

Inspection of Laroche Day Care Nursery

Laroche Day Care Nursery, Oldham Road, Rochdale, Lancashire OL11 2HB

Inspection date: 8 October 2021

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

Leaders have made some changes to the nursery in response to the COVID-19 (coronavirus) pandemic. Parents drop off and collect children at the door. Children are greeted by friendly staff. They part with ease from their parents. Children enter the nursery happily and with confidence. They are excited to come into the nursery and explore the experiences which have been set up for them. Children are kept safe and secure in this nursery.

Children behave well and demonstrate a good understanding of the importance of sharing and taking turns. They are polite and considerate of those around them. Children show good levels of empathy and respect towards others. Staff have high expectations for all children. Children enjoy talking to staff and sharing stories of experiences they have had away from the nursery. Children are curious learners. They have a great time exploring a variety of vegetables. Staff support children to chop the vegetables and they enjoy making pretend meals. Children play very well with and alongside each other. Children enjoy lots of opportunities to explore different textures, such as sand, mud, water and flour. Children enjoy making their own play dough and adding mint to see how it changes the smell and colour.

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

- Leaders have a clear curriculum in place, which staff implement well. Children are provided with stimulating learning opportunities. Consequently, they are making good progress in their learning. Children are focused during activities. However, at times, children are not given enough time and space to think critically and test out their own ideas. Therefore, some children move on quickly from activities.
- Staff support children's communication and language development well. Children enjoy sharing stories and songs. Staff use expressive voices and props to bring books to life and capture children's interest. Staff introduce children to new words and model the correct use of language. Therefore, all children are making good progress.
- Children follow and understand 'golden rules', such as walking inside and good listening. Staff plan activities which encourage children to develop their independence, such as how to use tools correctly. However, at times, staff limit children's opportunities to be independent during routine activities, such as at mealtimes.
- Staff support children to learn about healthy lifestyles. Children are given opportunities to learn about keeping their teeth healthy. The on-site cook prepares healthy home-cooked meals for children. Children have ample opportunity to play outside. They get daily fresh air and have lots of opportunities to be physically active. Children enjoy playing on bikes and

scooters. They make ramps using planks of wood and large tyres to practise their balancing skills.

- Children are given lots of opportunities to make decisions. They learn about what makes them unique. Staff support children to learn about other cultures, religions and family circumstances. Children are invited to explore different events and celebrations. They learn about various jobs and who in the community can help them. Children enjoy making their own shopping lists and going to the shop to buy ingredients. They also enjoy going to watch diggers at work building new houses.
- Leaders evaluate the nursery effectively to ensure that they are providing good-quality care and education. Staff have recently adapted routines to meet the current needs of the children. Staff attend regular training courses. They share knowledge gained from courses during staff meetings. Leaders quickly identify gaps in children's learning and use additional funding well to ensure that they bridge these in a timely manner.
- Leaders have established strong relationships with other professionals. Children with special educational needs and/or disabilities are well supported. Staff plan opportunities for children which are tailored to meet their needs. Therefore, children are well prepared for their next stage in learning.
- Parents speak highly of the nursery. Staff gather a wealth of information from parents when children start and use this effectively to meet children's needs. Parents feel well informed and supported on how they can continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding. They know how to identify possible signs and symptoms of abuse and how to refer potential concerns to the correct agencies. Staff are trained in paediatric first aid. They know how to administer first aid and report accidents correctly. Leaders monitor accidents to identify patterns and carry out risk assessments to minimise or remove hazards. Daily checks of the environment are carried out to keep children safe. The nursery has effective emergency evacuation procedures in place. Children take part in regular evacuation drills and are learning about fire safety.

What does the setting need to do to improve?

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

- adapt teaching to provide children more time and space in their play to think critically, problem solve and test out ideas
- enhance planning to provide children with opportunities to develop their independence throughout all activities and routines.

Setting details

Unique reference number	EY554762
Local authority	Rochdale
Inspection number	10174446
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	86
Name of registered person	Precious Little Ones Rochdale Limited
Registered person unique reference number	RP554761
Telephone number	01706352861
Date of previous inspection	Not applicable

Information about this early years setting

Laroche Day Care Nursery is located in Rochdale. It re-registered in 2017 due to a change of ownership. It is one of seven nurseries owned and managed by a private provider. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7.30am to 6pm. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold qualifications at level 5 and seven hold qualifications at level 3.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector and the manager had a learning walk to discuss the nursery curriculum.
- The inspector observed staff interacting with children.
- Discussions were held between the inspector, leaders and staff.
- The inspector spoke to parents and gathered their views.
- The inspector tracked the experiences of children in the nursery.
- Leadership and management discussions were held.
- The inspector discussed safeguarding with staff and leaders.
- The inspector and the manager carried out a joint observation together.

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.

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