

Laugh N Learn Day Nursery

681 Washwood Heath Road, Birmingham, B8 2LJ

Inspection date

Previous inspection date

11/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff take account of children's individual needs and interests to plan exciting and stimulating activities in an enabling environment.
- Observations and assessments of children are precise, so that staff ensure their teaching is targeted, so that children make rapid progress in all areas of learning.
- Children are extremely safe through the implementation of very detailed and comprehensive safeguarding policies and procedures.
- Children are very happy and settled in the friendly, welcoming environment of the nursery. Healthy eating is promoted exceptionally well and all children's needs are extremely well met.
- Leadership and management are dynamic and the highly-motivated staff work as a very strong team to monitor and evaluate their provision.
- The highly successful partnership with parents means they are fully involved in children's learning. Staff have excellent partnerships with other local early years providers, which adds to the high level of support provided for children and their families.

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 four playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, the deputy manager and the provider of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Laugh N Learn Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Eminant Childcare Ltd and is situated in the Ward End area of Birmingham. It operates from eight rooms in a three storey converted house and opens on Monday to Friday from 7.30am to 6.30pm, all year round, with the exception of bank holidays. Older children can attend before and after school and during school holidays. Staff can take children to and collect them from all the local schools. There is an enclosed area available for outdoor play. The nursery follows the Montessori approach to learning. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6. The manager holds a level 5 qualification. Children attend for a variety of sessions. There are currently 60 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children for whom English is an additional language and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's already very good learning experiences in the outdoor area by introducing a wider range of natural materials and opportunities for them to build dens and extend their creative development even more.

Inspection judgements

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

Staff obtain very detailed information from parents about what children know and can do. They assess children once they settle and carry out precise, ongoing observations and assessments of their progress. These are measured from their very clear starting points and are used to inform sharply focused planning for children's individual next steps in learning. This means that any gaps in learning are quickly identified and addressed, so that children make rapid progress. Children enjoy choosing their activities each day, as they place a photograph of these on a board in their rooms, so that parents can see what they choose to play with. Parents are exceptionally well informed about children's activities and progress through the very clear display boards, which show photographs and information and ways in which they can support children at home. They speak to their child's key person each day and see and contribute to their learning journey records, so that they are fully involved in children's learning. Parents are invited to tell stories and to lead activities for the children. They add their comments to boards in the entrance and in their child's room. Therefore, they share information about children's achievements at home or about what they would like them to do at nursery. Parents bring in items to

support children's learning and are involved in many events throughout the year, such as an Easter party.

Babies enjoy playing in the sand outdoors. Staff show them how they can make it trickle through their fingers and how to make patterns in the sand. This prepares them for early writing skills, as they use their fingers to trace a pattern. Babies fill buckets and use a range of tools. Staff colour some sand green and put glitter in other parts of it to encourage the babies to notice the difference. They help them to use the small slide and sit and ride toys, so they develop their physical skills very well. Older children have larger equipment, which they use each day and on their visits to the park. Toddlers hunt for Easter eggs in their room. They count how many they have in their baskets and tell staff what colours they are. They enjoy looking at books with staff, as they chat about the pictures. Children can take the books home to read with their parents, which involves them in their learning and develops children's love of books. Pre-school children learn about life cycles through their florist's shop role play. They see what happens when the flowers die and are composted to feed the new plants. They enjoy caring for many plants at nursery and make their own miniature gardens in which they plant sweetcorn seeds and learn what they need to grow. Children are very imaginative as they choose coloured pipe cleaners, cocktail umbrellas and other things to decorate the gardens. Staff maximise every opportunity to increase children's learning and challenge their thinking. At snack time, they discuss the different fruits and staff ask children what shape and colour each one is. Children learn about where the fruit comes from, as they have two peach trees at nursery. Staff know children very well, so they build on the next steps in their learning during their daily play. They help them to solve problems, such as when a bit falls off a flower that a child has made from construction bricks. The child is encouraged to find ways to fix it back on and to make it firmer, so it stays on.

Children for whom English is an additional language are very well supported, as staff speak a range of languages between them. They use laminated picture cards with words in the child's home language and the English word, so that they learn quickly. They obtain basic words and pronunciations from parents. All children are exceptionally well prepared for the next stage in their learning and for school because staff teach them the skills for independent learning, which is part of the Montessori approach used in the nursery. This means that children are very enthusiastic and engaged in their learning as they have a large input into what they do and how this is extended and developed. Staff value children's ideas enormously, so that they develop their own learning styles and thrive in the exciting and stimulating environment. Parents' comment that since children have been attending nursery, they are very aware of their surroundings and often count or notice colours and shapes or familiar letters at home or when they are out and about. All children are taken to visit a nature centre, so that they have first-hand experience of animals to support their learning on this theme. Pre-school children learn about how we get milk from cows because they have a large collage of a cow in their room with a latex glove as an udder that they 'milk' into a container. Children explore an extensive range of textures, including many natural materials. There is even further scope to extend this learning to the outdoor area, so that children enhance their already exciting learning opportunities even further. Teaching is consistently excellent throughout the nursery, so that children receive very high quality learning experiences.

