

# La Petite Academy Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	206109
<b>Inspection date</b>	06/12/2010
<b>Inspector</b>	Sally Smith
<b>Setting address</b>	10-12 Highfield Road, Littleover, Derby, Derbyshire, DE23 1DG
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<b>Email</b>	
<b>Type of setting</b>	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

La Petite Academy Limited opened in 1990. It operates from seven rooms in a single-storey building in Littleover, Derby. There are three fully enclosed outdoor play areas. The nursery opens each week day from 7.30am to 6pm, all year round.

A maximum of 58 children may attend the setting at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 141 children from birth to under five years on roll. Children are able to attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language.

The setting employs 21 members of staff, all of whom hold a recognised early years qualification. One Director and the nursery manager hold the Early Years Professional Status and BA Honours in Early Childhood Studies. The Special Educational Needs Coordinator also has a BA Honours in Early Childhood Studies. Three members of staff are working towards the foundation degree in Childhood Studies. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff create an environment that is vibrant and stimulating. They are extremely knowledgeable about all aspects of the Early Years Foundation Stage enabling children to make excellent progress in their learning and development. The partnership with parents and other agencies is a key strength and significant in ensuring that all children are nurtured and supported enabling them to develop to their full potential. The manager shares her vision for continual improvement most passionately and effectively.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- displaying lists of words from different home languages to further encourage all parents to feel involved and valued.

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

There is a strong emphasis on safeguarding, using the robust policies and procedures in place. Staff have a thorough understanding of their responsibilities to safeguard children's welfare and recognise the importance of working with relevant agencies, when necessary, to protect children. The environment indoors

and outside is subject to thorough and rigorous risk assessments to minimise any hazards to children. For example, despite the recent construction of a much anticipated cover for the outdoor play area, concerns have been highlighted with regards to this in snowy conditions. Condensation causing water droplets to fall on the surface below means that the play surface becomes slippery compromising children's ongoing welfare and safety. Whilst this is being addressed, staff ensure that other areas in the garden are safe to use so that their enjoyment is not curtailed. Rigorous vetting procedures ensure that all staff working with the children are suitable to do so and effective steps are taken to ensure that their ongoing suitability is assessed at each appraisal.

The management team are passionate in their vision for providing a quality service and have the utmost confidence in staff to implement this. Central to the vision has been to increase the quality of teaching and learning within the nursery through a raft of training both externally and internally. Staff are keen to attend any courses that have a positive impact on practice, often giving up their time at weekends to attend these. Staff are valued and encouraged to have the highest aspirations for themselves and the children. The management team have skilfully nurtured staff who strive consistently for excellence. There is a clear sense of purpose and effective, collective systems to improve the provision are in place. Self-evaluation and reflective practice is used extremely well to maintain ongoing improvement, taking account of the views of all involved. The nursery's strong ethos is demonstrated in the outstanding guidance, care and support provided for all children. The nursery's harmonious community embraces success, achievement and 'wow' moments recording these. For a child, this might be something significant they have done at home, whilst for a member of staff this may be an example of good practice. These achievements are displayed for all to see.

The nursery works exceptionally well in partnership with parents to ensure that children receive the support they require. This results in each child making good progress in their learning and development and in their overall enjoyment of their time at nursery. Many parents speak highly of the dedication, commitment and care provided by staff to promote all aspects of children's welfare, learning and development. They are fully involved in their children's 'Learning Journeys' sharing information and taking these home to record their comments and observations. This is used to great effect by staff who plan a range of activities to encourage and promote children's personal development. A comprehensive website provides a wealth of information about all aspects of the service, whether this be the daily routines, menus or current and future planning for the Early Years Foundation Stage. Parent's forums and information evenings impart a wealth of information regarding many of the initiatives used by staff to support children in reaching their full potential. Parents are very aware of the six areas of learning and the 'Development matters' prompts that staff use effectively.

