

Greenacres Laugh 'N' Learn

Inspection report for early years provision

Unique reference number EY367296
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Inspector Susan Elaine Heap

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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. Access is by a ramp to the front door from the car park or directly from the street.

The setting is registered to provide sessional day care for a maximum of 32 children in the early years age group. It is open from 09.15 until 12.30 each week day during term time. There are currently 22 children on roll; of these, 9 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 working with the children; two of these hold relevant childcare qualifications. The setting receives support from an Early Years Development Worker. The setting is also registered on both parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. An effective key worker system is used which ensures that staff have a good knowledge of each child's individual needs and that their welfare and learning and development are successfully promoted. Staff give high regard to children's safety, as a result, a range of safety measures successfully underpin the daily practice. Children enjoy a good range of activities both indoors, outdoors and in the local community which in the main successfully promote their learning and development. Partnership working with parents and other agencies contribute to ensuring that the unique needs of each child are met satisfactorily and that they receive additional support if needed. Through self-evaluation, action plans and partnership working with the early years teacher, the staff team have successfully identified and targeted improvements which have the most significant impact on the outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to monitor and evaluate the observation, assessment and planning systems to ensure that the staff team are fully confident in its delivery and to ensure each child's development needs continue to be met
- continue to develop ways of involving parents, in order to assist in planning for the next steps in their child's learning
- continue to develop resources to support children's interests, learning and experiences
- consider ways of improving the organisation of time and space to ensure that

children are able to independently follow their own interests, initiate their own learning so that they enjoy a challenging and interesting learning experience.

The leadership and management of the early years provision

The staff team work well together and are receptive to new ideas and additional training which will help them improve their daily practice, such as short courses on the Early Years Foundation Stage. Both the managers are enrolled on training for National Vocational Qualification at level 4. Since the last inspection, weekly staff meetings and six monthly appraisals have been implemented along with action plans which clearly identify short-term targets for development. For example, for developing the role play area to enhance children's learning and play opportunities. Actions and recommendations from the last inspection have been successfully completed and have improved children's safety and their ability to enjoy and achieve.

A range of written policies and procedures are in place which successfully underpin the staff's daily practice and help provide a safe environment for children to relax and play. For example, the staff team have a sound understanding of the Local Children Safeguarding Board procedures and who to contact if they have any concerns about a child's health and welfare. This information is also clearly displayed for parents. Staff vigilantly supervise the children as they move from room to room or into the outdoor environment. In addition, the fitting of a security system to the front door has greatly improved children's safety.

The setting works in partnership with parents and other agencies to a satisfactory standard. Parents are warmly welcomed and often provide help at the sessions. A wide range of information about their child's day is shared verbally on a daily basis and they are also able to freely access their child's individual development file. The staff team have recently introduced an 'All about me' sheet which is sent home each term and parents are invited to update their comments and observations of their child's interests and development. However, sometimes not all of these are returned which impacts on effective partnership working with parents and how staff can extend each child's learning experiences. Parents speak very positively about their children's progress, the care and activities provided by a caring and friendly staff team.

The quality and standards of the early years provision

The staff team have recently introduced new observation, planning and assessment systems in order to meet children's individual needs and interests and which also plan for their individual next steps in learning. These are in the very early stages of implementation and it is recognised that systems to monitor and evaluate the success of their delivery are required to ensure that the staff team are fully confident in this area.

Children enter confidently, self register using their name card and photograph, and

readily make choices and decisions as to where they will play. Less confident children are supported by their key worker until they settle. Most areas of the learning environment give children opportunities to initiate their own learning. However, sometimes the organisation of the setting and resources interrupts children's activities. As a result, they do not stay actively engaged or they do not have good opportunities to extend and initiate their own learning. For example, story time is interrupted while children change rooms. Similarly, staff enthusiastically give children new experiences, such as bringing in locusts for them to look at, but resources, such as picture and reference books, and magnifying glasses for them to examine them more closely are not readily available.

Most aspects of the welfare requirements are met to a generally good standard. For example, healthy eating is promoted. Children eagerly make their selections from a variety of slices of fresh fruit and they happily go off and brush their teeth afterwards. Sometimes the way activities are organised means children are at risk of cross infection or sitting with poor posture which affects their health and well-being. For example, when they taste noodles or rice from the same bowl or sit on low chairs at an adult height computer.

The setting provides good opportunities for the children to participate in a broad range of activities which successfully cover all six areas of learning and development. For example, they enjoy following simple computer programs, using chopsticks to taste noodles and rice, or walking in the local community collecting leaves to make collages or leaf prints. Discussions with the children show that they enjoy playing with the small world animals or cars. They particularly enjoy playing in the outdoor environment in the snow and run around to keep warm, making snowballs and kicking footballs. Children enjoy messy and creative play on a daily basis using a wide variety of media. They are developing their fine manipulative skills well as they use different writing materials in the mark making area, use scissors to cut or practise their threading skills. They are developing knowledge and understanding of the wider world and their local community through their discussions and activities, such as celebrating different festivals throughout the year or putting on a nativity play for the local pensioners. Children behave well, show a good understanding of the safety rules that are in place and respond positively to the staff's clear direction and positive role model. For example, they know to walk quietly and in a line as they move from room to room or wait for a member of staff as they step up into the outdoor area.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.