

La Coccinelle Day Nursery

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



Inspection date	4 December 2017
Previous inspection date	16 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider monitors and evaluates the quality of teaching, learning and outcomes for children. She uses external advice and training, models practice and provides support to staff to secure and improve good quality provision and outcomes for children.
- Strong partnerships with parents are in place. Parents are involved in agreeing children's starting points and have regular opportunities to share key information. This ensures staff know how to provide for each child's needs, interests and stages of development.
- Staff monitor children's progress against their starting points and help children at risk of falling behind to catch up. As a result, all children, including those who speak English as an additional language, are making good progress overall.
- The nursery is very well equipped. A wide range of good quality, interesting resources are easily accessible, both indoors and outdoors. This means children are eager to join in and are able to confidently make choices to lead their own play.
- Staff ensure the nursery environment reflects the diverse backgrounds of the children and the wider community, so they learn to respect and celebrate each other's differences.

It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities to encourage children to develop their communication and language skills to an exceptional level.
- Staff do not make the best use of all they know about children to plan and provide highly challenging activities, specifically targeted to their learning priorities and abilities.

What the setting needs to do to improve further

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

- support staff to deepen their knowledge and understanding of how to develop the communication and language skills of all children who speak English as an additional language, so they make exceptional progress in readiness for school
- support staff to develop their practice so they consistently use all they know about children to plan and provide highly challenging activities, specifically targeted to children's identified learning priorities and abilities.

Inspection activities

- The inspectors spoke with children and staff during the inspection. They spoke to parents and took account of their views.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed a joint observation with the nursery provider.
- The inspectors held a meeting with the nursery provider. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Nicola Dickinson and Rachael Flesher

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The provider implements robust recruitment procedures to check staff's suitability to work with children. All staff have appropriate first-aid training; they understand how to deal effectively with accidents and inform parents. The provider and staff know what to do if they have a concern about a child and are knowledgeable about wider child protection issues, such as their role in protecting children from extreme views and behaviours. Staff supervise children and risk assess effectively to minimise hazards to children. The staff team is well qualified and actively encouraged to gain higher qualifications to develop their knowledge and skills.

Quality of teaching, learning and assessment is good

Staff make checks on children's progress, which they share with parents. Parents are also encouraged to share their children's achievements from home. This means staff know the children well and identify key learning priorities for them. However, they do not always use this information to plan highly challenging activities specifically targeted to individual children. Staff provide activities that motivate children to learn. During a baking activity, children began to understand how things are measured and to count to higher numbers. Children participate in adult-led activities, such as group sessions, where they practise phonics. Writing materials are available, both indoors and outdoors, so children can practise their early writing skills. The provider and many of the staff speak several languages and ensure they know key words and phrases in children's home languages. However, there are times when staff do not encourage children to use their home language enough to support their communication and language development more effectively.

Personal development, behaviour and welfare are good

Parents say that all staff are approachable and supportive; they are happy with the quality of care their children receive. Staff encourage children to take care of their personal care needs and to adopt good hygiene procedures. Staff manage children's behaviour well. Children benefit from a wide range of home-cooked, healthy meals. Staff working with babies have had training specific to this age group and meet the needs of babies very well. Staff obtain information from parents about children's care routines and interests at home, and reflect these in the nursery. All staff are caring and attentive, which helps children to form strong attachments.

Outcomes for children are good

Children are being well prepared for the next stage in their learning, including for school. They enter nursery eager to greet the staff and their friends. Children are clearly very happy and settled. They are developing their independence and are confident to, 'have a go' and persevere with tasks. For example, they work out how to build a car from crates and beams during their role play. Children are developing their speech and language, early writing and mathematical skills effectively. Children who speak English as an additional language are developing their English language skills well.

Setting details

Unique reference number	EY473173
Local authority	Leeds
Inspection number	1118355
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	51
Number of children on roll	92
Name of registered person	La Coccinelle Ltd
Registered person unique reference number	RP910345
Date of previous inspection	16 October 2014
Telephone number	0113 345 3232

La Coccinelle Day Nursery registered in 2014. There are currently 11 members of staff employed at the nursery. Of these, eight members of staff are qualified to level 2 or above; of those qualified, three staff have teacher status or equivalent, including one who holds qualified teacher status. The Nursery is open Monday to Friday all year round, excluding bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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