

Greenacres Laugh 'N' Learn



Greenacres Community Centre, Galland Street, OLDHAM, OL4 3EU

Inspection date

13 May 2015

Previous inspection date

3 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff understand and implement the requirements of the Early Years Foundation Stage and they effectively meet the individual needs of children.
- Safeguarding is a priority. Staff's knowledge and understanding of safe practice and child protection issues have been greatly improved since the last inspection. Knowledge is now very secure and staff thoroughly understand appropriate safeguarding arrangements.
- Staff complete daily visual checks of the premises and resources. Children make good progress in a safe and well-resourced environment.
- Children's behaviour is consistently managed well and from an early age children learn to respect each other's differences.
- Children follow good hygiene routines and enjoy healthy packed lunches and snacks. Energetic outside play is an integral part of the provision and these measures effectively promote their good health.
- Staff plan interesting activities based on children's individual next steps in learning. Consequently, all children make good progress.

It is not yet outstanding because:

- Staff do not always take opportunities to demonstrate correct language to help children's developing speech and language even more, or to ensure that children hear a wide range of words spoken in their home language.

What the setting needs to do to improve further

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

- enhance the quality of teaching and learning to improve children's pronunciation and grammar by always responding to their talk and repeating what they say correctly, and by consistently using more words in children's home languages, such as words of praise.

Inspection activities

- The inspector looked at the premises in relation to health and safety.
- The inspector observed staff practice and their engagement with children throughout the inspection.
- Children's activities were jointly observed and discussed with the manager in relation to staff's engagement with the children.
- The inspector looked at the children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector checked evidence of staff's suitability and qualifications, and discussed issues arising from the setting's self-evaluation and action plan.
- The inspector took account of the views of children, parents and an officer from the local authority spoken to on the day of the inspection.

Inspector

Cathleen Howarth

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff complete ongoing assessments of children, including those for health visitors, which are accurately completed in a timely manner. They discuss with parents how to support their child's learning at home. 'Bonny' is one of the children's favourite soft toys and they take it in turns to take Bonny home. Parents record Bonny's activities in a diary to help children recall special events at home. Parents are kept well informed about their children's progress and contribute to the learning journals. Staff clearly focus on developing children's communication and language skills and their physical, social and emotional development. As a result, children are prepared well for the next steps in their learning and they are developing essential skills for the future. However, there is scope to further improve the quality of teaching and learning in relation to developing children's communication and language skills. Some children are developing their skills in pronouncing words correctly and building sentences using correct grammar. During specific adult-led activities this is supported consistently well. However, during free play, staff sometimes miss opportunities to reinforce children's prior learning. They do not always respond and repeat what children say in the correct way. Staff obtain key words in children's home languages to use at the setting, although these words are not always used consistently, such as words of praise.

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

A well-established key-person system helps children form secure attachments. Relationships are strong at all levels to effectively promote children's well-being and independence, including arrangements for nappy changing and toilet training. Children gain an understanding of risk through supervised activities, such as learning how to hold and use scissors safely and learning about people who help us, like police and fire officers. Children behave well and their behaviour shows that they feel safe at the setting. Smooth changes are supported effectively with parents and other key people when children move from pre-school to school. This includes arrangements for children attending the out-of-school club where staff find out about school themes and topics to complement children's learning and development at the setting.

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

There is a firm commitment to staff training and development. Two members of staff are currently working towards gaining higher qualifications. Feedback from staff observing each other's interactions with the children and children's progress are reviewed at staff supervision meetings, to identify the strengths of interactions with the children and agree personal targets. A strong feature is staff working with other professionals to effectively provide for children with special educational needs and/or disabilities. Since the last inspection the management has improved staff awareness of safeguarding issues and the way in which it recruits and checks staff for suitability. Leaders demonstrate a strong capacity to develop and improve the provision.

Setting details

Unique reference number	EY367296
Local authority	Oldham
Inspection number	1001009
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	65
Name of provider	Greenacres Laugh 'N' Learn Partnership
Date of previous inspection	3 December 2014
Telephone number	07729 976535

Greenacres Laugh 'N' Learn was registered in 2007. It employs nine members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 5. The out-of-school club is open Monday to Friday during term time from 7.30am to 8.45am and from 3pm to 5.45pm. The holiday club is open Monday to Friday from 7.30am to 5.45pm. Sessions for pre-school children are from 9am to 12pm and from 12.15pm to 3.15pm Monday to Friday.

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