

# Inspection of Laugh And Learn Heene

Heene Community Centre, Heene Road, Worthing BN11 4PL

---

Inspection date:

7 February 2020

---

## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children arrive smiling, jumping and giggling. Parents are enthusiastic and staff members welcome children as they arrive. Children independently hang their coats up and choose their name from the board and place it on their peg. On arrival at the pre-school, children happily leave their parents, to quickly engage in play.

The dedicated manager and staff work well in partnership with parents. They arrange home visits to support children with a smooth start at pre-school and to identify children's starting points, needs and interests. As a result, they plan the environment with suitable activities that ignite children's love for learning. For example, children engage in counting different types of fruit and vegetables and talk about different shapes, sizes and colours. This supports children's mathematical development.

The manager and staff have high expectations for all children, including those with special educational needs and/or disabilities, and those who speak English as an additional language. Children are happy, settled and confident. They are friendly and polite with very good manners. Staff implement a consistent approach to managing behaviour. This helps children to understand boundaries, behave well and have good attitudes to learning. Children's language skills are extremely well fostered through stories, singing and role play.

### What does the early years setting do well and what does it need to do better?

- The manager values her staff and encourages their professional development, ensuring that they continuously develop their skills. The well-being of staff is fostered very well, and they speak highly of the manager and her continuous support and dedication. This has a positive impact on the education and care provided to children.
- Staff demonstrate a strong commitment to working in partnership with parents. They provide parents with regular updates about children's interests and learning so they can support them at home. Parents are extremely complimentary of the pre-school and comment on how secure and happy their children are. Parents feel that they are well informed and involved in their children's learning and development. Staff develop children's knowledge and understanding of the world we live in. For example, parents are invited to the pre-school to talk about their different cultures and to read books to the children.
- Staff are extremely good role models in encouraging good manners and polite language. They treat children respectfully and support them to understand their feelings and talk about their emotions. Children are aware of behavioural expectations at the pre-school.

- Children are motivated to learn and take part in the activities provided. For example, at the painting table, children learn to mix paints, talk about different colours and make patterns using cut-up fruit, vegetables and paintbrushes. This promotes children's mathematical development and physical skills. Staff, however, do not always make full use of their questions, to give children the time they need to think and respond.
- The outside play area offers children opportunities to develop their physical skills as they engage in skilfully operating scooters and bicycles over the large and small ramps. They jump over the steps and run from one end of the garden to the other. They use tools while exploring the texture of sand and are supported to fill and empty containers. Staff advise children to mix the sand with water as the sand is too soft. Children do this enthusiastically and excitedly turn the buckets over to see the sandcastles they have created. Staff praise the children for their achievements.
- Children show a great love for books. They sit in little corners, reading their favourite books and using correct words and expression. Staff read stories to the children with enthusiasm and engage with them to participate and predict what will happen next. Children's vocabulary is influenced positively by their enjoyment of reading books.
- Children are beginning to understand the importance of leading a healthy lifestyle. Staff encourage the children to cut the bananas and cucumber and pour their own drinks during snack time. Staff members talk about the benefits of healthy eating, and children suggest that drinking milk is good for you. Staff, however, do not always allow children to make independent choices during activities.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the procedures to follow should they have any concerns about a child's welfare. The manager and staff ensure that their knowledge is up to date by completing yearly refresher safeguarding training and using online training to keep up with legislation. There are clear procedures to follow if allegations are made against members of staff. Staff understand current legislation such as the 'Prevent' duty guidance. Children are well supervised as they move between indoor and outdoor environments. Risk assessments are in place to ensure children's safety.

## What does the setting need to do to improve?

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

- use more open-ended questions to allow children time to think and respond
- provide children with more opportunities to make their own independent choices during activities.

## Setting details

<b>Unique reference number</b>	EY553404
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10143645
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Laugh And Learn Heene Limited
<b>Registered person unique reference number</b>	RP553403
<b>Telephone number</b>	07809254917
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Laugh And Learn Heene opened in 2017. The pre-school opens from 8.30am to 2pm, Monday to Friday, term time only. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff including the manager. Of whom, four have a childcare qualification at level 3 and one has early years professional status.

## Information about this inspection

**Inspector**  
Gorete Farkhad

## Inspection activities

- The inspector completed a learning walk with the manager around the premises, spoke to staff, and observed the quality of teaching and the impact this has on children's learning.
- The inspector took into consideration the views of parents leaving their children at the pre-school on the day of the inspection.
- The manager and the inspector carried out a joint observation.
- The inspector observed staff and children and talked to them about their activities.
- The inspector sampled a variety of documents, including suitability checks and first-aid certificates.
- The manager and the inspector discussed the leadership and management of the pre-school.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020