

Salem Laugh 'N' Learn

Moravian Church, Lees Road, OLDHAM, OL4 3AJ

Inspection date	25/04/2014
Previous inspection date	11/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff have a secure understanding of child development and how children learn. As a result, they plan a broad range of experiences for children, which ensure they make good progress across the seven areas of learning.
- Staff have a good understanding of the possible indicators of abuse and how to proceed should they be concerned about a child's welfare. Therefore, children are protected from harm while in their care.
- Partnerships with parents and other professionals are a strength of the nursery. As a result, staff work alongside others to ensure the needs of all children are met.
- Self-evaluation is used effectively to drive improvements forward. Consequently, any necessary improvements that are identified are successfully prioritised and addressed to improve the quality of teaching and learning for the children, and the safety of the premises.

It is not yet outstanding because

- There is scope to enhance children's mathematical development further by providing more opportunities to see and refer to numbers in everyday situations.

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 had a tour of the premises.
- The inspector and the deputy manager completed a joint observation.
- The inspector looked at children's development files and assessment records.
- The inspector held a meeting with the registered provider.
- The inspector looked at a range of documentation.
- The inspector took into account the views of parents.

Inspector

Karen McWilliam

Full report

Information about the setting

Salem Laugh 'N' Learn nursery was registered in 2011 and is on the Early Years Register. It is situated in a church hall in the Salem area of Oldham, and is managed by private providers who also own and manage another setting. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3, 4 and 5, including one member of staff who has achieved an early years degree. The nursery opens Monday to Friday term time only and sessions are from 9.15am until 3.30pm. Children attend for a variety of sessions. There are currently 28 children attending who are within 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:

- extend opportunities for children to refer to and explore numbers in the environment by displaying them within the nursery.

Inspection judgements

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

Staff have a secure understanding of child development and how children learn. As a result, the quality of teaching is good and the educational programmes have breadth and depth across the seven areas of learning. Within in the nursery staff regularly observe children and make precise assessments of their progress, including the required progress check at age two, and use this information to plan the next stage in their learning. Therefore, the activities and experiences are interesting and motivate children to learn. As a result, children make good progress from their individual starting points and acquire the necessary skills to support their readiness for school. The nursery has implemented numerous strategies to promote parental engagement with their child's learning and development. For example, staff offer parents home visits, where they discuss how to support their child's learning at home, they make booklets for parents, which provide lots of useful information regarding the nursery. Parents have constant access to their children's development files and they contribute to these by completing weekend books. Consequently, parents say they feel fully involved in their child's learning.

Children's communication and language development is very well supported in the nursery. Staff constantly engage with them, skilfully challenging and extending their language. For example, while children are exploring spiders outdoors staff ask them 'What

did we see yesterday?' and 'What happened?' Children respond by saying they had seen snails and that they crawled on their arms. Story times are fun and interactive, staff use lots of visual aids, ask lots of questions and encourage children to make predictions. Children confidently share stories they have made up themselves and have printed off the computer. In addition, staff ensure that every child is a member of their local library and that children and their families have access to dual language books. Children for whom English is additional language are very well supported in the nursery. Staff use a communication board that represents all the relevant spoken languages of the nursery. Therefore, key words are accessible to all the staff so they can use familiar phrases to support children and help them to settle in. Furthermore, staff learn nursery rhymes and songs in children's home languages. This shows that their languages are valued within the nursery. Children have access to visual aids, such as photographs to ensure that their needs are met. Children with identified special educational needs and/or disabilities are extremely well supported by staff. They work alongside other professionals and parents to ensure individual educational plans are in place and any adjustments to the environment that are needed, are made. As a result, recent cohort assessments demonstrate that all children make good progress and are progressing well towards the early learning goals.

Children's mathematical development is fostered well through a good range of planned and spontaneous activities. Staff routinely introduce mathematical language into their play and everyday routines. For instance, while children are building tall towers in the construction area they count along with staff as they place the bricks. Staff use every opportunity to introduce number language and counting into their play. Although, numbers are not always displayed within the nursery for children to refer to as they engage in child-initiated activities. Children explore shapes outdoors, complete jigsaws, exchange money in the play shop and fill and empty various containers in the digging areas. This helps them to learn about numbers, shape, space and measure. All children have constant access to resources to develop their early writing skills. For instance, children make marks in the cornflour and water and have access to crayons, pens and pencils. They also take part in daily letters and sounds sessions. In addition, their names are clearly displayed in various areas and children self-register upon entering the nursery. As a result, children draw lines and circles and some are beginning to form recognisable letters. Children's physical skills are fostered well. Children take part in regular keep fit sessions, climb the climbing frame and have daily access to the outdoors where they run, dig and play ball games. Children's independence is supported well. For example, they serve their own snacks, help themselves to a drink when they are thirsty and help to tidy up. Children play and learn in a fully inclusive environment where they are each valued for their uniqueness. They explore a good range of festivals and get out and about in the community where they meet a wide range of people. Consequently, children develop an awareness of the diversity of the world in which they live.

