

Inspection of Laugh N Learn Day Nursery

681 Washwood Heath Road, Birmingham B8 2LJ

Inspection date: 22 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children leave their parents with ease and, generally, enjoy their time at the nursery. Babies are beginning to learn essential early skills. They climb to standing against furniture. Staff gently hold their hands as they learn to take first steps. Babies benefit from a well-resourced environment, where they can explore freely. They are beginning to crawl, stand and babble. Older children develop sound physical skills. They enjoy fixing construction pieces together and using their hands and fingers to manipulate dough. Children are eager to join in activities outside and benefit from plenty of fresh air and exercise. However, staff do not consistently prioritise teaching children good hygiene practises and the environment and resources are not always clean enough to fully promote their good health.

Staff are not consistent in how they manage children's behaviour. Despite this, children demonstrate how they share equipment and show some understanding of taking turns. Staff provide resources and activities which help children to gain some understanding about colours and numbers. Children play with numbered logs and coloured rice. Staff ask children questions and model the correct answers to help develop their understanding. However, too much teaching is incidental. The curriculum is not sufficiently planned or embedded to focus on what children need to learn next.

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

- The manager has a clear view about the educational programme which should be in place. However, staff do not have a good enough understanding of the new planning systems which are in place. Staff have a general overview of the children they support. They make observations and assessments of children's learning and have some understanding about what children already know and can do. However, staff do not use this information to accurately identify, plan and focus their teaching on what children need to learn next. This includes children in receipt of extra funding and those who may have additional needs. As a result, although children make some progress in their learning, they do not make the progress of which they are capable.
- Staff benefit from some regular training and supervision. They receive support for their overall well-being and are happy in their roles. There is a long-standing staff team in place, which helps to support children to form close bonds with staff.
- Staff promote children's emotional development sufficiently. They encourage children to recognise and talk about their feelings during activities. For example, children make faces using dough and plastic eyes, and staff ask them about the faces they make. Children say whether their faces show they are happy or sad.
- Staff do not consistently support children's good health well enough. For

example, although staff, generally, encourage children to wash hands ahead of their snack they do not monitor this well enough as children are able to come and go without doing this. Although staff take responsibility for daily cleaning overall, the environment, toys and resources are not always clean enough. However, the manager began to take steps to address this immediately on the day of the inspection to minimise the risk to children's health.

- Staff do not give children consistent support to help them to learn to behave well. Some staff respond to children's negative behaviour by saying, 'No' or 'No thank you'. They do not offer explanations to children about why some behaviour is not acceptable. As a result, children do not fully understand or learn what is expected of them.
- Staff support children to develop their small- and large-muscle skills. Children persevere using tools, such as scissors to cut paper. They develop their large-muscle skills as they run, climb and swing outside.
- Parents comment positively about the care their children receive. They receive some general daily information about how their child has been during the day. Staff work with parents to make sure children's care and dietary needs are met. However, staff do not share enough learning and development information with parents. This means that parents are not able to build on children's learning at home.
- Staff interact with children throughout the day. They talk to children, ask questions and model words. This helps children to develop some communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibility to safeguard children. They know what to do if they are concerned about a child's welfare and safety. Staff can identify wider safeguarding issues, including signs of extreme and radical behaviour. The manager implements safe recruitment procedures to ensure that staff are deemed suitable to work with children. Staff are deployed well and provide appropriate supervision for children. Attendance records are maintained so that staff know which children are present.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the educational programme and ensure staff plan and deliver learning experiences which focus on what children need to learn next	06/12/2021
consistently promote children's good health, with particular regard to implementing hygienic practises and keeping the environment clean	05/11/2021
ensure staff follow consistent strategies to manage children' s behaviour, so that children learn what is expected of them	06/12/2021
improve partnership working with parents and provide sufficient information for them to support their child's learning at home.	06/12/2021

Setting details

Unique reference number	EY465236
Local authority	Birmingham
Inspection number	10212657
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	87
Number of children on roll	57
Name of registered person	Eminant Child Care Limited
Registered person unique reference number	RP910182
Telephone number	0121 293 8191
Date of previous inspection	11 April 2017

Information about this early years setting

Laugh N Learn Day Nursery was registered in 2013. It opens from Monday to Friday from 7.30am to 6pm, all year round except for bank holidays. The nursery employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 3 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- A member of staff and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- This inspection was carried out following the risk assessment process.

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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