

# Greenacres Laugh 'N' Learn

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY367296
<b>Inspection date</b>	14 May 2008
<b>Inspector</b>	Carol Ann Dixon
<b>Setting Address</b>	Greenacres Community Centre, Galland Street, OLDHAM, OL4 3EU
<b>Telephone number</b>	07729 976535
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<b>Registered person</b>	Barney's Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Greenacres Laugh 'N' Learn operates from a community centre in the Greenacres area of Oldham. It opened in 2008 and has use of a classroom and two large halls. There is a kitchen area and an enclosed playground for outdoor play.

The setting is registered to provide sessional day care for a maximum of 32 children aged between two and five years. It is open from 09.15 until 12.30 each week day during term time. There are currently 28 children on roll; of these, 13 are in receipt of funding for nursery education. The group supports children with learning difficulties and disabilities, and children who speak English as an additional language.

The setting is jointly owned and managed by two appropriately qualified persons. In addition to this there are a further three staff and two regular volunteers working with the children; two of these hold relevant childcare qualifications. The setting receives support from an Early Years Development Worker.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children participate in a range of physical play activities inside and outside and are developing good control and coordination over their bodies. They exert lots of energy during these sessions and they have regular opportunities to practise pedalling the tricycles, crawling through tunnels and kicking footballs. These activities provide fresh air and exercise and are supportive of a healthy lifestyle.

Children enjoy a varied and nutritious diet that includes cereal and toast or fresh fruit. They sit together in small groups to enjoy each other's company as they happily eat their snack. Fresh drinking water is not readily available throughout the session for children to help themselves to, in order to quench their thirst and keep them hydrated.

Generally, children's good health is adequately promoted through sensible hygiene practices and routines that help to keep them well. The premises are warm and clean. Children wash their hands before eating and after using the toilet, supported by staff who make sure they wash and dry them properly. Children learn about dental care as they brush their teeth after eating their snack. There is always a member of staff on duty who has up to date training in administering first aid and clear records of all accidents at the setting are maintained.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children are cared for in an environment that is satisfactorily maintained and is made welcoming and interesting through displays of educational posters and examples of the children's artwork. Some sensible safety precautions are in place to help keep children safe. Covers are fitted to exposed plug sockets, cleaning fluids are stored out of reach and children are not allowed in the kitchen. Staff are well deployed and diligent in their supervision of the children. However, the premises are not secure. Precautions are sufficient to prevent children leaving unattended but access could easily be gained by persons who do not have permission via the unsecured main door and gate on the corridor, or via the door to the children's room that is not secured. The group does not have sole use of the premises and the failure to adequately manage access to registered rooms is leaving children and adults vulnerable. Appropriate fire precautions and procedures are in place. Fire fighting equipment is provided and checked at specified intervals. However, children do not gain an understanding of how to evacuate the premises in the event of an emergency as fire drills have not been conducted on a regular basis.

Children choose what to play with from a wide range of good quality, age-appropriate toys and equipment. Practice, discussions and activities are helping children learn about what is dangerous and how to keep themselves safe. Operational procedures help to keep children safe on outings. They know to hold hands, and staff stand at the front and back of the group and conduct regular headcounts. Children are adequately safeguarded because staff have a clear understanding of child protection procedures, and written procedures are readily available on the premises for guidance.

## Helping children achieve well and enjoy what they do

The provision is satisfactory.

Play and activities are planned using a thematic approach and a session is appropriately structured to stimulate the children's interest and development. They explore and freely choose from a variety of age-appropriate activities, toys and equipment. Children have opportunities to develop their imaginations through make believe play. They become engrossed when they play with the dolls in the home corner, they carefully pretend to change the doll's nappy and take them for a walk to the park to play on the swings. Construction is popular with the children, they work together to design and build vehicles and towers. Children enjoy messy and creative play activities. They enthusiastically roll out the dough for their biscuits and cut the shapes out. They have lots of fun hunting for the hidden 'insects' in soil using their hands and tools, such as rakes and spades. Children enjoy completing jigsaws; with a little help and a lot of encouragement they carefully match and manipulate the pieces into the correct place. Positive adult and child interactions are supportive of early communication skills. Children love listening to stories, joining in action rhymes and singing songs. This is helping them to listen, respond to language and learn new words, colours and numbers.

### Nursery education

The quality of teaching and learning is satisfactory. A variety of activities and play opportunities is provided to cover the six areas of learning to ensure children can make steady progress towards the early learning goals. Children receive lots of attention from staff and skilful questioning techniques support and help them to consolidate their learning. Children's progress records detail examples of observations of children's learning and progress. However, the activity plans do not place sufficient emphasis on planning for the next steps in children's learning and, therefore, teaching does not always build on what children already know. Children are busy, interested and enjoy their play and activities.