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

All children are extremely happy and emotionally secure at the nursery, as they have as many settling-in sessions as they need. Staff obtain a great deal of detailed information from parents about children's needs, care routines and preferences, so that their needs are fully met and they are secure. All children take home a written diary about their activities and routines, so that parents can share their own information with staff about children's development at home. This means that parents and staff work together to provide children with consistency of care. Staff provide very valuable support and advice for parents and children form close bonds with their key person as a result of this very effective partnership. Children are supported extremely well to make friends with other children and to develop their social skills. Staff sit with them at mealtimes and they chat about their experiences and recall their learning. Transitions to new rooms in the nursery and to school are managed very smoothly, so that children remain emotionally secure. Parents are fully involved in the process at every stage and staff share information about children's progress and needs with the new staff. Strong links with local schools means that teachers visit children at nursery and children are given plenty of insight into what it may be like at school through stories, discussions and role play. Children only move to new nursery rooms when they are emotionally and developmentally ready.

The nursery is highly successful in promoting healthy eating, so that children learn to make healthy choices. They have a wide range of fruits at snack time and nutritious meals, which are cooked on the premises. Balanced menus are carefully planned and children have very good choices as they serve themselves from a range of appetising, well-presented food. Recipes are shared with parents, so that they continue the healthy eating regime at home and children are encouraged to enjoy new foods. Children and parents are guided extremely well in their learning about healthy, balanced meals through the wealth of information on display in the nursery and their involvement in a programme for healthy eating, which the nursery has initiated. Children take home healthy eating bags containing fruit, books, information and soft toys to represent fruit and vegetables. Staff give parents information about how to engage in the various themed activities with children, so that they learn about health and self-care. Children learn songs about helping them to clean their teeth and are given tooth brushes to take home when a health professional visits nursery to talk to them about this. Children are active, as they access the outdoor area each day, take part in trips to the park and enjoy dance and movement sessions, so that they keep fit.

Staff place great importance on children learning to be independent. They are encouraged to feed themselves, to put their coats on and access the toys and resources they need and to then put them away in the correct place when they have finished with them. Children use plastic knives to cut food and spread butter when they prepare their snacks, so that they learn a range of useful skills. This prepares children very well for school. Behaviour is excellent and children learn to cooperate and work very well together to achieve an end result. They learn how to keep themselves safe in a range of situations. For example, they learn about fire safety through a visit from the fire service and they learn to manage risks safely as they play on the swings and climbing equipment. Older children help to manage the rules for their rooms, so that everyone is safe and can play and learn happily. Children

know they are valued, as they are praised by staff for their achievements. Older children have a piece of creative work chosen each week, which staff frame and display in their room and use as a point for discussion, so that children learn to be proud of their work and gain confidence and very good self-esteem.

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

The utmost priority is given to keeping children safe. Very detailed and effective safeguarding policies and risk assessments are understood and implemented by staff. The management team are extremely vigilant in ensuring staff have full and continued understanding of how to identify and report any concerns about children or staff. Safeguarding is always discussed at staff meetings and supervisions and the manager and provider regularly test staff knowledge of all aspects of this. Staff refresh their safeguarding and paediatric first-aid training regularly and have a clear understanding of maintaining the correct ratios of staff to children. Visitors are never left alone with children and are required to sign in and out at reception. Staff are extremely vigilant in their supervision of children and in asking visitors for identification. Safer recruitment is practised and all staff are vetted to ensure they are suitable to work with children. The provider ensures they continue to be suitable over time and there are robust procedures in place for the collection of children. Staff carry out very effective daily risk assessments and are very aware of potential hazards to children, such as hot food, which they minimise, so children are safe. Record keeping is meticulous, so that children's health is well protected and all staff are aware of which children have allergies or need regular medication.

The monitoring of staff performance, planning and assessment is very thorough and effective. The manager and the provider are passionate about providing the best possible experiences for children and have a wealth of experience in childcare and social care. They ensure all staff are well trained and guided in their knowledge of how children learn through play and how to provide extremely well-managed care for each child. Regular appraisals and supervisions involve in-depth discussions about staff performance, which results in sharply-focused targets being set and training booked, so that staff continually improve their knowledge and skills. This means that children continue to benefit from their expertise. A local early years advisor and a children's centre teacher assist with the monitoring of staff performance and the evaluation of the provision, so that further improvements are made. Staff fill in a journal in which they reflect on their planning and teaching and discuss this with the manager. Other factors which may affect staff performance are discussed at supervisions, such as health and welfare, so that staff are exceptionally well supported. They can shape their professional development in an environment in which the highly motivated staff work extremely well as a team and are very supportive of each other, both personally and professionally. This results in a very happy and homely nursery where children and their families feel welcomed and valued. Staff, parents and children work together to identify improvements in the provision and to develop an ongoing action plan. Parents fill in questionnaires, speak to staff and are encouraged to add comments to the box in reception, so they are involved in the development of the nursery. They are very well informed about the nursery's policies and procedures and their practical involvement in children's learning is invited and welcomed.

They are visibly at ease in the nursery and know that at least one member of staff speaks their home language, so communication is smooth. Children are involved in decision making on a daily basis and know their opinions are valued. The provider carries out avid research into current legislation and practice, in order to make further improvements and to maintain the high standards in the nursery.

The nursery has forged very effective links with local children's centres and other professionals. Staff share training, ideas and best practice regularly, so that this leads to further improvements and continually evolving learning experiences for all children. A children's centre teacher visits the nursery to lead sessions with the children to widen their experiences even further. Staff support children and their families extremely well, as they can refer them to other support services if necessary. They contact other settings, which children attend, in order to share information about their progress and needs and to complement their learning, so that their needs are fully met. The nursery provides an excellent foundation for children's future learning and development.

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	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	EY465236
Local authority	Birmingham
Inspection number	960649
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	87
Number of children on roll	60
Name of provider	Eminent Child Care Limited
Date of previous inspection	not applicable
Telephone number	0121 293 8191

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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