

Laugh and Learn Pre-School

Inspection report for early years provision

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Inspection date	04/10/2010
Inspector	Daphne Prescott

Setting address	West Tarring Young Peoples Club, 9b High Street, Tarring, WORTHING, West Sussex, BN14 7NN
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Type of setting	Childcare on non-domestic premises

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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 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.

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Description of the setting

Laugh and Learn Pre-school was registered in 2007. It is privately owned and operates from the Young Peoples Club in Tarring Worthing, West Sussex. There is an enclosed outdoor play area.

A maximum of 32 children aged from two to the end of the early years age group may attend the setting at anyone time. The pre-school is open each weekday from 9am to 12pm and on Mondays and Wednesdays from 12:30am to 3:30pm. The pre-school also runs a lunch club on Tuesdays and Thursdays from 12pm until 1pm, term time only.

There are currently 52 children on roll, attending different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The pre-school employs 11 staff, of these six members of staff hold an appropriate qualification and two staff are working towards a qualification. The setting receives support from mentors from the Early Years Development and Childcare Partnership . The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is very committed to ensuring that all children enjoy their activities in a safe and inclusive environment. Children thoroughly enjoy their time at the setting and are supported by caring staff who plan activities carefully to meet children's individual needs. Strong links have been developed with parents, which helps involve them in their children's care and education. This is also supported by the exemplary partnerships with external agencies and other settings involved in the children's care. The settings capacity to maintain continuous improvement is extremely strong due to very good leadership, rigorous self-evaluation and the high commitment to continually evaluate areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or
- 25/10/2010

incident (Documentation)

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

- review the organisation of group times to ensure that it meets the needs of all children to help them to be able to participate at their level of development

The effectiveness of leadership and management of the early years provision

Children benefit from the enthusiasm and commitment of the dedicated management and staff team to provide the best of care for all the children. The children's welfare and safety is a high priority to all staff. The setting is kept secure and the effective procedures for arrival and departure ensure children are handed over safely to a known adult. Daily safety checks are routinely carried out on the indoor and outdoor areas to ensure that the premises are safe for use. However, they do not maintain a written record of risk assessments to assess and ensure children are not exposed to unnecessary risks. This is a specific legal requirement. This does not affect the children's care as the staff are well deployed to provide children with constantly high levels of supervision, ensuring their safety both in and outdoors at all times. Emergency procedures are practised regularly to ensure they know what to do so that children can be evacuated quickly in the event of a fire. Staff have an appropriate understanding of child protection issues and are aware of the procedures to follow if they have concerns about a child in their care.

The warm welcoming environment is organised well to ensure children have free access to many resources. There is a range of toys and resources available throughout the setting, to allow children to make spontaneous choices and extend their own play and learning. In addition, children are shown photographs so they can choose some of the resources stored elsewhere in the setting. Children also have access to a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world.

The setting is very committed to working in partnership with parents. Relationships with parents are friendly, supportive and professional. They are welcomed into the setting in the mornings and collection times to chat with staff about their children's welfare. They know which staff member is their child's key person, and meet with them to look at their child's 'Learning Journey' folder. These folders give them an insight into the areas of learning and their children's progress and achievements. Parents are kept fully informed of the setting's events and receive newsletters and information is also shared through informal discussions and the parents' notice board. Parents comment on the friendliness and approachability of staff. They value the quality of the care offered to their children and the play experiences that their children thoroughly enjoy. The setting's extremely positive links with external agencies for specialist advice and support is improving the quality of support and strategies for addressing the needs of all the children, including those with special educational needs and/or disabilities. They are also making effective links with

other settings attended by the children, such as childminders, to promote continuity of care. The setting actively promotes equality and diversity and children are fully integrated into the setting.

The management and staff team continually strive towards providing high quality care and learning for all children. The management team have completed the online self-evaluation form, with input from staff, showing that they have a clear view of their strengths. They make excellent use of an ongoing action plan to improve and develop all aspects of the setting. Areas for future development are highlighted and further consultation with staff is planned. For example, they are planning to review the organisation of large group activities to ensure that it meets the needs of younger and older children. Additional links with the local authority's early years advisors are also helping to extend the range of children's learning experiences and improve children's access to valuable resources. Recommendations raised at the last inspection have been fully addressed and parent's views are also sought and incorporated into the management's effective evaluation of all aspects of the setting. As a result, the setting is highly committed and continually evolving and improving its service to parents and children.

The quality and standards of the early years provision and outcomes for children

Children make good progress towards the early learning goals and enjoy their time in the setting. They have great fun learning through their play, and are interested in the activities provided, because staff are lead by their interests. Staff deploy themselves well so that they are on hand to support and develop activities, and ask questions but are careful not to over-direct the children. Planning for each child is organised around their individual interests and their next stage of individual learning, which is determined through purposeful observations and discussions with parents.

Children have freedom to exercise choice from playing in or outdoors. They have free access to a range of creative resources that stimulate their minds as they use glue and scissors to create pictures. They thoroughly enjoy activities such as discussing the sounds letters make and some can think of other words that begin with the same letter. Children are developing a strong love of books and use books independently as well as having stories read to them. Mark making opportunities are available every day in various forms such as creative activities like painting. Children think about adding and subtraction when they count the number of cups and plates at snack time. They have good opportunities to develop skills in information and communication technology; they are beginning to gain the necessary skills to use the keyboard, mouse and to operate a simple program. Children have good opportunities to develop their physical skills as they steer wheeled toys and ride on scooters outside in the garden and develop their hand-eye coordination when using a variety of tools and small equipment when playing with the play dough and sand.

Children's good health is promoted well. They are able to develop a healthy

lifestyle through the provision of healthy snacks and drinks. Snack time is a sociable occasion where children engage in meaningful and practical tasks to develop their skills. For example, they pour their own drinks and spread butter on their crackers. Hygiene routines are also constantly reinforced and followed, such as hand washing after using the toilet. Children are learning to keep themselves safe; for example, road safety is discussed on outings, and during planned activities. As they play they are reminded how to use equipment safely and about being careful and kind to each other. Children flourish in the happy atmosphere offered. They benefit from the positive relationships developed with staff and the very good role models they present.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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