

Le Jardin D'Enfants

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Le Jardin D'Enfants Nursery is privately owned. It opened in 2005 and operates from a purpose built building in a community park in North Kensington in the Royal Borough of Kensington & Chelsea. The nursery is easily accessible without any steps into the building. The nursery is registered on the Early Years Register to care for a maximum of 18 children at any one time. The nursery is open each weekday from 9:00 am to 12:00 pm term time only. All children share access to a secure enclosed outdoor play area. There are currently 10 children on roll aged 1-5 years. Children come from the local community. The nursery supports children who speak English as an additional language. The nursery employs 4 staff. Three of the staff including the manager holds appropriate early years qualifications. The nursery receives support from the Local Authority. The teaching method used is children learning through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this child-centered environment where they feel safe and supported by the staff. Children have access to a good range of play equipment and activities which helps ensure that children progress in all areas of learning. Staff have appropriate qualifications and a good understanding of the Early Years Foundation Stage. They actively encourage parents to be fully involved in all aspects of their children's care and learning. A self-evaluation system is used which includes significant plans for the future to enhance children's learning and development. Well-written policies and procedures securely underpin the nursery practice and are all available for parents. Active partnerships with parents ensures that information relating to individual children's progress is shared effectively.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve assessment methods to ensure individual children's learning needs are fully met and ensure they identify the next steps for learning
- provide more opportunities to extend children's understanding of problem solving, reasoning and numeracy

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective in ensuring that children are fully protected from the risk of harm and ensure that they enjoy a safe and supportive environment. Staff have a thorough understanding of the signs of possible abuse

or neglect and have accurate procedures in place to act quickly and professionally if there are any concerns about a child. Contact details are readily available so that staff can obtain advice and report any concerns without delay. A well-written safeguarding policy is available for parents and staff undertake regularly update their training on safeguarding children.

Strong relationships developed with parents contribute to successful outcomes for children. Daily discussions with parents ensures that there is a shared understanding about all aspects of children's lives. Staff share their knowledge and expertise with parents and work hard to involve them in their children's learning and development. Children's artwork is displayed in the nursery or included inside the children's portfolios of work. This gives parents a clear vision of the work their children are doing and how it links to the Early Years Foundation Stage. Parents are welcome at any time to comment on any area of the nursery practice. They are active participants in many aspects of the nursery routine including reading, playing and cookery as well as attending most nursery outings. There are appropriate links with other providers ensuring information regarding children's progress and development are shared effectively.

Of the four staff, three have early years qualifications and they have high expectations of what children can achieve. High expectations results in children's high achievements. Staff regularly attend training supplied by the local authority, this helps staff to improve their knowledge and to use information to improve outcomes for children. They regularly discuss the effectiveness of their planning to ensure that each child's individual needs are met.

Staff have an in-depth knowledge of each child and adapt their planning and practice as children grow, develop and change to ensure their individual needs are met. They are proactive in working towards narrowing the gap in children's levels of achievement. They take account of children's different learning styles to ensure appropriate opportunities are provided for all children. This means children are successful learners. They enjoy a stimulating and very child-centered environment in which resources and activities are laid out attractively and children can move about freely throughout the nursery and outdoor play space. This interesting and extensive setting provides a stimulating place to explore, learn new things and make independent choices. All aspects of children's learning, development and welfare are fully supported by staff with flexible attitudes, secure policies and procedures and successful everyday practice. Staff consistently strive for improvement to provide high quality care and early education by addressing recommendations from previous inspections and conducting lively self-evaluation.

The quality and standards of the early years provision and outcomes for children

Children make good progress as they enjoy stimulating learning activities. As a

result, the high level of support ensures that they develop fully as individuals. A broad range of creative learning experiences on offer excites and stimulates children's enjoyment of learning. Concise information is recorded about children's starting points accompanied by brief observations. However, the next steps of children's learning are not always recorded. Assessment methods do not ensure that individual children's learning needs are fully identified.

Children are competent and confident when exploring and learning new things. They play a full and active role in their own learning. They make choices and decisions and are curious and inquisitive. For example, they listen carefully to the English teacher and take an active part in playing the selection of instruments to accompany a variety of music. They listen to the instructions spoken in English and through play are able to determine what is needed next. They delight in parachute play when adults whisk the parachute high into the air and allow it to cascade down around them. Children have a variety of responses, some laugh and some sigh with contentment. The range of activities and resources helps the children to understand the society in which they live. They celebrate a variety of festivals which helps them learn about others. They learn clear rules about how they should treat one another and they develop a positive view of themselves and learn how to behave appropriately. They are developing strong self-esteem. They freely express their feelings, ask for help when needed and willingly share with others. Children play independently at a young age and progress into playing in pairs and small groups. They are developing the skills needed for their future learning. They make extensive progress in their communication, language and literacy as they constantly sing and talk with one another. Important steps in early literacy are made as children enjoy a varied selection of books. They have easy access to resources needed for mark making. However, problem solving, reasoning and numeracy is not fully developed. Children practise reciting numbers as they sit on the slide, but do not take part in problem solving for everyday routines.

Children have a strong sense of belonging in the security of the nursery. They show that they feel safe and are confident in sharing their news or concerns with the staff. Children successfully separate from their parents for their first moments of independence with considerable ease. Parents and children are reassured that all is well and staff are experienced enough to know that a few minutes of time apart is enough to begin with.

Children demonstrate a willingness to keep themselves safe through their excellent behaviour and they show that they understand safety rules such as not running indoors in case they slip and hurt themselves. Discussions on safety are supported with the use of books, posters and visits from professionals such as the police. Children are protected indoors and out through the use of thorough risk assessments, staff attention and awareness of each child.

Children are beginning to understand about living a healthy lifestyle as they enjoy a range of healthy snacks or 'goutier' brought from home. They are encouraged to drink milk or water which helps promote strong bones and teeth. They confidently carry out simple hygiene routines such as washing their hands and disposing of tissues after use. Children's good health is assured as they make the most of fresh

air and outdoor play throughout the day. Staff encourage children's outdoor play at all times of year displaying photos of playing in the snow and playing in the sun. Children are beginning to dress and undress themselves which promotes their independence. However, they do not help prepare snacks or clean up afterwards. They naturally challenge their physical abilities as they practise climbing up the slide and balancing before coming down. They bounce on outdoor fixed play equipment and ride around on a variety of wheeled toys which helps develop their large muscles. Children never tire of playing with malleable materials such as play dough and goop. They are encouraged to experiment and benefit from the freedom they experience as there is no end product and no right or wrong way to manipulate the resources. This results in children being in charge of their learning which in turn gives them a good sense of satisfaction and achievement on a daily basis.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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