

La Coccinelle

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

Inspection date	16/10/2014
Previous inspection date	19/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children are happy and settled in a warm and welcoming nursery. Subsequently, they develop secure emotional attachments to staff.
- Children who speak English as an additional language are skilfully supported. As a result, they make good progress towards the early learning goals.
- Staff are vigilant about children's safety and robust procedures are in place to keep children safe and provide a secure environment. Staff have a good understanding of safeguarding to protect children in their care.
- The key-person system supports engagement with parents. Therefore, parents are effectively supported to guide their children's learning at home.

It is not yet outstanding because

- The outdoor environment has fewer resources for the youngest children. Consequently, opportunities for the youngest children to develop their investigation and exploratory skills are not fully maximised.
- Mentoring and modelling of effective practice is not yet sharply focused. As a result, opportunities are missed to further enhance and develop staff practice and understanding.

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 play and learning activities, and spoke to children and staff in the indoor and outdoor environments.
- The inspector conducted a joint observation with the manager.
The inspector held meetings with the manager and the local authority adviser. The
- inspector looked at and discussed a range of policies, procedures and documentation, including records of staff suitability.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Angela Syson

Full report

Information about the setting

La Coccinelle, a bilingual nursery, was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Killingbeck area of Leeds. It is close to a natural park and pond, a retail-park, hospital and police station. It is within easy access of public transport. The nursery serves Leeds city centre and northern suburbs. It operates from two rooms, divided over two floors and an outdoor learning environment. The first floor of the nursery is accessed by a staircase. There are currently 68 children on roll. The nursery is open all year round, from 8am to 6pm, Monday to Friday and care outside of these hours can be provided on arrangement. There are currently 18 members of staff. Of these, two hold appropriate qualifications at level 2, 10 hold appropriate qualifications at level 3 and one member of staff holds a higher-level qualification. The nursery receives funding for the provision of free early education for two- three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities. The nursery has links with the local children's centre and works closely with the local authority's early years improvement team.

What the setting needs to do to improve further

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

- extend opportunities for the youngest children to develop their investigation and exploration skills in the outdoor environment
- enhance staff's understanding of how to deliver purposeful learning through effective teaching, by enhancing the programme of mentoring and modelling, utilising the support of skilled staff.

Inspection judgements

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

Staff deliver a good range of activities that promote children's learning by taking account of their interests and stage of development. Teaching is generally good and sometimes outstanding. For example, when children play in water, staff sit close by and join in conversations with children when invited. Staff listen carefully and extend children's thinking using effective questioning. As a result, children play and explore for an extended period and develop critical thinking skills. Educational programmes are broad and cover the seven areas of learning. This is because staff support children's individual learning needs during spontaneous play. For example, young children build towers with wooden blocks. Staff count the wooden blocks with children. Consequently, young children develop their physical skills and learn to count.

Staff have discussions with parents when they first start the nursery and they obtain information about children's skills, interests and preferences. During the settling-in process, staff carry out observations of what children can do. This means that they gain a good understanding of children's developmental stages, so they can plan activities that are suitably challenging. Observations and assessments of children are showing that they are making good progress within the typical range of development for their age. Staff work in partnership with parents to guide learning at home. Where gaps in learning are identified, staff implement strategies with parents to support children to make rapid progress. Staff know how and when to seek intervention from professionals. This means that the needs of children with special educational needs and or/disabilities are met. Staff are extremely skilful in supporting children who speak English as an additional language. Within the nursery, staff speak more than ten languages fluently. Children and families are greeted in their home language when they arrive at the nursery and home language is used throughout the day. When children speak languages unfamiliar to staff, parents complete a form with familiar words and phrases, for staff to use when talking to children. English is the main language used to support learning in the nursery. Consequently, children have opportunities to learn and reach a good standard in the English language and this ensures that they are prepared for their next steps in learning including school.

Staff have high expectations of children. Daily and weekly activities are planned taking in to account the views of staff, children and parents. These plans are flexible in order to respond to the development needs of children. For example, older children find a ladybird on the carpet. They are fascinated by it and staff take the opportunity to develop children's understanding of the world by encouraging children to talk about the ladybird's features. All children want to hold the ladybird but there is only one. Children decide to go outside and look for more ladybirds. Staff accompany children to the outdoor learning environment and share in their excitement as they explore their natural surroundings. As a result, children enjoy learning and staff follow their interests. Parents are informed of their children's learning on a daily basis. Staff discuss children's developmental stages through regular reviews, such as the progress check for children between the ages of two and three years, so that parents are fully informed of their child's progress.

