

Inspection of La Petite Academy Ltd

10-12 Highfield Road, Littleover, DERBY DE23 1DG

Inspection date: 24 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children do not benefit from well-thought-out or well-planned learning opportunities. They do not benefit from purposeful learning during their attendance. Staff do not use what they know about children to plan a challenging or exciting curriculum. Children's interests are not recognised by staff as they play, therefore learning opportunities are missed. Staff ask children questions in quick succession, which means children are not given the time to think of answers. Children with special educational needs and/or disabilities (SEND) are not supported well enough in their development.

Children's behaviour is not managed consistently or in line with the expectations of managers. Children are given 'time out' by staff. However, this is not a practice supported by managers. Children persevere at tasks as they successfully climb ladders and go down a slide. Staff stand next to the children to ensure that they are safe as they climb.

Children who would benefit from additional support in their communication development are identified by staff. They participate in small-group sessions in the setting, and take books home that are linked to these sessions to further develop their skills.

On arrival, children self-register. They locate their name card and place this under pictures of different emotions, such as happy or sad. Children are supported by staff as they do this. Children's welfare is not promoted as staff do not consistently alert managers when children have accidents. This means that the children are not monitored for changes in their health, and parents are not contacted in line with the nursery policy.

What does the early years setting do well and what does it need to do better?

- Staff are not aware of what children know and can do. This means that, during activities, staff do not tailor learning to each child's stage of development or abilities. For example, as children play outside and enjoy 'patting' the sand, staff are unclear about what it is that each child needs to learn next. Consequently, the purpose and the impact of the activity are not clear or well planned.
- Staff do not recognise or act upon children's interests quickly enough. For example, children show an interest in a small ladder while playing outside. Staff comment on this and say that there is a bigger ladder available for the children. However, staff do not make this available or support children's physical development in any other way. As a result, children lose interest.
- Staff do not give children the opportunity to think and respond to questions asked of them. Staff ask children a series of closed questions, often providing

the answer. For example, children use a colander during an activity using flour. Staff ask children if they think things will go through it, and ask 'does it feel like flour?'. As a result, children cannot develop their key communication skills.

- Leaders do not ensure that each child's learning is targeted to their individual needs. Those children with SEND are not making enough progress in their learning. Staff do not give children the time to finish activities to their satisfaction. For example, although children were enjoying making fossils out of salt dough, pouring water into the flour and mixing, staff asked children if they wanted to play outside. This resulted in children losing interest in the task they were doing.
- Staff do not manage children's behaviour consistently. Staff say children's names when they observe unwanted behaviours, but do not explain why they have said these. Children seek support from staff when something has upset them. However, staff do not find out the cause and respond by telling children to share. Leaders confirm that 'time out' is not used as a method of managing behaviour. However, staff report that 'time out' is used.
- Leaders do evaluate the service that they offer. For example, they seek views from parents, children and professionals via a questionnaire. Leaders have made changes to the service offered based on this feedback. For example, the layout of the care rooms has been reorganised. However, leaders' evaluations have not identified the inconsistency in some areas of practice in the nursery.
- Staff do not consistently ensure that accidents that happen in the nursery are dealt with appropriately. For example, during the inspection, staff failed to inform the manager that a child had an accident.
- Staff are able to respond to children's individual care needs as parents are asked to supply important information such as medical needs and allergies. Staff share information with parents about their children's day on collection, including activities that children have taken part in. Staff use the role-play environment to provide different experiences for children, for example as a hairdressing salon for those children who may not experience this outside of the setting. Children also visit the local care home where they are able to meet the residents. This helps children learn about what makes us different and to gain respect for others.
- Leaders ensure that children benefit from a healthy diet. They provide children with savoury snacks in the morning, rather than sweet, as they have considered how much sugar is in a sweet snack. Children brush their teeth after lunch to support a healthy lifestyle. However, staff miss the opportunity to talk to children about the benefits of a healthy diet during mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders know the signs and symptoms of abuse. They know the correct action to take should they have these concerns about a child in their care. Leaders and staff are also aware of the correct action to take should they have concerns about the behaviour of an adult towards a child. Leaders follow up on children's

absence, seeking explanations to ensure that children who have not arrived are safe. The manager ensures that she keeps her knowledge up to date by attending training.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the correct procedures are followed when children have accidents at the setting	02/03/2020
ensure that children's behaviour is managed consistently and in line with the setting's procedures	02/03/2020
ensure that learning is planned for each child so that they can have enjoyable and challenging learning experiences	03/04/2020
develop staff questioning techniques to enable children to consider and respond to questions asked of them	03/04/2020
allow children the time to complete activities to their satisfaction	03/04/2020
ensure that the curriculum is ambitious and meets the needs of all children, including those with SEND.	03/04/2020

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

- develop children's understanding of the importance of a healthy diet.

Setting details

Unique reference number	206109
Local authority	Derby
Inspection number	10131164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	76
Number of children on roll	128
Name of registered person	La Petite Academy Ltd
Registered person unique reference number	RP521894
Telephone number	01332 774413
Date of previous inspection	23 April 2013

Information about this early years setting

La Petite Academy Limited opened in 1995. It operates from seven rooms in a single-storey building in Littleover, in Derby. There are three fully enclosed outdoor play areas. The nursery opens each weekday from 7.30am to 6pm, all year round, closing only for bank holidays. Children are able to attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports children with SEND and children who speak English as an additional language. The nursery employs 17 members of staff, all of whom hold a recognised early years qualification. The nursery receives support from the local authority.

Information about this inspection

Inspector

Christy Dave

Inspection activities

- The inspector completed a learning walk across all areas of the nursery. The inspector spoke with the manager and staff to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed several joint observations with the manager. The inspector and the manager evaluated the teaching and learning that took place.
- The inspector held a meeting with the nursery manager and nominated provider. They looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector held discussions with parents, staff and children at appropriate times throughout the inspection.

We carried out this inspection 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.

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