

Inspection of Greenacres Laugh 'N' Learn

Greenacres Community Centre, Galland Street, OLDHAM OL4 3EU

Inspection date: 25 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff build warm and caring relationships with the children. They know the children well and work closely with parents to ensure that children feel confident in the environment. Children run into the setting excited to start their day, and settle extremely quickly. Children of all ages feel safe and secure.

Staff help children to learn about and understand their emotions. During the day, staff provide children with opportunities to express how they are feeling and understand what these emotions mean. Consequently, children show respect for how others feel. For example, children realise when they may have upset their friends and take it upon themselves to reassure them and put things right.

Staff provide learning experiences that ignite children's enthusiasm to learn. Young children explore real plants as they learn about different textures and how plants grow. Older children immerse themselves in a junk modelling activity, and staff encourage them to use their imagination and creative skills. All children are making good progress in their development.

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

- Staff promote children's speech and language well. Staff engage children in meaningful conversations to introduce new vocabulary. Singing can be heard in abundance as children excitedly join in with their favourite songs. All children are developing their language and communication skills to become confident communicators.
- The special educational needs coordinator (SENCo) is passionate about her role. She works closely with parents and other professionals to help put additional support in place. While children are awaiting referrals for further support, the SENCo provides activities that can be done both at home and in the setting to help to narrow any gaps in children's development. Children with special educational needs and/or disabilities make good progress from their starting points.
- Children's mathematical development is promoted. Although the implementation of the curriculum for mathematics is not fully embedded, children have opportunities to develop their knowledge further. For example, during group times, children are encouraged to make shapes with their fingers and name the shape. However, at times, staff do not always use their interactions with children to fully explore mathematical concepts. This does not help children to consistently build on their prior learning.
- Staff encourage children to make healthy choices. Children explore real fruits and vegetables in their play. This encourages them to taste and learn about a wide range of healthy foods. Older children express when they need to wash

their hands and why this is important. Children's knowledge of keeping themselves healthy is developing well.

- Children are taught about how to respect others. They are provided with opportunities that support skills, such as sharing and taking turns. There is a consistent routine, so children know what is happening and what is coming next. This helps children to understand what is expected of them. However, staff do not always fully explain to children the impact of their behaviour on themselves or others, in order to better support their understanding of positive behaviour.
- Parents speak highly of this warm and welcoming setting. Staff regularly share ideas and information with parents to help to support each child's development. This information helps parents to extend children's learning at home. The manager strives to achieve the best outcomes for the children in her care and their families. For example, she has recently introduced a community pantry and fridge alongside the community centre where they are situated. This supports the needs of the families and children in her care.
- Staff ensure that they meet the individual needs of all children. Leaders use additional funding, such as the early years pupil premium, to narrow gaps in children's development and help to engage them in new experiences. For example, the manager invests money in specific resources to help promote children's next steps. All children receive the support they need to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff in implementing the curriculum for mathematics to help children to build on their prior knowledge
- support staff to provide a consistent approach to behaviour management to better help children to understand how their behaviour and actions impact others.

Setting details

Unique reference number	EY367296
Local authority	Oldham
Inspection number	10317110
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	37
Name of registered person	Greenacres Laugh 'N' Learn Partnership
Registered person unique reference number	RP902592
Telephone number	0161 626 1811
Date of previous inspection	2 May 2018

Information about this early years setting

Greenacres Laugh 'N' Learn registered in 2007 and is located in Oldham. The nursery employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The out-of-school club opens from Monday to Friday during term time only. Sessions are from 7.30am to 8.40am and from 3pm to 5.45pm. The holiday club opens from Tuesday to Thursday during school holidays. Sessions are from 7.30am to 5.45pm. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3pm.

Information about this inspection

Inspector

Joanne Buckley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the deputy manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024