

Laugh and Learn Pre-School

Inspection report for early years provision

Unique Reference Number	EY344415
Inspection date	20 June 2007
Inspector	Helen Penticost
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Registered person	Emma Tracy Doick
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Laugh and Learn Pre-school was registered in 2007 and operates the Boys Club in Tarring, Worthing. The pre-school is open each weekday from 09.00 to 12.00 and on Mondays and Wednesdays from 12:30 to 15:30. The pre-school also run a lunch club on Tuesdays and Thursdays from 12:00 until 13:00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from two to under five years on roll. Of these 36 children receive funding for early education. Children attend from the local community.

The pre-school employs nine members of staff. Of these six hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a clear understanding of how to keep themselves healthy and take an active part in helping to prevent the spread of infection. They learn the importance of hygiene practices such as hand washing and clearly understand and talk about why they must keep their hands clean. Children increase their independence and personal care successfully through consistent daily routines and support from the staffing team. Younger children are changed on clean changing mats, staff wear gloves and dispose of nappies appropriately. Anti-bacterial cleaners are used effectively to sanitise changing mats and clean tables. This helps to minimise the risk of cross infection to children. Children who are infectious do not attend which helps to prevent the spread of contagious diseases. Sufficient staff hold current first aid certificates and all of the documentation required to support children's health is suitably maintained. This ensures that the staffing team can give appropriate care if there is an accident.

Children are developing a good understanding of food that is good for them through well planned activities and a healthy snack time. However, snack time needs to be developed to ensure that children can take an active role in the preparation of their food. Individual dietary needs are discussed with parents, to ensure all children receive a diet, which is appropriate for their individual needs and well being. Children have constant access to a fresh water dispenser allowing opportunities for children to self select.

Children develop a positive attitude to physical exercise as they enjoy constant opportunities to participate in rigorous exercise both inside and out of doors. Children ride and manoeuvre wheeled toys in the indoor area that is set aside for physical play with good control and co-ordination. Outside in the fresh air they play with a variety of equipment to develop their large muscle movement. Children enjoy using malleable materials such as play dough and they use the tools with skill as they roll and cut out shapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well organised, spacious and welcoming hall environment, with use of an additional side room for smaller and quieter group activities. The premises are maintained in a suitable state of repair and staff carry out risk assessments, which helps to keep children safe. Space is used effectively inside to offer children ample room to move around freely and to select from a very good selection of high quality play materials and learning resources that are set out for them.

Safety hazards within the pre-school have been minimised. Staff employ positive practices to help keep children safe and appropriate safety equipment is in place. For example, they maintain security well and ensure all visitors are checked and signed in. Children are kept safe whilst moving around the pre-school because the staffing team are well deployed and provide children with high levels of supervision. Fire drills are practised regularly to help protect children in the event of a fire and an appropriate log is kept. Staff adopt clear procedures to help keep children safe when playing outdoors or going on local outings.

Staff attend training to update their awareness of child protection issues and all of the required policies and procedures to promote children's safety are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, happy and enter the setting with enthusiasm. They are eager to participate in the activities on offer and they play confidently in a busy environment. Staff are extremely welcoming, caring and supportive and provide children with plenty of praise and encouragement. A good range of interesting and varied activities are planned and provided for children of all ages and staff work to the Birth to three matters framework to ensure that the needs of younger children can be met.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and therefore they are able to plan a suitable range of first hand experiences that support all areas of learning. An effective observation and assessment system is in place which works well for staff and supports them in drawing up effective and meaningful plans which are linked to each child's stage of development.

Children greet staff warmly on arrival and they walk in with their friends and settle quickly to a task. Children are becoming confident learners as they move between and join in the activities and they readily approach staff and ask them for help if needed. They show extended concentration and pleasure in many activities, for example making hairy caterpillars and watching the live caterpillars growing in the jar. Children behave very well and they play harmoniously together, building good relationships.

Opportunities are provided for mark making, including a well stocked resource area, which children make good use of. Children recognise and find their names at the water table and snack time. Children are given many opportunities to write their name which many can do with ease recognising all of the letters. Children benefit from the wide range of books in the large and comfortable book corner; books are stored at child level and are easy for them to access. Children enjoy stimulating stories either read with staff and two or three children, independently, with friends, or as a larger group.

Children have the opportunity to count simple number operations and undertake simple calculation during planned activities but they are not given these simple opportunities during everyday activities. Children learn about their senses in themes, activities and stories. They learn about handling different textures and materials as they participate in day to day activities, for example using sawdust to make their caterpillars. Children have access to a range of resources to enable them to design and make things of their choice. They thoroughly enjoy making music with the good range of instruments available and they are free to play the instruments with great gusto.

Children are making good progress in relation to the stepping stones towards the early learning goals in all of the six areas of learning. Children are working well within their limits and enjoy activities which are stimulating, imaginative and provide sufficient challenge for all children to develop an understanding of new ideas and their developing skills effectively. The good quality planning of the curriculum provides an interesting and varied programme for the children to enjoy.

Helping children make a positive contribution

The provision is good.

The partnership with parents and carers is good. Staff work effectively with parents to ensure they understand and are able to meet children's individual needs. The arrangement of arrival and departure times is organised well to enable information to be shared with parents informally and provide brief summaries of what children have done each day. Parents have the opportunity to meet formally to discuss their child's development and have daily access to their child's developmental record. Staff utilise opportunities to involve parents in their child's learning, for example, a homework scheme is offered. This helps to strengthen the partnership between home and pre-school and enables children to see nursery staff and their parents as equal partners in their learning.

Children show a strong sense of belonging, developing their self-esteem and respect for others throughout the setting because of the excellent example from the staff and the caring and nurturing environment. Children become aware of their own needs and the needs of others. Children behave very well; they play together harmoniously and are polite to each other. Incidents of behaviour are quickly managed by the staffing team as they work closely with the children. This positive approach fosters children's spiritual, moral, social and cultural development well. Children learn about the diversity of modern Britain as they celebrate festivals from a variety of different cultural traditions as well as their own.

Organisation

The organisation is good.

Children are comfortable and at ease within the pre-school because staff create a relaxed and welcoming environment. Robust recruitment procedures are in place to ensure that all staff working with children have been suitably vetted and checked. Children are cared for by experienced qualified staff and there is a highly effective training programme in place to enable staff to gain qualifications and compound existing knowledge.

All regulatory documentation is in place and contains all necessary detail. Policy and procedure documents are made freely available to parents and information regarding Ofsted is clearly displayed. All children's records are stored confidentially and securely.

The leadership and management are outstanding. The highly effective leadership and management of the provision and the educational programme enables children to make good progress through the stepping stones towards the early learning goals. The registered person has a very clear vision for the future and has refined plans for the way forward. Staff are very positive in their roles and work together extremely well to ensure continual improvements in the organisation of nursery education, Birth to three matters and the outcomes for children. Management promote an inclusive care and learning environment in which every child matters.

The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the organisation of snack time to enable children to take an active part in preparing a healthy snack

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children are given opportunities for counting and simple calculations within every day activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk