

Laugh and Learn Day Nursery

8-10 Thomas Street, HECKMONDWIKE, West Yorkshire, WF16 0NW

Inspection date

Previous inspection date

30/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are supported well during periods of change because practitioners work closely with parents to ensure their emotional well-being and care needs are met.
- An established key person structure ensures children are able to form secure attachments with caring adults and as a result, they are comfortable and secure in their relationships.
- Older children enjoy free-flow play into the outdoor learning environment. This means they can make choices about their play and are able to follow their interests.

It is not yet good because

- Observation of children's progress is not consistent enough to ensure their next steps are accurately evaluated. As a result, learning experiences provided do not, always, offer enough challenge because they do not take account of skills children already have.
- Quality of teaching is not consistent across the provision. As a result, not all children enjoy stimulating adult interaction, and in some instances, planned learning is not implemented effectively to ensure children make best progress across all areas.
- Evaluation of the provision, and monitoring of staff practice, is not effective in identifying all areas for improvement. As a result, action plans are not focused enough to prioritise all weaknesses.

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 activities in the main playrooms and the outside learning environment.
- The inspector held meetings with the managers of the provision.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's evaluation forms and discussed their improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the setting's own evaluations.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Laugh and Learn Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Heckmondwike area of Kirklees. The nursery serves the local area and is accessible to all children. It operates from three floors and there is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above.

The nursery opens Monday to Friday all year round from 7am until 6pm. Children attend for a variety of sessions. There are currently 55 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve observation and assessment to ensure it is consistent, therefore, ensuring records of children's learning are up-to-date and accurate. Use the information to develop educational programmes that take into account children's interests and next steps, and help them to make best progress across all areas of learning.

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

- develop evaluation and monitoring of the provision and practitioners to ensure all areas of weakness are identified. Use the information to devise well-focused improvement plans that facilitate a continuous drive for improvement
- develop the mentoring system to ensure quality of teaching is consistent across the provision. Support practitioners in using their skills and knowledge to implement planned activities so that they are effective in helping children to make best progress across all areas of learning.

Inspection judgements

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

Practitioners in the nursery use their knowledge of the Early Years Foundation Stage to provide a range of age-appropriate activities that support children to make steady progress in their learning. For example, children enjoy sensory experiences using materials, such as play dough, shaving foam and water. The nursery is planned to offer lots of space and children can enjoy free-flow play that facilitates independent exploration and allows them to follow their interests. Listening skills and understanding of language are promoted because practitioners use props, such as story books, to develop children's knowledge. Those children who have English as an additional language are developing a suitable understanding of English because practitioners use everyday conversations and care routines to help them develop their language skills. Older children enjoy small group activities where they can share their knowledge and they are supported in making connections in their learning. This helps them to prepare for the learning environment they will experience in school. However, quality of teaching is not consistent across the provision and this means not all children enjoy stimulating adult interaction that supports them in making best progress. In addition to this, planned, adult-led activities are not, always, successfully delivered, so they are not interesting enough to capture children's attention, or effective in promoting learning.

Through observations, practitioners assess children's progress, record individual achievements, and identify their next steps in learning. Children's learning journal records show they are making acceptable progress across all areas of learning. However, observation and assessment is not consistent throughout the provision, so although children can be seen to be making progress, it is not possible to evaluate their rate of progress. As a result, practitioners cannot be sure the information they use to inform planning accurately reflects children's level of attainment, or that the educational programmes they provide offer children sufficient challenge to ensure they make best progress across all areas of learning. When children move on to school, practitioners complete a learning profile with parents, and the information is shared with school to ensure children receive appropriate levels of support. The nursery is working with the local authority childcare development officer to complete the required progress checks for children aged two.

Information about activities children enjoy is shared with parents through discussions and daily information sheets. Parents interviewed on the day of the inspection commented that overall, they are happy with their children's progress, and they feel their children benefit from the learning they experience. Through regular newsletters the nursery keeps them informed about planned activities, such as 'colour days', and they are able to make suggestions for activities and resources.

Children in the nursery come from a diverse cultural community. They are developing an appropriate understanding of equality and diversity through a variety of activities and resources, such as celebration of cultural events, small world toys and stories. Practitioners encourage children to appreciate each other's differences and by doing so,

they are teaching them to understand and tolerate each other. This helps to prepare them for the larger social environment of school.

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

The nursery has a suitable key person structure in place and this ensures children are able to form attachments with caring adults. Information to support children's well-being is shared and this means they enjoy good levels of support during transition when they enter the setting. Settling-in visits are planned with parents, taking into account the individual needs of each child, therefore, they enjoy some continuity in their care. Parents comment that the nursery promotes 'an extended family feel' and this helps to reassure children when they experience changes in their lives. The out of school club provided by the nursery means older children can still enjoy some continuity in their care when they move on to school.

Children who are settled in the nursery appear to be happy. They are confident as they explore the available resources, and are sociable as they share their ideas and chat about the activities they enjoy. The outdoor area of the nursery has been planned to enable children to enjoy outside play in all weathers. Young children develop satisfactory physical skills as they use ride on toys, scooters and climb on the slide. Practitioners teach them to risk assess for themselves and encourage them to practise safety measures during their play. Older children enjoy adult-led team games, such as 'hide and seek' and 'follow the leader'. This supports them in developing appropriate peer relationships within their group by helping each other and working together. Learning to play together in this way helps to prepare them for school.

Children are able to choose from a range of healthy snacks, and cooked meals are provided. The menu is planned to cater for children who have dietary requirements and parents are able to make suggestions for meals. Through everyday practices children demonstrate their independence in attending to their own personal needs. Children learn personal hygiene through daily routines and this ensures they are independent in their self-care when they move on to school. Quiet areas are provided where children can sleep without being disturbed and practitioners work with parents to try and reflect the routines children have at home. Three members of staff hold a current first aid certificate, which means they can give appropriate treatment if there is an accident to a child in the nursery's care.

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

The managers are committed to a programme of professional development both for themselves and nursery practitioners. This means they are attaining the skills to enable them to improve the quality of teaching. Staff appraisals are conducted and training needs addressed. However, how these skills are used in practice is not effectively monitored. As a result, areas for improvement in the planning and delivering of educational programmes have not been identified.

The nursery managers evaluate their provision and work with the Kirklees childcare development team, using their Quality Improvement Programme, to identify areas of weakness and develop action plans. They seek the views of parents and children through daily discussions and parents are invited to complete questionnaires. Team meetings enable practitioners to contribute to the self-evaluation process and their suggestions are considered when making changes. Although self-evaluation is revisited regularly, it is not rigorous enough to provide an accurate assessment of the nursery's strengths and weaknesses. Overall, the action plans in place are not sufficiently focused to ensure a continuous drive for improvement.

Practitioners in the nursery have safeguarding training and they demonstrate an appropriate understanding of child protection issues. Parents are made aware of some of the nursery's policies and procedures, such as the use of mobile phones and cameras. This ensures children's safety is maintained while in the setting. Daily checks ensure the environment is safe and suitable for children. Risk assessments are completed and procedures are followed to safeguard children when in the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY444327
Local authority	Kirklees
Inspection number	896047
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	77
Number of children on roll	55
Name of provider	Laugh and Learn Day Nursery Partnership
Date of previous inspection	not applicable
Telephone number	0

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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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