

Laugh and Learn Day Nursery



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

Inspection date 22 February 2016
Previous inspection date 30 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children do not make good progress in their learning. Staff do not know exactly what children need to learn next. As a result, they are not able to plan experiences that challenge children.
- Children are not fully supported to develop their thinking skills. Staff do not make the most of children's play to skilfully question children and extend their ideas.
- Managers do not rigorously monitor all children's progress from their starting points. They have not clearly identified how best to support children who the setting receive additional funding for.

It has the following strengths

- Children enjoy playing with a range of different resources and activities. Staff know what children are interested in and use this to plan some learning experiences. They review their provision to ensure it is covering all areas of learning.
- Parents and staff work together to support children's care and learning. They share information about what children can do and ideas about their interests.
- Children are happy and well behaved at the nursery. They form secure attachments to staff that support them to become confident and independent.
- The managers evaluate the nursery using views from parents and staff. They reflect on how children use different spaces and make changes so children can more easily access different areas.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ use accurate assessments of children's stage in development to identify what they need to learn next and plan challenging learning experiences so that they make good progress. | 04/04/2016 |

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

- develop thorough procedures for monitoring the progress of children to ensure that the Early Years Pupil Premium is used effectively to support individual children
- improve the quality of teaching so staff support children to think, follow their own ideas and solve problems.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery managers.
- The inspector sampled children's development records, planning documentation and a range of other records, policies and procedures.
- The inspector held a meeting with the nursery managers and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management requires improvement

The managers do not thoroughly review all children's progress to identify the needs of different groups of children. They have not used the Early Years Pupil Premium to support the specific requirements of individual children. Staff complete some checks on children's assessments that enable them to review the curriculum. They identify areas of learning that children are not accessing effectively and plan additional activities. Since their last inspection, managers have developed different ways of supporting staff to improve their practice. They have provided support for staff to complete relevant qualifications. However, managers have not been specific enough in their evaluation of teaching to ensure consistently good practice across all staff. Training and advice from the local authority has developed staff's understanding of how children learn about letters. Safeguarding is effective. All staff receive training and understand the procedures they should follow if they are concerned about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Children's learning is not always extended during play because activities are not tailored to their needs. Staff make some assessments of children's development, however, they are not always accurate or used effectively to plan what children need to learn next. Children enjoy playing because the staff understand children's interests. Staff provide imaginative experiences but do not identify how to use them to promote children's next steps in learning. They get involved in children's play and ask questions about what they are doing. However, the quality of teaching is not consistently good. Staff do not allow time for children to think and help them explore different ideas. Parents provide information about children's development when they start. Staff regularly share details about children's interests and provide ideas parents can do at home.

Personal development, behaviour and welfare require improvement

Staff create a welcoming environment that motivates children to get involved. Children confidently explore interesting resources both inside and outdoors. However, staff do not consistently challenge children in their learning. Strong relationships with staff help children to settle into the nursery. Children respond well to instructions and learn to manage risks because staff explain why they must be careful. For example, they learn how to handle equipment outside safely. Staff support children to become resilient and respect others. They praise children's efforts, encourage their independence and support them to take turns. Children are offered different opportunities to learn about the wider world through resources and planned activities.

Outcomes for children require improvement

Children make some progress in their learning. They develop some of the skills and knowledge they need to be ready for school. Children learn about numbers, shapes and colours through a range of activities. Routines through the day help children develop independence and confidence. However, the way that assessment information is used, requires improvement, so that children are helped to make good, or better, progress.

Setting details

Unique reference number	EY444327
Local authority	Kirklees
Inspection number	1028760
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	77
Number of children on roll	67
Name of provider	Laugh and Learn Day Nursery Partnership
Date of previous inspection	30 May 2013
Telephone number	01924 411356

Laugh and Learn Day Nursery was registered in 2012. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5 and six at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

