

# Ecole Cadet Rouselle

St. Philip & St. James Presbytery, Poplar Walk, LONDON, SE24 0BS

## Inspection date

Previous inspection date

26/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Caring and sensitive staff provide a nurturing environment, which successfully promotes children's sense of belonging and well-being. Children thoroughly enjoy their time at Ecole Cadet Rouselle.
- Partnerships with parents are strong and this ensures that children are able to settle in well, have a smooth transition within the nursery and a successful move onto school.
- Children enjoy the wide range of interesting activities that are provided for them by the staff, who are supportive in encouraging children to lead their own play.
- Children form good relationships with staff. Consequently, their needs are met well.

### It is not yet outstanding because

- There is scope to provide additional opportunities for children to see text, letters and numbers in the nursery environment and in the outdoor play area to promote their learning even further.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke to the children during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector observed activities in the indoor and outdoor spaces.
- The inspector spoke with the manager, deputy manager and staff at appropriate times during the inspection.

## Inspector

Angela Ramsey

## Full report

### Information about the setting

Ecole Cadet Rouselle registered in 2013. The setting is a privately owned pre-school. It operates from the ground floor of a church hall, in the Herne Hill area, within the London Borough of Lambeth. There is an enclosed outside play area. The setting is registered on the Early Years Register. It operates term time only between the hours of 9.30am to 3pm on Tuesday, Wednesday and Thursdays. Four staff, including the manager work with the children. Two have Qualified Teacher Status, one has an early years level 3 qualification and one is unqualified.

### What the setting needs to do to improve further

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

- increase the opportunities for children to see text, letters and numbers in the nursery environment and outdoor play area to progress their learning even further.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good and as a result children are making good progress towards the early learning goals. Staff use their good understanding of the learning and development requirements to plan an interesting range of play and learning experiences for children. Parents provide information at the start of their child's placement, which helps to ensure that staff are aware of every child's individual starting points and that they meet children's needs and interests from the outset. Staff provide a rich learning environment where children can learn and develop, with a good range of activities and experiences covering all areas of learning. This effectively supports children and prepares them for the next steps in their learning. Activities and learning experiences are linked as staff get together to plan interesting activities connected to the areas of learning, For example, children learn to use new vocabulary and practise their mathematical skills as they work cooperatively to sort the toy dinosaurs, discussing their eating habits to decide which are 'herbivores' and which are 'carnivores'. Children learn about bones and fossils as they use different types of dried pasta to create a 'skeleton' of a dinosaur and they begin to learn about numbers as they count dinosaurs and choose the correct corresponding numeral card.

Children of all ages enjoy sharing books with staff. Staff engage children through open questions about what is happening in the books and children are able to use their communication and language skills to recall events in the story in both English and French. Although there are some written signs around the setting, this aspect of children's learning is not supported as effectively outdoors, where there are fewer opportunities for children

to see and use numbers, letters and words to help them become more familiar with the concept of numbers, words and their meaning.

Children enjoy playing with sand in the outdoor play area, filling buckets and moulds using spades. Children are able to use their imagination and confidently tell the inspector they are making 'chocolate cakes'. Using the spade they cut a 'slice of cake' and offer it to the inspector.

The systems for observation and assessment, including the progress check for two-year-old children, are well established throughout the nursery. Staff use this information effectively to closely monitor children's progress and accurately identify the next steps in each child's learning.

### **The contribution of the early years provision to the well-being of children**

Children enjoy attending Ecole Cadet Rouselle. They separate from their parents/carers readily, showing they feel safe with their key person, with whom they form a secure emotional attachment. Through conversations with parents, key persons have a comprehensive understanding of each child's individual backgrounds, needs and personalities. Staff and parents write comments in children's 'cahier de vie' (book of life). This provides a good link between home and nursery life as parents write and include photographs of their child's weekend and family holidays.

Parents provide lunches for their children and these are healthy and nutritious. Meal times are well organised and are social occasions which provide opportunities for children to be independent. Children eat well and display good manners at meal times. They learn about good hygiene as they confidently wash their hands after using the bathroom and before and after eating meals.

Children behave well: they cooperate, share and take turns with each other. They successfully manage everyday tasks for themselves, such as taking off, hanging up their coats and changing into their indoor shoes when they come in from playing outdoors. Staff encourage these tasks, providing good support so that children develop self-confidence and self-reliance: a strong basis for their move on to school.

### **The effectiveness of the leadership and management of the early years provision**

The manager and the staff team meet very frequently to discuss and reflect on their practice. This demonstrates a clear commitment to securing continuous improvements, which in turn, will bring about the best outcomes for the children.

As a team, they are well aware of their responsibilities relating to safeguarding and child protection issues. Staff know the procedures to follow if a concern were to arise regarding a child's welfare. Risk assessments are conducted regularly to effectively monitor the

premises, equipment, furniture and outings. Effective recruitment and vetting procedures help to ensure that staff are suitable to work in the setting.

The manager observes staff and there are regular staff appraisals and supervision sessions to identify training needs, and staff have a strong commitment to improving their own skills and knowledge. The manager is effective in overseeing the monitoring and assessments of the children's profiles and the planning of activities to meet children's needs.

The majority of the children attending Ecole Cadet Rouselle are bilingual. Children confidently speak both French and English. At the time of this inspection there were no children attending who have identified special educational needs and/or disabilities. Nevertheless, staff are aware of the need to work in close partnership with parents and with any external agencies involved in the care of children who require additional support.

The effective key person system helps to ensure parents receive good information about their children's achievements and development. Parents speak very highly of the staff: they comment on how well the staff get to know the children and how supportive they are of their child's unique needs. Parents of older children report that the nursery prepares children well for school life.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY459639
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	916777
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Ecole Cadet Rouselle Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07714 530 565

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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