

Inspection of Laugh N Learn Day Nursery

681 Washwood Heath Road, Birmingham B8 2LJ

Inspection date: 16 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and form positive friendships together. Staff provide children with reassuring cuddles to help them settle. Children have a secure relationship with their key person. Staff are alert to children's needs and recognise when they want to move on to another activity. This ensures children continue to remain engaged in their learning. Children explore a range of sensory experiences. Older children concentrate as they investigate a tray filled with rice and shells. They develop good mathematical skills as they count out the shells. Children who have shown an interest in dinosaurs use their imagination. They pretend to make food for them using real ingredients, such as pasta, in the play kitchen. Children excitedly make marks with dinosaurs' feet in paint and repeat 'stomp, stomp' as they print this on to paper.

Children actively explore the garden. They confidently scoop water in the tray and carefully tip water from one container into another. Staff skilfully plan experiences to widen children's knowledge of the world around them. Children have shown an interest in animals and have recently visited a local farm to learn more about the animals, and how to care for them. They learn about a range of cultural celebrations and festivals. This broadens their understanding of what others celebrate in their immediate and wider community.

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

- The manager and deputy enthusiastically share their curriculum with staff. Since the last inspection, staff have attended training which has successfully helped them to build a better understanding of the early years foundation stage. Staff know what they want their children to learn and what they need to do next to build on their knowledge.
- Staff carry out regular assessments of their children to ensure they are all making good progress. Support for children with special educational needs and/or disabilities is good. Staff have clear plans in place for children who may be falling behind to ensure they are making good progress.
- The manager effectively supports staff with their ongoing professional development. Staff attend regular supervisions and training opportunities. Staff comment on the impact of recent training, which has built their confidence further to support their children. They feel their well-being is well supported, are a valued member of the team, and can share any concerns they may have.
- Parents speak positively of the nursery and staff. They have regular updates of what is happening in the nursery through newsletters. Staff work with parents to keep them informed of children's current next steps. The manager and staff invite parents to attend consultations, where they discuss their child's development and how they can continue this at home.

- Children behave well. There are clear boundaries in place to ensure children know the rules. Staff role model their expectations and give clear explanations to children, which provide them with a consistent approach. Children learn about their emotions and how they make them feel. For example, staff and children read stories about emotions to help them to understand about a range of feelings. This helps to build on children's emotional resilience.
- Staff carry out good hygiene procedures. They regularly check the environments to ensure they are clean. Children follow good handwashing routines. Staff support them to thoroughly wash their hands before they have their meal. Children develop their independence as they serve their lunch. Staff talk to children about healthy foods and why it is important to drink water, and remain hydrated.
- Staff and children sit and read stories together. Children learn new words and develop their vocabulary. Staff sit with children at activities and develop their understanding, and language skills as they ask questions during play. However, at times staff do not adapt their teaching to provide children with thinking time to process and explore their own ideas.
- Staff support children in preparation for the next stage in their development. They recognise what skills children need to support them with this transition. Staff work in partnership with schools to share information in preparation for children leaving. Staff share information with parents to give to other settings. However, they do not routinely work in partnership directly with the settings that children also attend to exchange information and provide continuity for their care, and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out daily risk assessments to ensure environments and equipment are safe to use. The designated safeguarding lead and staff have a secure understanding of the possible signs and symptoms that may indicate that a child is at risk of potential harm. They know who they must report to should they have a concern about a child or a member of staff. Leaders follow robust systems to check the suitability of staff. This includes ongoing health checks and procedures to ensure that they remain suitable.

What does the setting need to do to improve?

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

- develop further the information sharing with other settings that children may also attend to build stronger partnerships
- refine teaching techniques to increase the opportunities for children to develop their thinking skills to support their learning even further.

Setting details

Unique reference number	EY465236
Local authority	Birmingham
Inspection number	10248487
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	Eminent Child Care Limited
Registered person unique reference number	RP910182
Telephone number	0121 293 8191
Date of previous inspection	22 October 2021

Information about this early years setting

Laugh N Learn Day Nursery registered in 2013. It opens from Monday to Friday from 7.30am to 6pm, all year round except for bank holidays. The nursery employs nine members of childcare staff, three of whom hold appropriate early years qualifications at level 6, four at level 3, one at level 2 and one unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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