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

Children and babies form strong attachments with key persons. This is because children's needs are responded to quickly. Staff cuddle babies and children often go to their key-person for support. Therefore, children demonstrate that they feel emotionally secure in the nursery. A phased induction process allows children time to settle in. Staff carefully follow guidance from parents. This means that the continuity between home and the nursery is appropriately maintained and parents comment that children feel, 'very at home.' A robust system is in place for recording information about children. These records include any allergies that children may have and meals are planned accordingly. Parents receive information about the meals that are provided and preferences for their children's diet are taken into account. Menus are well balanced and nutritious. Healthy eating is promoted throughout the nursery. For example, there is a vegetable garden to encourage

children to take an interest in where their food comes from and posters on the fence show images of healthy foods, such as fruit and vegetables.

Children learn to adopt a healthy lifestyle during their time at nursery. Daily outside play is enjoyed by children who learn the effects of exercise on their bodies. Children also use a variety of resources indoors to develop their physical skills. They learn to take sensible risks under close supervision when they spin round in a piece of equipment and develop their balancing skills. Staff give constant priority to children's safety during activities. For example, they risk assess the outdoor learning environment before children go out to play and take appropriate steps to minimise hazards. Children enjoy exploring their surroundings. However, the youngest children have fewer opportunities to investigate and explore in the outdoor environment as the area for babies is less well developed and resources are fewer. Younger children and babies learn together. Staff ensure that babies have access to age-appropriate toys and keep an eye on what young children give to babies. Consequently, staff take appropriate action to protect and support children in their care.

Children behave well in the nursery. This is because staff use a variety of methods to promote their good behaviour. For example, when staff need to get the attention of a group of older children, they put their hands on their head. Children copy, then music is put on to indicate tidy-up time. All children are encouraged to help and are given praise. As a result, they acquire confidence and cooperation, which helps them become emotionally ready for school. Children's self-care skills are well developed. Younger children are supported to wash their hands after messy activities and at mealtimes. Older children do this without prompting. Older children enjoy putting on their own coats and shoes. Therefore, they are developing their independence. The changeover between rooms within the nursery is a gradual process, which supports children's welfare effectively. For example, staff arrange sessions for younger children to visit the other room so they can grow accustomed to new routines and other staff before the move permanently.

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

The manager is ambitious and aims to provide a diverse and multicultural nursery environment, which meets the needs of local families. She has made significant improvements since the last inspection and has met all actions set. This is because she has been well supported by the local authority early years improvement team and Leeds Children's Services welfare officer. They have worked in partnership to develop the knowledge and skills within the staff team and improve safeguarding procedures. The manager now holds a qualification, which enables her to deliver safeguarding training. She has also completed training in safer recruitment. Staff files show that the recruitment process is rigorous. Evidence of qualifications, Disclosure and Barring Service checks and references are clearly recorded. This means that all staff are suitable to work with children. Risk assessments ensure that all areas used by children are safe and all staff undergo a comprehensive induction programme, which includes safeguarding training.

Safeguarding policies and procedures are accurate and up to date. Consequently, safeguarding procedures are embedded in practice and staff are clear of their responsibilities.

Since the last inspection, the nursery received one monitoring visit to assess their progress in meeting the actions raised. The nursery has made considerable improvements. For example, there is an appropriate first-aid trained member of staff on duty at all times and a deputy manager to take charge in the absence of the manager. A programme of professional development is now in place. The manager has obtained funding to support more staff to achieve higher-level qualifications. Unqualified staff are working towards appropriate qualifications at level 2 and 3. The manager mentors new staff and models good practice in the rooms. However, the manager does not always clearly explain the purpose of her actions and so staff do not fully benefit from her mentoring. This means support is not always targeted effectively on the specific development needs of the staff team. In addition, the manager does not yet fully utilise the well-developed skills of qualified staff. As a result, opportunities are missed to enhance already good practice. The manager has developed effective systems for monitoring performance and underperformance is tackled quickly. Consequently, children make good progress because all staff have at least a good understanding of how children learn and develop and the manager has a strong drive to improve.

All children are now allocated a key person who makes regular observations and plans their next steps in learning. The manager and staff team have a good understanding of the early learning goals and monitor children's progress. This is because they have received in-depth training from their local authority early years improvement team. Partnerships with parents are strong and the nursery has developed connections with external agencies in order to bring about improvement. The manager is now part of a nursery network and attends regular meetings, and visits other nursery settings to share good practice. The nursery manager and staff team are building good links with local primary schools as they provide before and after school care. They also work with teams that support children with special educational needs and/or disabilities. Therefore, they are able to provide the support that children need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	983413
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	68
Name of provider	La Coccinelle Ltd
Date of previous inspection	19/05/2014
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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