

Inspection of Ecole Du Parc

Evangelical Church Of Yahweh London, 2 Stormont Road, London SW11 5EN

Inspection date: 31 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop strong relationships with staff and are very well settled. Staff are nurturing, calm and friendly, which helps children feel safe in their care. Staff skilfully use both English and French to chat to children, which helps children express themselves and share their ideas. Children make friends and play well together. Older children are keen to talk about themselves and their families as they identify which Chinese year they were born in.

Children are extremely enthusiastic to join in with activities that interest them. Younger children are curious to explore everyday objects in the mud kitchen outdoors, which helps them develop confidence in their abilities. Older children are confident to initiate their own play and develop positive attitudes to their learning. For example, they persevere to pick up pom-poms with tweezers.

Children are extremely well behaved. They are polite and kind to each other. Staff teach them simple rules, such as using 'walking feet' and putting their toys away. Staff support children to take turns with popular resources, which helps the children learn to be patient.

Leaders and managers are ambitious for children's learning. There is a strong emphasis on personal, social and emotional development, and communication and language. Children develop the skills they need to be confident, independent and express themselves when they start school. Staff organise trips out in the local environment, such as to the library, and plan cultural events, such as for Chinese New Year, which extend children's learning about the world around them.

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

- Children's personal, social and emotional development is supported extremely well. Children learn self-help skills, such as dressing themselves. Toddlers enjoy looking in the mirror to clean their faces after meals. Children take pride in their achievements when they manage new skills by themselves, such as putting on their coats, which helps them develop high levels of self-esteem.
- Children with special educational needs and/or disabilities are very well supported. Leaders and managers liaise with other professionals to implement care plans for children and work closely with parents to understand children's needs. This means children make good progress.
- Children have opportunities to develop their fine motor skills through messy play activities using play dough. They learn to use tools, such as hole punches and painting equipment, which develop their pre-writing skills.
- In general, staff ensure that their speaking and listening skills help children develop confidence in their own language skills. They introduce new vocabulary

during playful interactions. There are times when staff speak too quickly and do not adjust their approach to meet children's learning needs, such as asking lots of questions. However, this has been identified by leaders and is an area for development.

- Overall, children show high levels of self-control. Staff use strategies to help them know what to expect during the day, such as visual timetables and sand timers. However, the organisation of some large-group activities impacts on some children's behaviour, as they lose interest. This means that children become restless and do not benefit as much as they could from the teaching.
- Staff teach children to keep themselves safe. For example, they learn important hygiene routines such as wiping their nose and washing their hands. Children learn to use equipment safely, as staff remind them how to sit down on chairs and rockers to prevent accidents.
- Partnership with parents is highly effective. Parents say they work as a team with the staff to settle their children and share strategies to support their development throughout, such as by supporting children's behaviour. Parents say they receive regular updates on children's progress, as well as tips on how to further learning at home.
- Leaders and managers are reflective and have identified areas to progress, such as ways to create more cosy areas. Staff feel very well supported through regular training and team meetings. Staff have regular opportunities to discuss children and share their ideas for new activities at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to help staff tailor their interactions with children, to best support children's communication and language development
- enhance the organisation of group activities so all children's learning needs are considered and children are able to fully benefit from the learning opportunities.

Setting details

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| Unique reference number | EY497251 |
| Local authority | Wandsworth |
| Inspection number | 10304857 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 45 |
| Number of children on roll | 31 |
| Name of registered person | Sequoia Organisation Limited |
| Registered person unique reference number | RP520942 |
| Telephone number | 0207 993 6460 |
| Date of previous inspection | 2 February 2018 |

Information about this early years setting

Ecole Du Parc registered in 2015. It is located in the London Borough of Wandsworth. The pre-school operates from 8am to 5pm, Monday to Friday during term time only. There are 10 members of staff. Of these, 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.

Information about this inspection

Inspector

Kyrstie Gennoe

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 the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents 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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