Children have positive relationships with their peers and staff. They take turns, negotiate and cooperate with each other whilst playing with the construction and small world imaginative toys. They have some opportunities to develop self-help skills when they attend to their own personal care at the toilet. However, staff serve and clear away their morning snack, therefore, some opportunities for children to practise and develop their independence and self-help skills are missed.

Children's spoken language is developing well and they are becoming confident speakers. They initiate conversations, join in singing sessions and contribute to group discussions. Children have an understanding that print carries meaning. They listen intently at group story time and often look at books on their own or with one other child in the book corner, snuggling up to listen to stories read to them by a member of staff. However, regular opportunities for children to independently make marks are not provided as children do not have continuous access to writing materials.

Children show an awareness of and take an interest in number. They enjoy using the scales to weigh out the ingredients as they prepare to make biscuits. Children can count confidently and some children count to 10 on their fingers when drawing around their hands. Children have opportunities to sequence and make patterns with the wooden threading beads. They enjoy completing jigsaws and matching shapes to make pictures. At snack time, they notice that the toast is shaped like a triangle.

Children have access to some information and communication technology equipment, such as a computer, telephones and tills. They discuss and talk about the consistency and texture of food, describing how the icing feels 'runny' and 'sticky' as they decorate their biscuits. Children learn about wildlife and nature on their regular nature walks, and they are very interested in observing the tadpoles in the tank and watching to see if they will change and grow into frogs. Children have first hand opportunities to observe seasonal changes as they collect leaves outside and release some of the tadpoles in a nearby pond.

Children express themselves by using a variety of media, such as three-dimensional construction, imaginative resources, creative materials and musical instruments. They enjoy playing with a range of messy and creative activities, such as sand, paint, cutting and sticking, dough and crayoning. Children enjoy finding out what happens when they mix different colours of paint.

### **Helping children make a positive contribution**

The provision is satisfactory.

The children's spiritual, moral, social and cultural development is fostered. They have access to a range of resources that provides positive images of diversity, such as posters, books, jigsaws and imaginative play equipment. Children participate in activities that help them learn about their own customs and religious and cultural beliefs, and those of others. These activities are helping children to learn about the wider world and to respect and value difference.

All children are welcomed at the group, where there is a proactive approach to meeting the individual needs of children. Staff calmly and positively promote desirable behaviour and act as good role models. They support and encourage children to play fairly, share and take turns. Children respond to the consistent praise and encouragement they receive and behave well. Children are learning to care for their environment and nature. They enjoy going on nature walks and readily respond to staff requests to help tidy away equipment at the end of the session.

The partnership with parents and carers is satisfactory. Parents often provide help at the group, they are made to feel welcome and are spoken to in a professional and friendly manner by staff. Notice boards, newsletters and daily discussions keep parents up to date about events at the group and their child's day. Generally appropriate steps are taken to advise parents about relevant policies and procedures, some of which are referred to in the written information provided to parents. A folder containing all of the setting's policies and procedures is available in the entrance area.

### **Organisation**

The organisation is inadequate.

The leadership and management are satisfactory. There is ongoing communication between the providers and staff. Consequently, they work well together in a friendly and informal manner. There is a termly staff meeting which is used to discuss future planning and review practice. Support and advice is sought from a local authority development worker. The providers work at the setting every day and play an active role in the care and education of the children.

Children are happy and content in the friendly environment. They quickly settle and become involved in their play and activities. Children receive lots of support, encouragement and attention from the staff. Enhanced Criminal Record Bureau checks are carried out on new members of staff. However, the registered providers have not developed a formal induction

procedure to ensure staff are fully aware of operational procedures and there is no planned ongoing method of reviewing staff practice.

Attendance on short training courses on specific subjects, such as safeguarding, the Early Years Foundation Stage, observation and assessment, sign along and food hygiene is helping staff to develop their skills and practice. However, there are issues to be addressed with regard to security which means that children's safety is compromised.

Overall, the provision does not meet 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure the premises are secure and devise an effective system for managing access to them.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### **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):

- develop assessment and planning to ensure activities build on what children already know, challenge children and facilitate the next steps in their learning
- extend opportunities for children to practise their self-help skills and develop their independence
- increase the availability and variety of drawing and writing materials to allow children to practise early writing skills spontaneously and independently.

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](http://www.ofsted.gov.uk)