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage. This is used very effectively in planning a stimulating, challenging and varied range of activities across all six areas of learning with an excellent balance of adult and child-initiated activities. Staff encourage children to be involved in their own learning and pursue their own interests and lines of enquiry. A wonderful outdoor area provides a wealth of play and learning opportunities for children, who relish their time spent here. They plant numerous fruit, vegetables and herbs which they nurture with great care, digging and weeding the beds and helping themselves to watering cans to give their plants 'a drink'. They enjoy tasting their produce once they have ripened, often helping to prepare them for their meals and snacks. Fantastic opportunities are made of the outdoor area as a natural extension of the learning environment. In one area, a road with signs, zebra crossings and traffic lights help children to manoeuvre their bicycles and cars with care. They stop for the 'lollipop' person whilst children cross the road and also stop and start appropriately at the traffic lights. This helps children to learn about road safety and they practice this for real when they go for walks in their local community.

Children enjoy numerous themed days or events. For example, the garden becomes the 'seaside' for the day as children play in the sand and go fishing and swimming in the paddling pools. They have great fun making an ice-cream van and then selling their produce. Some children show great imagination and improvisation as they seek out a variety of materials and resources to make a pirate ship. Construction blocks and cylinders make a steering wheel as they sail off into the sunset. After all this hard work, children enjoy typical seaside fare as they tuck in heartily to fish, chips and mushy peas, followed by a choc-ice. A 'Notting Hill' carnival proves popular with children, staff and parents alike, who make it a joyful and colourful spectacle. Children decorate masks, wear bright costumes and join in a parade. They practice their limbo dancing as they try to bend under the bar as it gets lower and lower. Diwali also sees the nursery community dressing in Saris, Bhangra dancing and having Mendhi patterns painted on their hands. Children listen intently to the story of Rama and Sita and then make their own Diva lamps out of clay. Resources, photographs and displays reflect cultural differences and disability although there are limited words, signs and labels around the nursery to value different home languages.

Children enjoy a wide range of stories and staff respond to children's enthusiasm and interest. A room is transformed into a forest as children go over bridges and through darkened tunnels. Children use clipboards to record what they see. They talk about bugs and 'creepie crawlies' and are taken outside to see what they can find. One child proudly says 'I seed a spider in a web'. They draw their observations and these are mounted onto a wall display. Children's language and communication is fostered well. Staff sit with babies at their level, giving lots of eye contact, cuddles and reassurance. Older children sit and take turns to speak and listen. Molly, Eric and Angel, the persona dolls join in children's games, listen to them and share their experiences. They are taken home with the children and

their exploits are recorded in a diary, which are then discussed at circle time. Mealtimes are social occasions where staff and children sit together and much discussion ensues. Children talk excitedly about what they have done whilst enjoying a variety of freshly prepared meals. Menus are extremely varied to incorporate lots of different foods from around the world. Children are often encouraged to serve themselves and deftly manipulate tongs to pick up cubes of cheese or cherry tomatoes. At times they have a self-service snack bar and the children enjoy the independence this affords whilst being able to make choices. Children demonstrate a clear recognition of following good personal hygiene through the well-planned routines. For example, timers relay to children the appropriate length of time that needs to be spent on brushing their teeth and washing their hands to ensure that this is done thoroughly. Children are provided with flannels to wipe their face and are encouraged to look in the mirror to see if they are clean. Staff ask children to look at their clothes to see if they have spilt any food and they can choose to change into clean clothes if they wish.

Children's behaviour is exemplary and they listen to and respond to instruction. They are acutely aware of the rules and boundaries of the nursery and help with many tasks such as tidying away the toys or sweeping up the sand. Children's achievements are readily recognised by staff who praise and applaud them for doing something well. This ensures that children's self-esteem is effectively promoted.

Children enter nursery enthusiastically and thoroughly enjoy being involved in a wide range of fun and stimulating activities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met