

Inspection of La Petite Fleur Pre-School

South Mitcham Community Centre, Cobham Court, Haslemere Avenue, Mitcham, Surrey CR4 3PR

Inspection date: 29 September 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 behave well and interact confidently with staff, visitors and each other. Staff give children lots of praise and explain what they are doing well, so that children understand what is expected of them. Staff promote a sense of belonging within the nursery. For example, children find their pictures and names to self-register when they arrive at the nursery. Staff find effective ways to build children's confidence and self-esteem. They assign children small jobs, such as ringing the bell to announce snack time, and children take pride in being given responsibility. Staff promote children's well-being. For example, they encourage children to recognise and communicate their feelings using discussion and pictures of facial expressions.

Staff ensure that children access a broad curriculum that covers all areas of learning. They skilfully follow children's interests, building on what children already know. For example, a trip to a transport museum was arranged in response to a child's fascination with trains. Children are busy, stimulated and make good progress.

Children join in with activities at their own pace, and staff offer reassurance to children who are settling in. They obtain key words in children's home language to help those learning English to communicate. This promotes a sense of security in children.

There is a strong focus on learning outside. Children grow plants and vegetables. They dig up potatoes independently and play with them in the outdoor kitchen. Children show delight as they watch a snail come out of its shell. They collect conkers, branches and leaves on walks in the park and display them in the setting. This supports their understanding of the natural world.

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

- The experienced manager supports the staff team well. Staff report that they attend regular training and have frequent practice observations. This helps them to evaluate and improve their teaching skills.
- Parents speak highly of the care that their children receive. They describe how happy their children are to attend, and they value the community feel within the setting. They appreciate the online system that staff use to provide regular updates on their children's progress. Staff provide parents with information on appropriate healthy lunch box contents to provide for their children.
- Staff know the children well. They have warm relationships with the children and confidently describe the children's next steps in development. An effective key-person system is in place. Children approach staff with confidence.

- Children show kindness and respect as they spontaneously help each other during activities. Older children happily share their play dough on request, and staff praise them for this.
- Children engage with staff and each other as they play. Staff frequently read books and sing rhymes with the children, which helps them to develop a love of stories and songs. Staff use visual symbols to support spoken language and help children understand. However, some staff lack the skills to promote early communication and language skills effectively in targeted small-group sessions. For example, they sometimes use sentences that are too long and beyond the children's level of understanding.
- Children independently access a range of activities that promote all areas of learning and development. However, the role-play area is poorly presented and lacks sufficient resources to meet the children's needs. This prevents children from being able to develop their imagination effectively and role-play their experiences.
- Staff take opportunities to introduce mathematical language and explore number, shape and measure with the children. They comment on the short, medium and long branches that they had found in the park. While reading 'Owl Babies', children develop their counting skills together. Staff ask the children why they think a branch snapped, and a child replies, 'It's too heavy.'
- Staff support children to become active learners. They ask children to predict what they might see when they turn the log over in the garden and then support them to identify the minibeasts. Children excitedly compare their finds with pictures of minibeasts on a poster saying, 'It's a worm, look!' Staff enhance children's vocabulary by adding describing words such as 'tiny' and 'wriggly'.
- Children with special educational needs and/or disabilities are well supported. Staff liaise well with parents and refer children to other professionals appropriately.

Safeguarding

The arrangements for safeguarding are effective.

All staff are suitably vetted and have relevant first-aid training. Staff speak confidently about the procedures to follow if they have a concern about a child's welfare. They have attended up-to-date safeguarding training, including training on the 'Prevent' duty. Information about safeguarding is available to parents in the entrance area. The premises are assessed for risk daily. This means that children's safety and welfare are well promoted.

What does the setting need to do to improve?

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

- ensure the resources available in the role-play area meet the children's needs

- and promote the development of their imaginative play skills
- further enhance the curriculum for communication and language by making sure that teaching in small groups is carefully tailored to meet the needs of the children taking part.

Setting details

Unique reference number	EY360253
Local authority	Merton
Inspection number	10285458
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	1 to 4
Total number of places	11
Number of children on roll	11
Name of registered person	La Petite Fleur Pre-School LTD
Registered person unique reference number	RP529769
Telephone number	02086468857
Date of previous inspection	6 October 2017

Information about this early years setting

La Petite Fleur Pre-School registered in 2007. It is located in Mitcham, in the London Borough of Merton. It operates from 8am to 6pm on Monday to Thursday and from 8am to 3pm on Friday, during term time only. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are five staff members, including the manager. All staff hold an appropriate early years qualification, including one who has qualified teacher status and one who is qualified at level 6.

Information about this inspection

Inspector

Helen Deegan

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 inspector observed the quality of education being provided indoors and outdoors and assessed the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager and registered person showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the interactions between staff and children.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation at circle time.

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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