

La Coccinelle

Unit 3, Acorn Business Park, Killingbeck Drive, LEEDS, LS14 6UF

Inspection date

Previous inspection date

19/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children are not adequately safeguarded. This is because staff have limited knowledge and understanding of who to contact outside the setting if they needed advice or support to protect children from harm. In addition, some staff who have not been adequately vetted are left unsupervised with children.
- The manager has not created a robust system for ensuring there is always the appropriate qualified and trained staff on duty to lead and manage the setting. Therefore children's safety and well-being is jeopardised.
- A number of children have not made secure attachments to staff. This is because the key-person system is not successful, which means children's emotional well-being is not effectively promoted.
- Risk assessments of the outside area are not effective in identifying and minimising risks to children. Also, children are not protected well enough from the sun during hot weather. Consequently, their health is not well protected when playing outside.
- Children are not always sufficiently challenged or motivated to learn. This is because staff are not given responsibility to plan for children's individual needs, and, therefore, they do not know all children sufficiently well.

It has the following strengths

- Partnerships with other professionals are strong because the manager asks for advice and support when required to ensure that all children's needs are met.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the two base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the manager, staff, three parents and the children.
- A range of documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staffs' suitability, training certificates, registers, and records of meetings with other professionals.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

La Coccinelle was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Killingbeck area of Leeds and is privately owned and managed. It is a bilingual French and English setting serving the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one member of staff with Qualified Teacher Status. The setting opens Monday to Friday all year round and sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- train and support all staff to understand safeguarding issues and how to respond appropriately to them in order to safeguard children from harm
- ensure any person whose suitability has not been checked, including through a Disclosure and Barring Service check, is not left unsupervised with children at any time
- ensure when the manager is not on site that there is a named deputy left who is qualified and capable to take charge in the manager's absence
- ensure at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present
- embed the key-person system to ensure children are supported to become familiar with the setting and build a settled relationship with staff
- ensure thorough risk assessments are conducted and all hazards are removed or minimised, with specific regards to the outdoor play area
- promote the good health of children attending by ensuring they are protected from the sun when playing outdoors
- develop staffs' knowledge and understanding of how to observe, plan and assess children's learning in order to provide a challenging and enjoyable experience for each child's individual learning needs.

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

The quality of teaching requires improvement. This is because the manager has not given responsibility to staff to plan for the children they care for. Consequently, children are not always effectively challenged in their play or motivated to learn. Currently, the manager has given herself the responsibility to observe, plan and assess each child. When the number of children at the setting is very low, this worked well. However, as the numbers of children have increased the manager has not been able to spend time with each child, observe them effectively or plan for their individual stage of development. In addition, staff lack knowledge and understanding to support children to make good individual progress given their starting points because they do not know how the observation,

planning and assessment system works. Most staff are qualified and have a reasonable understanding of how children learn and develop. However, information about children's individual learning styles and stage of development is not yet shared consistently with them. Therefore, children are not always challenged sufficiently in their play in order to make consistently good progress in their learning and development.

The manager plans some activities for children and they are also given time to freely explore their environment. Resources are of high quality and there is a focus on providing children with open-ended resources to create their own ideas. Babies access a wide range of natural resources to develop their senses and exploratory skills. Older children are supported to complete number jigsaws to develop their understanding of mathematical concepts. However, planning is not consistently matched to children's individual learning needs and a newly established staff team do not know children well enough to ensure children are consistently challenged in their learning. All children are welcomed into the setting and treated as individuals. Children with special educational needs and/or disabilities and children with English as an additional language are included in all aspects of the setting. Many staff speak French and Spanish and encourage all children to develop their language skills. As a result, children are developing listening and speaking skills that support them to prepare for their future learning at school.

Sound partnerships with parents have been created and parents spoken to at inspection feel the setting offers a happy learning environment for their children. Parents are regularly informed of events in the setting by email, text messages and verbal communication. Staff give verbal feedback about each child's day when they are collected and parents are able to take home children's development files when they wish. This means parents are kept up-to-date of what their child is learning during their time in the setting.