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

Staff successfully create a warm and welcoming environment where children are happy and confident. Individualised settling-in procedures support children as they settle and staff make booklets to introduce themselves to families. Children take these home and look at them while they are familiarising themselves with their new surroundings. Their

key person ensures their care needs are met. Children form strong attachments with staff and they demonstrate that they feel safe by confidently exploring their environment. In order to support children to keep themselves safe staff plan regular evacuation practices and children wear safety glasses in the construction area. Children are well behaved because staff are good role models and use lots of praise and consistent strategies. Therefore, children learn the behaviour expectations of the nursery.

Children's health is promoted well. Staff give children positive messages regarding hygiene. For example, they remind children to wash their hands before meals. Children are served a large variety of fresh fruit for snack and are offered milk and water to drink. All children have daily opportunities to exercise in the fresh air and take part in regular exercise sessions. This contributes to children developing healthy habits.

Once children are ready to move on to school, there are good arrangements in place to support them and ensure they are emotionally prepared for the move. The key person takes photographs of the school to share with the children and she also completes a transition record. Teachers are welcomed in to the nursery to meet the children. In addition, their development records are shared with their new teachers. This helps children to move confidently into their new setting and ensures that teachers are well informed so they can support children's individual needs.

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

The leadership and management of the nursery demonstrate they have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. All staff have a secure understanding of the possible indicators of abuse and how to proceed should they be concerned regarding the welfare of any child in their care. Furthermore, they are very clear about the procedure they would follow should there be any allegations against any adults who have regular contact with the children. Recruitment procedures are robust and ensure that all members of staff are thoroughly vetted and are suitable to work alongside children. In addition, all the required documentation that underpins their good practice is in place. For example, risk assessments, accident and medication forms are all appropriately maintained.

The management team demonstrate they are committed to improving the quality of the provision for children. Since the last inspection the manager and her team have worked hard with the support of their local authority worker to bring about improvements. A gate has been fitted to the outdoor area, staff supervise the children extremely well and make sure that they are effectively deployed to ensure their safety when outdoors. The systems for recording children's arrival and departure times have been improved and the staff induction procedures have been reviewed and updated. For instance, all new members of staff now receive their own handbook, which ensures that they are familiar with the policies and procedures of the nursery. In addition, the manager regularly checks that staff have read and understand the policies. For example, by holding quizzes during staff meetings and refreshing their knowledge during their supervisions. In addition, staff have worked very hard to improve their interactions with the children and ensure that their

individual interests are included within the planning. For example, as part of the nursery's professional development plan for each member of staff, an intensive interaction course has been completed and information from this has been cascaded to the rest of the team. This improved their interactions with children, particularly with those identified with special educational needs. Furthermore, group times have been reorganised to ensure children are taught in much smaller groups. As a result, children's engagement with group activities has much improved.

Ongoing monitoring systems ensure that the educational programmes are checked weekly to ensure they meet the needs of children. The manager has numerous methods in place to identify and manage under performance, including annual appraisals and peer observations. This demonstrates a clear commitment to drive improvements forward. In addition, the manager has completed a quality improvement programme with her local authority and networks with other settings to share good practice. This has increased her confidence when completing their nursery's self-evaluation.

Partnerships with parents and other professionals are a strength of the nursery. Parents are extremely complimentary about the nursery and staff. They say they are very happy with the care and support their children receive and with their child's progress. This is particularly with regard to the support their children receive with their communication and language development. Partnerships with other professionals are equally effective. The special educational needs coordinator works alongside other professionals to ensure targeted interventions are in place to support children. Once children are ready to move on to school, staff have a good understanding of the importance of liaising with teachers to manage this change. This ensures that children receive a consistent and complementary approach to their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	965699
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	28
Name of provider	Laugh 'N' Learn Partnership
Date of previous inspection	11/10/2013
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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