



Le Jardin D'Enfants

Inspection report for early years provision

Unique Reference Number	EY332671
Inspection date	07 March 2007
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Type of inspection	Childcare
Type of care	Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Le Jardin D'Enfants is an independent school. It opened in 2006 and operates from one play room in a purpose-built building. It is situated in Ladbroke Grove in the London borough of Kensington and Chelsea. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each week day from 09:00 to 12:00 school terms only. All children share access to a secure outdoor play area.

There are currently 12 children aged from two to under five years on roll. Children come from a wide catchment area. The pre-school supports children with learning difficulties and/or disabilities and also currently supports all children who speak English as additional language.

The nursery employs five members of staff. Of these, all hold appropriate early years qualifications and two are working towards a Foundation degree in early years.

This setting follows the French teaching curriculum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have opportunities to learn about the importance of good personal hygiene through daily routines. Older children independently go to the toilet and wash their hands and staff accompany younger children to the toilet and support them in washing their hands. Staff further ensure the risk of cross-contamination is reduced as children are encouraged to wash their hands after messy and outside play. There are effective health and hygiene policies and procedures in place which staff follow.

Sound systems are in place for recording accidents and the administration of medication. These include obtaining prior written parental permission for the administration of medication and obtaining parental signatures to all accident records. Prior written parental permission for seeking emergency medical treatment is sought and a qualified first aider is always present during pre-school sessions. Although all staff are suitably first aid trained. As a result, children are protected in the event of an accident or emergency.

Children have many opportunities to learn about healthy eating as they take part in cold cooking activities such as preparing the ingredients as they make a fruit salad. Children learn to handle a knife appropriately as they cut and name different types of fruit in French and English. Parents provide their child with nutritious and healthy snacks because staff provide parents with a healthy food policy when their child first starts the pre-school. Drinking water is available to children throughout the pre-school session.

Children get a good balance of exercise and take part in outdoor and indoor activities to promote their development with equipments to extend their physical skills. For example, they have a spacious outdoor play area that allows them to play running games, climb the climbing frame, jump, ride bikes, play with steering wheeled toys and go on walks within the local community.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a generally safe and warm environment. Children are made to feel welcome as staff display their art work, self portraits and photographs of them taking part in activities. Regular risk assessments which include a daily safety checklist of the premises help to ensure children's ongoing safety.

Toys, furniture and equipment are in good condition. Children are able to make independent choices and help themselves to most resources as staff set these out daily. Staff ensure that all equipment is kept clean and in a safe condition by carrying out regular checks. This helps to ensure the children's ongoing safety.

Security and supervision arrangements are suitably met. For example, the doors of the pre-school room are kept shut during the session. Staff know how to evacuate the premises safely with the children as a fire officer has visited the pre-school giving them guidance on fire safety.

Children are unable to leave the premises unnoticed at the end of the session because they are collected individually from the door by their parents. The children's safety is also promoted because there is a lost and uncollected policy in place.

Children are safeguarded because staff have suitable knowledge and understanding regarding child protection issues and the possible sign of abuse or neglect. They know the procedures they must follow should they have a concern about a child, and the necessary documentation is in place to support their practice.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the pre-school. They participate in daily routines, for example, at snack time as they confidently handle a knife as they cut the fruits. Staff are kind and caring and provide appropriate praise and support. This helps to build the children's self-esteem and confidence. Children enjoy an interesting range of activities and are able to make independent choices. Activities are set out clearly in designated areas. For example, a home corner with a comfortable, cosy book area. However, the lack of real life role play equipment limits the children acting out home life situations.

There is a key worker system in the pre-school. This helps to ensure that staff get to know the children well and parents are informed about their children's achievements. Children are developing confidence as they are keen to explore and investigate their surroundings. Staff have some knowledge and understanding of the Birth to three matters framework and begin to implement this within the setting. However, planning and observing of the children's progress in line with the framework has not been refined.

Children's enjoyment of the activities provided is enhanced because staff sit with the children and participate in their play. They talk to the children in French and English while they play and ensure that activities reflect their individual needs and interests. For example, a printing activity arises from children painting self portraits identifying skin tone and texture of hair.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual care needs are sought from parents through a questionnaire that is linked to the pre-school registration form. This ensures that staff are aware of the children's ethnicity, religion, allergies or medical conditions. As a result, children's needs are identified. Staff also ensure that they get to know the children well during the settling-in period. Children in attendance speak English as an additional language as all the children speak French as their first language. The pre-school provides some multi-cultural resources such as dressing-up clothes and children paint self portraits. However, there are few books that reflect different cultural images. Children celebrate cultural festivals such as Chinese New Year. As a result, children are learning to value others in the community, as well as developing a positive self-image.

The pre-school is setting up systems to provide appropriate support for children with learning difficulties and/or disabilities. As two members of staff are attending early years studies that include modules on Special Educational needs. Although there are currently no children with identified learning difficulties and/or disabilities, evidence suggests that the pre-school now has a system for the identification of special needs, for example, by using observation and seeking advice from the inclusion team.

Parents are encouraged to take part in pre-school activities as they read stories to the children. Children benefit from the close relationship staff have with parents. Staff share daily verbal information with parents about each child's care and activities. Parents are provided with written information about the pre-school in the format of a parents' pack which includes policies and procedures and a questionnaire with the six areas of learning of the early learning goals.

Organisation

The organisation is satisfactory.

The pre-school provides a warm, welcoming environment where children have access to an interesting range of activities. The play space is used imaginatively and activities are set out in clear designated areas. This means that children can move between activities and make independent choices. Staff provide appropriate support, taking account of the individual children's needs and ages and stages of development.

Most of the required documentation is in place. However, the registration certificate was not displayed therefore; parents are not aware regarding the numbers of children the provision is registered for.

Staff are deployed well which ensures children are suitably supervised and are secure when engaging in meaningful play. The manager works directly with the children and provides a good role model to staff. Staff set out daily activities in the six areas of learning in accordance with the French teaching and Foundation Stage curriculum. However, observation of the children's progress in line with the Birth to three framework is at the developing stage. There is a commitment from the provider to ensuring staff have access to further training courses.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

This is the first inspection.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the play resources in the home corner in particular, to enable children to role play life situation
- implement and continue to develop knowledge and understanding of Birth to three matters framework
- increase books resources to ensure that the books reflect positive images of different cultures.
- ensure that the certificate of registration is displayed at all times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk