

# Laroche Daycare Nursery

Oldham Road, Rochdale, Lancashire, OL11 2HB

## Inspection date

01/03/2013

Previous inspection date

09/11/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Nursery staff have a comprehensive understanding of how to support children's learning and development. They use this knowledge to plan activities that engage children in learning.
- Children are settled and happy. They are confident active learners and explore their environment and resources with a purpose.
- Children are fully supported in their next steps in learning by highly effective planning and assessment procedures being in place. Children progress well as they move towards the early learning goals.
- Strong partnerships with parents and a range of other professionals ensure children's individual needs are comprehensively supported within the nursery.

### It is not yet outstanding because

- A targeted programme of professional development for staff is not yet implemented. This limits opportunities for staff to share good practice.
- Transition procedures do not provide opportunities for staff to share information with other providers at the actual time of transition to further support continuity in children's experiences.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children at play and taking part in activities, inside and outside the nursery.
- The inspector spoke with children, staff and parents throughout the inspection.
- Relevant documentation was discussed and viewed by the inspector.

## **Inspector**

Elisia Jane Lee

## Full Report

### Information about the setting

Laroche Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted vicarage in Rochdale, Lancashire. It is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor of the property and there is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, three hold qualifications at level 2 and one is unqualified.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 101 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance performance management systems to provide a targeted programme of professional development for staff. For example, by introducing peer mentoring
- enhance transitions for children by developing communication to be shared with other providers at the time of transition. For example, by developing a transition document.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are making very good progress in their development as they move towards the early learning goals because staff place a strong emphasis on planning activities that children will enjoy. Activities are purposeful and developmentally appropriate. Regular observations of children are undertaken which allow staff to build their knowledge of children's individual needs. Staff identify next steps in children's learning and development and record children's progress as they develop and learn new skills. Staff have high expectations of children and use their skills to promote learning through ongoing discussion and by posing questions. For example, children undertake mark making in a tray of paint and staff ask, 'tell me about your pattern' and 'what does it feel like?'.

Knowledgeable staff and comprehensive teaching programmes support children in their progress. For example, nursery staff have undertaken 'Every Child a Talker' training, which supports children in developing effective communication skills.

Educational programmes cover the seven areas of learning, offering a depth and breadth of learning opportunities across all areas every day. For example, babies access sensory play while exploring different textures, toddlers explore water play and pre-school children explore letter names and sounds through focussed phonic sessions. The nursery uses a range of strategies to support learning. For example, the nursery uses the Renfrew language programme which assesses how children use expressive language. In addition, children take part in focussed activities and circle time which supports them in their personal, social and emotional development. Children show confidence and express their needs well. For example, babies lift their arms up to show staff they would like to be picked up; while older children use verbal requests to make their needs known. Children have multiple opportunities to explore early writing and drawing skills. For example, they use pencils, paint pictures on an easel and draw patterns in shaving foam and paint. Children are beginning to use their problem-solving skills, for example, when they make jigsaws or play in water.

The nursery promotes children's understanding of the world through a variety of activities, such as using computers or planting seeds in the garden area. This allows children to understand how everyday objects are used, which supports them in developing their skills as they prepare for school. Staff encourage independence and self-care skills throughout the nursery. For example, children put on their own coats for outdoor play, brush their teeth and use cutlery appropriately at lunch time. Children celebrate different cultural celebrations and events which supports them in their understanding of the wider world. The nursery is spread across four main rooms which cater for different ages of children. The nursery is well-resourced and the different rooms ensure that resources are age and stage appropriate to support children in their independent play. Resources are good quality and offer a range of learning experiences. In addition, children access a designated sensory room where they explore different textures, lights and sounds.

There is a strong emphasis on parent partnerships, and parents are kept well informed of their child's development through a range of effective communication methods. For example, daily diary sheets, daily verbal feedback and newsletters. Parents contribute to children's development files by undertaking observations at home, talking with staff after staff have completed baseline assessments and by contributing to the progress check at age two. The nursery has an 'open-door' policy which encourages parents to visit at any time to discuss issues with staff. This provides a consistency of care between nursery and home so that children feel well-supported by all adults who encourage them in their learning.

### **The contribution of the early years provision to the well-being of children**

Children enjoy coming to the nursery, they confidently explore their environment and access resources independently. Staff work well to support children in feeling settled and secure. Children's individual needs are catered for. For example, children can rest at any

time they choose. This supports children's individual routines and sleeping patterns. Secure positive attachments are formed with staff. For example, children invite staff to play with them and children approach staff for a reassuring cuddle if they are upset. This shows that caring relationships are in place. Children enjoy their time at nursery, participating in a wide variety of fun and challenging activities. For example, children take part in baking activities, have weekly music and movement sessions, take part in an annual sports day, visit the elderly in a local care home and invite visitors into nursery. For example, 'zoo lab', which is an animal roadshow where children can get close to a range of reptiles.

Staff are good positive role models, they are consistent and give clear instruction to the children, which also helps children to learn about safe practices. Children behave well in the nursery, they listen to staff and play cooperatively with their peers. Staff use positive praise, offer age-appropriate explanations and use stickers and sticker charts, which support positive behaviour.

Children are encouraged to learn about healthy lifestyles through daily outdoor play, walks in the local environment, music and movement sessions, and eating healthy food. The inspection took place following notification of a concern that children's individual dietary needs were not being catered for. The inspection found that the staff were fully aware of their responsibilities to cater for children's individual dietary requirements. A varied menu provides daily healthy choices which are freshly prepared on the premises by a designated cook every day. On inspection children's individual dietary requirements were well catered for. Children develop their self-care skills through accessing drinking water, washing their hands and independently using tissues. Overall, children are well prepared for the next stage in their learning through good transition procedures. Staff invite school staff into the nursery and give children's development files to parents. However, communication with providers at actual times of transition, to further promote continuity in children's care and learning, is more limited.

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

Children are safeguarded and well-protected in the setting because staff have a good knowledge of the safeguarding procedures, have attended safeguarding training and are aware of who to contact should they have a safeguarding concern. In addition, staff are trained in the 'Common Assessment Framework' which supports multi-agency working to provide targeted support to children and families. Staff observe children well and are vigilant in ensuring that children stay safe. For example, staff record existing injuries, ensure exit doors are locked and use a password system if an unfamiliar adult arrives to collect a child. Written risk assessments and daily safety sweeps are undertaken which help to identify potential hazards and minimise risks. Consequently, children stay safe as they are cared for in a safe environment where staff give a high priority to children's safety. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

Staff have a good understanding of how best to support children and provide purposeful

and developmentally appropriate learning experiences. The environment is bright and highly engaging, displaying children's artwork and interactive learning displays. The staff understand their responsibilities in meeting the learning and development requirements. They consistently assess and monitor learning programmes and children's progress to ensure that children progress towards the early learning goals. They also make adjustments as required for the benefit of the children who attend. For example, pre-school staff observe that children need support in counting and grouping objects together. Staff develop a toy shop where children purchase different items and count out corresponding coins. This strategy engages children in learning showing that teaching is rooted in a good knowledge of how children learn.

Staff undertake self-evaluative practice which highlights strengths and weaknesses in the nursery. The management team develop action plans and are pro-active in ensuring that continued improvements consistently occur throughout all aspects of the provision. The nursery has completed a quality assurance scheme and has developed audits and development plans to drive forward change. The views of children, parents and staff are taken into consideration. In addition, when the nursery works with other professionals they ask for feedback on their practice which supports self-evaluation further.

Effective procedures for the selection and recruitment of new staff are in place and ensure that children are cared for by suitable adults. Students and new members of staff shadow room leaders so that they can build a firm understanding of the nursery's expectations. The manager supports continued professional development through staff appraisals and staff meetings. However, at present there is no targeted programme of professional development which allows staff to share good practice with each other through, for example, peer mentoring. That said, staff performance is monitored by the management team, which ensures that staff are aware of expectations in relation to their roles and responsibilities. Staff undertake statutory training and attend 'refresher' courses where appropriate, such as safeguarding and first aid training to support their work with children.

Staff have purposeful partnerships with parents. Effective lines of communication are embedded in practice and parents are very complimentary about the staff and care provided by the nursery. For example, one parent comments 'I highly recommend this nursery, my children love coming and the staff are great'. Comprehensive relationships with other provisions and professionals are firmly established and contribute well to supporting children's learning and welfare needs. As a result, all children make good progress given their starting points.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY312798
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	905691
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	63
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Anthony Joseph Roche
<b>Date of previous inspection</b>	09/11/2010
<b>Telephone number</b>	01706 352861

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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