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

The well-being of children is inadequately promoted because the key-person system does not support children to make secure relationships with staff. This is because the manager is the key person for every child and her time is split between working in each room, managing the setting and cooking children's meals. As a result, sufficient time is not spent with children, settling them in and getting to know each child's individual needs. Staff caring for some new children have never met them before, therefore, children are not suitably settled and supported to make appropriate bonds and attachments. Furthermore, a number of children remain upset throughout their time in the setting and are not always comforted by the same person in order to make them feel safe and secure. Although children's emotional well-being is hindered low numbers of children in the setting mean that adult-to-child ratios are always maintained and staff are deployed appropriately to supervise children.

Children behave well in the setting because staff remind them of the rules and boundaries. Children who display inappropriate behaviour are talked to by staff who explain the importance of taking care of each other. As a result, children are learning to tolerate each other's differences and play cooperatively. Children are learning to become independent

and take small risks in their play. For example, they climb steps to access the slide in the garden and walk on the wooden sandpit frame practising their balancing techniques. These small risks allow children to challenge their physical abilities and begin to understand dangers in the environment.

All children are given the opportunity to access the outdoors each day and develop their physical skills. Children thoroughly enjoy playing outside in the sunshine. However, their health is not adequately protected because sun cream is not applied to children before they are exposed to the sun as the instructions dictate. In addition, sun cream is not applied to young babies at all and adequate shade is not provided to ensure they are cared for in a safe area. Furthermore, staff do not adequately ensure that the outside area is safe for children to play in. For instance, risks, such as, glass, metal wire and wood with large splinters are not identified and the risks minimised. Also, there are times when there is no member on staff on duty who holds a current paediatric first-aid qualification. This means children's health and well-being is jeopardised.

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

The inspection was brought forward by Ofsted following concerns about children's safety and supervision. Children are not adequately safeguarded because staff are unaware of where to access advice and support outside the setting if they are worried about a child's welfare. Staff have basic knowledge about the signs and symptoms of abuse, but they have not had any safeguarding training since starting employment. In addition, staff who have not received a suitable Disclosure and Barring Service check are left unsupervised with children. This means children are not protected from possible harm. Furthermore, children's safety is compromised because the manager is sometimes off site, either at meetings or collecting children from school and currently, there is no deputy to take charge in her absence. Also, on occasion there are no paediatric first-aid trained staff on duty and the premises are not suitably risk assessed in order to minimise potential harm to children. These are breaches of the requirements of the Early Years Foundation Stage and also breaches of the Childcare Register.

The manager shows a passion for creating a good quality setting. She has very recently dissolved the original staff team and begun to rebuild it with more highly qualified and committed staff. However, the manager has not yet shown staff how to observe, plan and assess children's progress. This means staffs' potential to care and educate children to support them to make good progress in their learning and development has not yet been explored. As the staff team is very new, they have not had any opportunities to attend training. However, they are all keen to continue their professional development and feel the manager will support them to do this as their training needs have been identified through the induction process and individual meetings.

The manager has created positive relationships with the local authority advisory team, who regularly visit to offer advice and support. Relationships have also been forged with several other professionals including social workers and teams who support children with special educational needs and/or disabilities. The manager is quick to access advice and

support when needed, which means children's diverse needs are attended to promptly. Partnerships with parents are also secure because the manager personally greets all children and parents as they arrive and takes time to talk to parents daily. Parents are very complimentary of the friendly staff and well-resourced setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises immediately, where the need for assessment arises (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register)
- ensure any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises immediately, where the need for assessment arises (voluntary part of the Childcare Register).

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

Unique reference number	EY473173
Local authority	Leeds
Inspection number	975608
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	34
Name of provider	La Coccinelle Ltd
Date of previous inspection	not applicable
Telephone number	07593530031

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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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