

Inspection of La Petite Academy Ltd

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

Inspection date:

8 December 2022

Overall effectiveness

Requires improvement

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 are happy and settled at the setting. Staff provide experiences to give children a sense of belonging. For example, when children arrive, they look for their photograph and name for self-registration. Furthermore, family photos are displayed, and children discuss who is special to them. Children have close attachments with their key person and look to them for reassurance when upset or tired.

The manager is clear about what children need to learn and why. Babies and young children show confidence as they enjoy exploring their playroom. Babies use coloured blocks to make a tower. They take turns with staff to place the blocks on top of each other. When the tower falls, babies squeal and clap with excitement. Two-year-old children enjoy singing rhyme songs and performing the actions. They hop like bunnies, stomp like elephants and flap their arms like a bird. However, the quality of teaching is variable. Staff working with older children overlook opportunities to challenge children's thinking and understanding during activities. For instance, staff plan an activity for children to program a robot mouse to move in different directions. Due to little direction from staff, children quickly lose interest and move on to another activity. Consequently, learning intentions are not met.

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

- The manager and staff have made some improvements since the last inspection. All staff have completed safeguarding training, which has improved their knowledge and understanding. Managers have put appropriate systems in place to store and handle information securely.
- Staff plan activities for children, covering different areas of learning and development. However, there are some weaknesses in the quality of education, especially in the pre-school room. Teaching is not consistent to make sure that children achieve what staff want them to learn. For example, when children take part in a role-play activity, they pretend to be shopkeepers. Staff want children to learn about different quantities of money. However, due to lack of staff engagement during the activity, this is not explored, and children wander off.
- Staff provide opportunities to ensure that younger children are learning to be independent. Babies confidently crawl and walk around their room, accessing the toys that they want to play with. Toddlers pour their own drinks and successfully use a fork and spoon to feed themselves. However, children in the pre-school room are not consistently given the opportunities to develop these skills even further. For example, staff pour pre-school children their drinks.
- Staff recognise the importance of partnership working with parents. Staff use information shared by parents to plan activities based on children's interest and current stage of development. Information is shared electronically and verbally

to keep parents updated about their child's progress. Parents comment that their children are excited to attend the setting and that their confidence is growing.

- The special educational needs coordinator works with parents and external professionals to ensure the needs of children with special educational needs and/or disabilities are met. This joined-up approach helps to ensure that activities support children to learn and develop. Consideration is given to additional funding and used to directly support children's needs and to offer new experiences.
- Staff use mealtimes to support children to develop their social skills. Children sit with their friends and engage in two-way conversations. Staff prompt discussion about healthy eating, and the children name their favourite fruit and say whether it grows on a tree or out of the ground. However, staff do not consistently support children to follow good hygiene routines. For example, staff do not ensure that children wash their hands before eating.
- Staff support children's language development well. They talk to children as they play and aim to help them build a wide vocabulary. Sign language is used in the baby room, and some babies are beginning to use it during routines. For example, they make the sign for 'thank you' during snack time. This supports the development of essential communication skills, such as listening and attention.
- Overall, children behave well and use their manners by saying 'please' and 'thank you'. Staff are calm and gentle as they talk to children about the consequences of their actions. This helps children to make the right choices. Children show care and consideration for each other. For example, children pull out chairs ready for their friends to join in with activities.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager and staff have worked hard to improve safeguarding procedures. They understand their responsibilities to safeguard children to keep them safe. Staff demonstrate a sufficient understanding of the signs that indicate a child may be at risk of abuse. They know the procedure to report concerns about children's welfare. The manager and staff are clear about the procedures to follow if they have concerns about the suitability of a colleague. They complete effective risk assessments to keep children safe at the setting. Staff ensure the premises is safe and secure.

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
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improve the implementation of the curriculum to ensure all children remain engaged and receive experiences that extend their learning	08/02/2023
improve hygiene routines and ensure all children wash their hands before meals.	06/01/2023

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

- increase opportunities for children to develop their independence through everyday routines.

Setting details

Unique reference number	206109
Local authority	Derby
Inspection number	10246349
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 at time of inspection	0 to 4
Total number of places	76
Number of children on roll	82
Name of registered person	La Petite Academy Ltd
Registered person unique reference number	RP521894
Telephone number	01332 774413
Date of previous inspection	8 June 2022

Information about this early years setting

La Petite Academy Ltd registered in 1995 and is located in Derby. The nursery opens each weekday, from 7.30am to 6pm, all year round, except for bank holidays. The nursery employs 16 members of childcare staff. Of these, 15 hold a recognised early years qualification at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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