

Laugh and Learn Day Nursery



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

Inspection date	25 January 2017
Previous inspection date	22 February 2016

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers have a clear vision for the nursery and support staff well to make ongoing improvements. Managers meet with staff to reflect on what they do; staff are challenged to improve the quality of their teaching to more effectively meet the needs of the children.
- Staff are confident to follow policies and procedures, make referrals and share information as appropriate, in order to safeguard children.
- Children are happy and settled. They form strong relationships with staff, and build friendships with other children. They are keen to help each other and solve problems together. This supports children to make good progress.
- Staff have developed effective working relationships with parents. Staff share information with parents about their child's progress and achievements, providing ideas to help extend their child's learning at home.

It is not yet outstanding because:

- Where babies and young children are cared for together, staff are not always effectively deployed, and appropriate resources provided, to consistently meet children's different learning and development needs.
- Whole group activities for older children are too long and the children begin to lose interest. Current routines restrict the time available to children to engage in, and develop, their own play.

What the setting needs to do to improve further

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

- ensure staff fully understand how to support the differing abilities and needs of babies and young children when cared for together to better support children's learning and development
- review the use of routines and whole group activities, particularly for the older children, to maximise the opportunities for them to engage in their own play, extend their learning and achieve the best possible learning outcomes.

Inspection activities

- The inspectors observed activities in the playrooms as well as the outside play space.
- The inspectors spoke to members of staff and children at appropriate times during the inspection and held meetings with the managers.
- The inspectors carried out a joint observation with one of the managers.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and improvement planning documents.

Inspector

Rachael Flesher HMI and Lois Wiseman

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have taken appropriate action to address weaknesses identified at the last inspection. Staff fully utilise the professional support of the local authority and work with other settings to share best practice. Managers now have an accurate understanding of the achievements of different groups of children and can readily identify gaps in their learning. There is a strong commitment to the professional development of staff. Managers understand that having well qualified staff leads to high quality teaching and learning. The safeguarding arrangements are effective. The safeguarding lead accesses a wide range of training to support her colleagues. Consequently, she has a depth of professional expertise in wider safeguarding concerns, including identifying children at risk of exposure to extreme views. Attendance is monitored and staff are alert to how poor attendance may mean a child's safety and well-being could be at risk.

Quality of teaching, learning and assessment is good

Managers monitor the quality of teaching and the checks staff make on the children's progress. This ensures that checks are accurate, of high quality and meet the needs of the children. The environments both inside and outside are welcoming and stimulating. Staff provide a variety of resources that can be used in different ways, helping the children to explore their ideas and develop their imagination. Staff identify the changing interests of children and use these well to engage children in their learning and development. For example, they provide tools for children who have an interest from home in building and joinery. Staff model language to children, explain what they are doing and ask questions. This helps children to learn new words and promotes their understanding.

Personal development, behaviour and welfare are good

Staff help children new to the setting to settle in and form friendships. Children are developing a strong sense of what is right and wrong. They are learning to take turns and share as they play. Staff offer activities to celebrate different festivals, reinforcing individual children's cultural backgrounds and heritage. Staff are warm, nurturing and very attentive to the physical care needs of the children. Children eat healthy food and have regular opportunities to play outside in the fresh air. Children can play safely and are developing their own sense of what keeps them safe and how they manage risks. Trained staff know how to access the support of other professionals to help children who have special educational needs and/or disabilities, make the best possible progress.

Outcomes for children are good

All children are developing their social skills and learning to become confident and independent. Short group activities for younger children help them learn to sit, listen and follow instructions. Children are well prepared for their next stage in learning as a result. Additional funding is spent well. For example, following children's interest in cars, staff bought a toy garage to help develop their language skills. Staff promote children's mathematical development well. Young children are learning to count, recognise numbers and understand the difference between big and little. Older children explore quantities and sizes as they play with small objects and create their own music shakers.

Setting details

Unique reference number	EY444327
Local authority	Kirklees
Inspection number	1074338
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	51
Name of registered person	Laugh and Learn Day Nursery Partnership
Registered person unique reference number	RP906996
Date of previous inspection	22 February 2016
Telephone number	01924 411356

Laugh and Learn Day Nursery was registered in 2012. The nursery employs nine members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, one at level 4, four at level 3 and one at level two. The nursery opens from Monday to Friday all year round from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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