

# Inspection of La Petite Academy Ltd

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

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Inspection date: 30 June 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children enjoy attending the welcoming and safe setting. The foundation for babies' early learning is supported well. As babies settle into their new surroundings, their social skills are developing well. They giggle and squeal with excitement as they splash and pat the water in a bowl. Since the COVID-19 (Coronavirus) pandemic, all children happily enter the premises as their parents remain at the nursery door.

At times, pre-school children are observed to be wandering around and, in particular, outside. Not all children are helped to learn as much as they can or encouraged to interact with activities to support their learning. This is despite the members of the management team having clear aspirations for what they want children to learn and how they want the curriculum to be embedded in practice. Sometimes children's learning is interrupted when they are listening to stories. Younger children's speech and language development is not supported consistently.

Children behave well overall. They are polite and courteous and learn to share and take turns. For example, pre-school children wait their turn to use the swing. However, at lunchtime, some pre-school children do not follow the social expectations for mealtimes.

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

- The provider has a positive approach to making improvements since the last inspection. The members of the management team are enthusiastic about changes they are implementing. They have a clear vision of what children need to learn across the seven areas of learning. However, this approach and knowledge are not embedded in all of the staff team. Teaching and interaction with children across the nursery are variable. Consequently, children's knowledge is not deepened, and their developing skills are not practised enough. This does not ensure they make consistently good progress in their learning and development.
- Staff complete observations of children's play and make accurate assessments of their progress. However, some staff do not use this information to plan exciting activities to engage and test children in their play and broaden their experiences from home. For example, when pre-school children play outside, staff do not interact with them in a purposeful way, and some activities have not been set up to entice children to have a go and explore. Children wander around by themselves and initiate their own play.
- Staff in the baby room clearly understand what they want the babies to learn. They use their observations of the babies to plan appropriate activities and

interact with them in a purposeful way. Staff support babies' communication and language development well. They sit on the floor, face to face with the babies, and pretend they are eating while making sounds. Babies giggle and remain focused on the staff as they copy these sounds and movements. However, some staff who work with the toddlers do not use daily routines, such as nappy changing, to help toddlers engage in conversation and learn new words.

- The organisation of story time and preparation for lunch in the pre-school room interrupt children's time to listen and engage with the story and singing. Children are taken out of the group to wash their hands and so miss parts of the story or are not be able to complete singing the songs.
- Children play cooperatively and, overall, they behave well. Babies are familiar with routines such as mealtimes and quickly settle into feeding themselves. Toddlers take it in turns to use the wet cloth to wipe away their chalk marks on the board. Pre-school children help to tidy away the toys before they return inside for lunch. However, during lunchtime, pre-school children leave the table to play with toys. Staff do not encourage and guide the children to remain at the table to eat and finish their food.
- The members of the management team have reviewed the way they share and exchange information with parents. They now use an electronic system to keep parents and staff up to date. Parents spoken to state that they are fully informed about their children's progress and are really happy with the support they receive from the nursery.
- Babies and children have secure and warm attachments to their key person and other staff in the nursery. Babies and toddlers happily receive cuddles. Pre-school children engage in conversation with staff about what they would like to play with, such as the 'dough disco'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident and knowledgeable about their role and responsibility to keep children safe from harm. They know the possible signs and symptoms of abuse and the relevant agencies to contact for guidance or to report a concern. This also includes wider safeguarding issues, including the 'Prevent' duty. Staff supervise children well and complete thorough risk assessments to ensure children play in a safe environment. They have improved practice to keep children safe with particular regard to accidents. The staff team works effectively with other professionals to provide support for families. This helps to promote children's well-being.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve staff supervision to provide targeted coaching, mentoring and training, to improve the quality of teaching and to support staff in how to challenge and interact with children during activities to further enhance their learning	21/07/2021
support all staff to help them to understand and implement the curriculum effectively, to make sure that what they want the children to learn next is consistently maintained throughout the nursery.	21/07/2021

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

- raise staff's expectations of pre-school children to encourage positive behaviour and learn social expectations, with particular regard to lunchtime sessions
- review the organisation of story time and preparation for lunch in the pre-school room, to ensure that children's learning is not interrupted in order to support and consolidate their learning
- improve the understanding of staff working with toddlers so that they make the most of daily routines to enhance children's speech and language development.

## Setting details

<b>Unique reference number</b>	206109
<b>Local authority</b>	Derby
<b>Inspection number</b>	10146238
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	76
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	La Petite Academy Ltd
<b>Registered person unique reference number</b>	RP521894
<b>Telephone number</b>	01332 774413
<b>Date of previous inspection</b>	24 January 2020

## Information about this early years setting

La Petite Academy Ltd opened in 1995. It operates from seven rooms in two neighbouring buildings 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 two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 members of childcare staff, 14 of whom hold a recognised early years qualification.

## Information about this inspection

### Inspector

Judith Rayner

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations of activities and evaluated these with the manager.
- The inspector took account of the views of parents from those spoken to on the day of the inspection.
- The inspector spoke with the manager, assistant manager, staff and the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working with the children.

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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