

# Salem Laugh 'N' Learn

Inspection report for early years provision

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<b>Unique reference number</b>	EY433974
<b>Inspection date</b>	26/04/2012
<b>Inspector</b>	Helen Blackburn

<b>Setting address</b>	Moravian Church, Lees Road, Oldham, OL4 3AJ
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<b>Type of setting</b>	Childcare - Non-Domestic

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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*.

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## Description of the setting

Salem Laugh 'N' Learn is one of two provisions managed by a partnership of two individuals. It was registered in 2011 and operates from rooms within the Moravian Church in the Salem area of Oldham. The setting serves the local and wider community and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9.30am to 12.30pm and children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and a maximum of 30 children aged from two years may attend at any one time. There are currently 18 children attending who are within the early years age range. The setting provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. It receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners work well with other professionals involved in children's care and they are beginning to explore ways to involve parents in children's learning. Practitioners effectively promote an inclusive environment that meets children's individual needs. Children are happy, independent, well-behaved learners, who approach their play with enthusiasm. Overall, most documentation, policies and procedures are in place, which in the main support the safe management of the setting. Practitioners' commitment towards promoting improvement is good, and through their evolving self-evaluation processes they are starting to bring about positive change.

## What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 11/05/2012

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

- explore ways to encourage all parents to contribute to their child's continuous

- learning and development
- improve further the quality improvement processes, such as self-evaluation, so that systems effectively support the setting of clear, focused and targeted priorities for development.

## **The effectiveness of leadership and management of the early years provision**

Practitioners have a good understanding of their responsibilities in promoting and safeguarding children's welfare. For example, they all access safeguarding training, which means they are fully aware of the signs of abuse and neglect and the procedures for reporting concerns. Practitioners have worked within the organisation for a number of years; therefore, staff retention is good. Through effective recruitment, vetting and induction procedures, management ensure all adults are suitable to work with children. This contributes to keeping children safe and protected from harm. Overall, the setting maintains a good range of documentation, policies and procedures. In the main, these contribute to promoting the safe management of setting. However, although practitioners carry out regular safety checks and risk assessments, they do not record all the relevant information in their risk assessment record, such as a date of review. Therefore, they do not meet a specific legal requirement. However, practitioners do provide a safe environment for children to play. This is because they check the premises on a daily basis for hazards, supervise children's play and ensure all safety precautions are in place to minimise the risk of accidents. Through good organisation of resources, children are able to make safe and independent choices in their play. Practitioners work well as a team, deploy themselves effectively around the setting and maintain adult-to-child ratios. The setting is in a community building that needs to be cleared daily. However, practitioners make good use of their time when setting up and clearing away resources so that the impact on children's play is minimal.

Overall, practitioners' ambition, drive and commitment towards promoting improvement is good. For example, they work closely with the local authority and they successfully incorporate new ideas from training to promote positive outcomes for children. Following feedback from others, practitioners have improved how they organise resources to ensure provision covers all areas of learning. The setting is using a number of tools to support them in monitoring the effectiveness of their setting, such as embarking on a local authority quality assurance scheme. This contributes to practitioners identifying a number of ways they can improve. However, because systems for self-evaluation are new, there are gaps in the process around setting clear, focused and prioritised targets. The approach to self-evaluation is an inclusive process because it includes the views of parents, children, practitioners and other professionals.

Practitioners have sound relationships with parents. For example, they regularly share and exchange relevant information, including finding out about children's needs, likes and abilities as they start at the setting. Parents are able to access their child's progress records and practitioners encourage them to share their observations. However, they have not been able to fully engage all parents in

children's ongoing learning and progression. Through policies, procedures and notice boards parents receive good quality information about the service. The setting works well with external agencies and other professionals that are involved in children's care. This means children receive the additional support or help needed.

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

Practitioners have good relationships with the children and know them well, which means they effectively meet their individual needs. These relationships, alongside consistent routines and successful settling-in-procedures, ensure children feel safe and secure. In addition, through procedures, such as practising fire evacuations, children are learning about keeping themselves safe. Practitioners have a good understanding of how young children learn. For example, they are actively involved in children's play and ask open-ended questions so that children become active learners. Observation, planning and assessment arrangements are good. For example, practitioners observe children on a regular basis and they match their observations to the expectations of the early learning goals. This contributes to children making good progress in their learning and ensures planning meets children's individual learning priorities.

Children access a varied range of activities which cover all areas of learning. In addition, because practitioners review their provision, they are aware of areas they can enhance further, such as resources that help children learn about simple technology and free access to the outdoor area. The children are happy and they have a positive and enthusiastic approach to their play. They are confident speakers who engage easily in conversations with others, attentively listen to stories and use their imagination as they plant and dig in the garden centre. In addition, children learn about simple number, shape and other mathematical concepts through fun activities. For example, they match and sort items by colour and they learn about number when counting the bricks. In addition, through activities, such as freezing water and melting ice, they learn about simple science concepts.

Children have a good understanding of their own health and hygiene needs. For example, they independently wash their hands at appropriate times and know to ask for tissues to wipe their noses. Through nutritious snacks and activities on health, such as reading a related caterpillar story, children are learning about the importance of making healthy choices. Opportunities for children to be active are good, which supports their physical development. For example, children eagerly and excitedly stretch their bodies, hop, skip and jump when taking part in the singing and dancing activity. In addition, through using the outdoor area, they access fresh air on a frequent basis. Children are developing their dexterity and coordination skills well. For example, they make marks in the flour, use chalk and enjoying pouring, digging and raking the soil, sand and other media.

Children's behaviour is good, and through play and everyday routines they learn about being kind, sharing and taking turns. This supports them in having

cooperative and positive relationships with others. Practitioners promote an inclusive environment. For example, through the 'learning tree', they encourage children to share their views and ideas. This provides children with a sense of belonging, good self-esteem and a positive self-image. In addition, children are developing a respect towards all people in society. This is because they engage in a good range of activities, discussions and access resources that promote positive attitudes towards ethnicity, religion, culture, disability and gender issues.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3

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