping children to manage their personal care from a young age. For example, staff have worked closely in partnership with parents to help children transition out of nappies. This helps all children to become toilet trained as early as possible.
- Staff are good teachers of mathematics. They find inventive ways to incorporate opportunities to extend children's counting skills and number knowledge into everyday activities. Children recognise numerals in print and count confidently in French and English.
- Staff deliver adult-led focused activities to further enhance children's learning. For example, they use rhyme to expand children's vocabularies and to extend their awareness of the variation in sounds between the different languages that they speak.
- Staff teach children good early literacy skills. For example, staff engage children well in storytelling activities, and children enthusiastically retell familiar stories and act out the characters in the book.
- There are routines in place that provide children with opportunities for individual and group learning. Children enjoy opportunities to be alongside their peers and staff during group learning activities. However, activities are not always successfully geared to the needs and stage of development of the youngest children. This means that, at times, some children lose focus and their attention wanders.
- Support for children with SEND is good. Staff work closely with parents and a range of early years professionals, such as speech and language therapists and portage workers. This helps to ensure that children have specifically targeted provision that is implemented well to help them make the best possible progress.
- Children learn about the wider world. Staff give children good opportunities to enrich their knowledge of communities different to their own which prepares them well for life in multicultural Britain. For example, they participate in joint activities such as science projects and dances with other French nurseries in Europe.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge of how to keep children safe. Staff regularly attend child protection and safeguarding training to keep their knowledge up to date. Staff can recognise possible signs and symptoms of abuse and/or neglect and have a secure understanding of what action to take if they become concerned for a child's welfare. The nursery is safe and secure. Staff help children develop a good awareness of how to keep themselves safe. For example, children know to wear a bike helmet and fully understand that it helps to protect their heads in the event of a fall or collision.

What does the setting need to do to improve?

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

- support staff to recognise when to enhance and extend children's play, particularly for quieter children at the nursery
- review and improve the delivery of some group activities to ensure that the younger children benefit as much as possible from these experiences.

Setting details

Unique reference number	EY486621
Local authority	Bristol City of
Inspection number	10263849
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	3 to 4
Total number of places	21
Number of children on roll	24
Name of registered person	L'Ecole Francais de Bristol
Registered person unique reference number	RP522041
Telephone number	0117 9692410
Date of previous inspection	15 May 2017

Information about this early years setting

Ecole Francaise de Bristol nursery is based in the Southmead area of Bristol. The nursery registered in 2015 and is open during term time only, from 8am until 5.30pm each day. The nursery follows the French Maternelle curriculum alongside the early years foundation stage. The nursery employs six staff, of whom three are qualified teachers, one has a relevant level 4 qualification, one has a relevant level 3 qualification, and one is unqualified. The setting is in receipt of early education government funding for some three- and four-year-old children.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in her evaluation of the nursery.
- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector and the head of the nursery completed a learning walk together across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector carried out a joint observation with the head of the nursery.
- The inspector looked at relevant documentation, including evidence of staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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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