

Salem Laugh 'N' Learn

Moravian Church, Lees Road, Oldham, OL4 3AJ

Inspection date	11/10/2013
Previous inspection date	26/04/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not effectively safeguarded in the setting because staff are not always effectively deployed outside to ensure children are kept safe.
- Staff do not have robust procedures in place to know how many children, staff and visitors are on the premises at all times. Consequently, children, staff and visitors are not effectively protected in the case of an emergency.
- Management do not have clear procedures in place to induct new students on placement. As a result, students are not fully aware of their role and responsibilities.
- Management do not effectively prioritise targets for development. Therefore, continuous improvement is not clearly focused to benefit all children.
- Children's learning and development is not consistently well supported because senior staff do not always interact with children to extend their learning.

It has the following strengths

- Staff have a generally secure knowledge and understanding of how children learn and develop. Consequently, a range of activities are planned to motivate children to learn.
- Children are developing their physical skills well because staff facilitate a daily exercise routine.

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.

Inspection activities

- The inspector observed children in the main hall and quiet room and in the outdoor area.
- The inspector completed a joint observation with the deputy manager of the setting.
- The inspector held meetings with the two providers, special educational needs coordinator, local authority lead practitioner and four parents.
- A range of documents were inspected including observations, planning, tracking of children's progress and photographs books.
- The inspector checked evidence of staff suitability, risk assessments, training certificates, policies, procedures and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Salem Laugh 'N' Learn is one of two settings privately owned and managed by a partnership of two individuals. It was registered in 2011 on the Early Years Register and is situated within the Moravian Church in the Salem area of Oldham. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with a degree. The setting opens Monday to Friday during term time only. Sessions are from 9.15am until 3.30pm, and children attend for a variety of sessions. There are currently 24 children on roll, all of whom are in the early years age group. The nursery 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.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure all children are adequately supervised and staff are effectively deployed to keep children safe outside

ensure a daily record of all children being cared for on the premises and their hours of attendance is maintained

ensure the safety of all children, staff and others on the premises in the case of fire or any other emergency.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff, including students, promptly receive an induction to understand their roles and responsibilities
- ensure all practitioners respond to children's interests and development by guiding their learning through positive interaction so that they make better than satisfactory progress.

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

- strengthen systems for evaluation and monitoring to ensure targets for improvement are identified and prioritised, so that the quality of provision for children improves.

Inspection judgements

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

Staff have a generally secure knowledge and understanding of how children learn and develop. They regularly observe children and plan the next steps in their learning in relation to their age and stage of development. Baseline assessments are in place and this means staff are able to track children's progress, ensuring gaps in their learning are closed in a timely manner. However, the quality of interaction with children by senior members of staff is variable and does not fully support children to make good progress in their learning and development. For example, senior staff sit at a shaving foam activity, supervising children without role modelling good practice or engaging verbally with those who are involved in the learning opportunity. This means children's learning is not always fully supported.

Children with special educational needs and/or disabilities and children with English as an additional language are fully included in the setting. All children are valued and staff learn many words in children's home languages to support them to play and learn. The setting's special educational needs coordinator supports children well and is aware of how to differentiate provision to involve all children in learning opportunities. She works with other professionals and parents to ensure children are all making sound progress from their starting points.

Children are learning positive skills to support their transition to school. For example, they listen to instructions and recognise their names at self-registration time. Children cooperate with each other and enjoy song and story time where they are encouraged by staff to learn new words to support their communication and language skills.

Parents are pleased with the progress their children are making and know they can access children's development records whenever they wish. Parents are greeted at the start and end of each session and are able to regularly talk to staff about their child. Parents are periodically invited to events in the setting and have the opportunity to stay and play. For instance, they recently attended a fundraising event where they made play dough with the children. This shows the setting is making positive links with parents.

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

Children are supported to lead a healthy lifestyle and are developing their physical skills well. They engage in a daily exercise session and thoroughly enjoy taking part. Children have access to the outdoor area throughout the session and are able to access fresh air even in inclement weather. However, they are not adequately supervised outdoors because staff are not sufficiently vigilant or effectively deployed, especially when children are taking risks in their play. For example, children use the slide and experiment going down backwards, however, this is not noticed by staff and children tumble in their play.

Children behave appropriately in the setting and are starting to respect each other. For example, they share resources and sit well together at group times. Children line up to access the quiet room and outdoors, learning the simple rules of the setting. However, their well-being is not always fully protected because staff do not keep accurate registers of the number of children on the premises to ensure their safety in the event of an emergency.

Staff support new children to settle well, they learn about children's likes and dislikes and work with families to ensure children feel comfortable in the setting. There is a clear key person system to support children's transitions and gather information about their routines. Staff help children to understand the routine of the setting, such as washing their hands prior to eating snack.

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

The inspection was brought forward by Ofsted following a serious incident regarding a child leaving the premises unaccompanied. Since the incident Ofsted issued a Welfare Requirement Notice and have monitored the setting on two separate occasions. The security of the premises has been improved and new gates installed to ensure children cannot leave unaccompanied. However, registers of children, staff and visitors are not accurately maintained to ensure all people on the premises are accounted for in the case of an emergency. In addition, staff are not sufficiently vigilant or effectively deployed when children are playing outside to ensure they are safe when taking risks in their play. This means children are not adequately safeguarded in the setting.

Staff have an appropriate knowledge and understanding of who to contact and the course of action to take if they are concerned about child's well-being. All staff have attended safeguarding training and know the signs and symptoms of abuse. Risk assessments have been implemented for the premises, and resources are age and stage appropriate for children.

There is a clear recruitment and selection procedure for new staff, and all staff working with children have been vetted to ensure they are suitable to work with children. However, the management team do not implement a robust procedure for inducting new students to ensure they are fully aware of their roles and responsibilities.

Staff are encouraged to develop their knowledge and skills by accessing a range of training courses. Many staff have recently gained qualifications in paediatric first aid and the management team release staff to colleges to develop their professional qualifications. Partnerships with other professionals are positive. For example, students from the local colleges are accepted on placement in the setting, and the local authority have supported the setting to develop their planning and monitoring systems. This means children's progress can be effectively tracked. The management team are proactive in sourcing support from other professionals to help them effectively monitor practice in the setting. However, as yet, priorities for development are not clearly targeted to ensure the setting makes continuous improvement.

Parents are quick to praise the setting and the commitment of the staff. They feel their children are making progress and the staff are approachable. Parents feel the children are settled into the setting well by staff, and many have made positive comments in the setting's compliments book. Any concerns are clearly logged in the setting's complaints file. This shows sound partnerships with parents.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY433974
Local authority	Oldham
Inspection number	935051
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	24
Name of provider	Laugh 'N' Learn Partnership
Date of previous inspection	26/04/2012
Telephone number	0161 626 1811

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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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