

Inspection of The Light Academy

25 Edgehill Road, Leicester LE4 9EA

Inspection date: 8 July 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children do not benefit from a well-sequenced, ambitious curriculum. Staff do not have evidence that they know how to help children make progress in their learning. Although children occasionally play with resources staff provide, staff interactions with children are limited and lack purpose. Children are not supported by staff to develop their communication skills. Staff do not plan activities to support children to build on what they already know and can do. Consequently, children become bored and wander around. Leaders lack the capacity to identify weaknesses in practice or provide effective support to staff.

Children are not supported to understand right from wrong. Staff do not manage behaviour effectively. Staff tell children to share, but do not explain what this means or how to do it. As a result, children frequently argue with their friends and do not learn how to resolve conflict. Furthermore, leaders fail to ensure there are consistently enough qualified staff available to work with children and meet their needs.

Despite the weaknesses, most children are generally well settled and have fun playing in the garden. They enjoy playing with sand and using the slide. Some children learn how to play musical instruments, such as tambourines. Staff support children to develop healthy lifestyles as they provide nutritious home-cooked meals. Children benefit from opportunities to develop their physical skills such as visiting local parks.

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

- The provider and staff lack a secure understanding of what a suitable curriculum or high-quality teaching should be. The provider is not able to identify weaknesses in the quality of teaching, or support staff to plan and deliver a high-quality curriculum. The provider acknowledges that children spend lots of time playing alone, but do not understand why children need well-planned and well-sequenced activities which build on what they already know and can do. As a consequence, staff do not receive effective coaching, support and guidance to help them improve their knowledge and teaching skills.
- Leaders have developed a clear curriculum. However, they do not ensure staff plan and follow this curriculum in practice. For example, some staff demonstrate a limited understanding of what they want children to learn; not all staff understand this. Staff do not plan activities which build on what children already know and can do. For example, staff try to teach number recognition to young children and do not understand that this is too difficult and not always appropriate for their age. Staff plan activities beyond children's capabilities and do not teach them the key skills they need for future learning.

- Staff do not support children's communication and language development well enough. Often, when children want to talk, staff tell them to be quiet and that is not their turn to talk. At times, children sit in silence, for example at mealtimes. Staff do not support children to articulate what they know and understand. Children are not encouraged to hold thoughtful conversations with others. As a result, children do not become confident communicators. However, on occasion, staff invite children to sing nursery rhymes with them and sometimes read books.
- Staff do not apply behaviour expectations consistently or fairly. Children do not learn how to behave in appropriate ways as staff do not teach them how to regulate their behaviour. For example, when children struggle to share as they do not understand how, staff remove the toy that children argue about. This does not teach children how to manage conflict and resolve problems with other children.
- Staff lack the knowledge and skills to fully support children with special educational needs and/or disabilities (SEND). Although they work with external professionals such as the inclusion team, and occasionally offer targeted interventions such as using visual aids to support communication, these are not consistently implemented by staff. Children with SEND receive limited interactions from staff and often become dysregulated and upset. They do not make the best possible progress in their learning.
- The provider does not ensure that staff are deployed effectively. Although there are sufficient numbers of qualified staff at the nursery, the provider does not use these effectively to consistently meet children's learning and care needs. Children who attend at the end of the day in particular, lack purposeful learning opportunities.
- Leaders ensure that all staff who work with children have their suitability checked to ensure they are safe to work with children. They also ensure that staff receive safeguarding training and fully understand local reporting procedures.
- Parents comment positively about the setting. They say that the nursery shares information with them about the food their children have eaten and activities they have participated in. Staff get to know families well when children first attend the nursery. They speak confidently about how they will make adaptations to meals to take into consideration children's allergy and dietary needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
provide effective coaching, support and training to improve staff knowledge and skills to raise the quality of teaching	18/08/2025
implement an ambitious curriculum that meets every child's individual learning needs and enables them to make the progress they are capable of	18/08/2025
improve staff knowledge and skills to support children's developing communication and language skills	18/08/2025
ensure staff manage children's behaviour in an appropriate way, to help children to learn how to behave well	18/08/2025
implement consistent support for children with SEND to help them make the best possible progress	18/08/2025
deploy staff well to ensure children's individual care and learning needs are met consistently.	18/08/2025

Setting details

Unique reference number	2734830
Local authority	Leicester
Inspection number	10409579
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	11
Name of registered person	The Redeemed Christian Church of God, Covenant of Grace
Registered person unique reference number	2734832
Telephone number	0116 216 3000
Date of previous inspection	Not applicable

Information about this early years setting

The Light Academy registered in 2023 and is in Leicester. The nursery employs five members of childcare staff, of whom four hold an appropriate early years qualification at level 2 or above. The nursery is open from 8am to 6pm, Monday to Friday all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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