

Laroche Daycare Nursery

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



Inspection date 13 March 2017
Previous inspection date 1 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good knowledge of the early years foundation stage and understand how to support children's developing skills through play. They have a strong knowledge of children's individual care and learning needs. The quality of teaching is good and children make good progress from their initial starting points.
- Children have formed positive attachments with staff and often invite them into their play. Staff are positive role models and encourage positive behaviour through talking with children. Children listen to staff and their behaviour is good.
- Established partnerships are in place with parents and a range of other professionals. Information about children's needs and development is regularly shared so that staff can provide a good level of care and support children's needs.
- Children who have special educational needs and/or disabilities are supported by caring staff who regularly liaise with other professionals to ensure their individual needs are supported. Children who speak English as an additional language are supported by a staff team that speaks different languages.
- Staff regularly evaluate the service they provide for children and parents. They welcome the views of parents and other professionals to consistently improve their service even further. They have identified aspects of practice that they would like to develop in the future.

It is not yet outstanding because:

- Staff do not always provide children with sufficient opportunities to communicate their ideas and formulate responses to questions.
- Sometimes, expectations are not always clearly communicated to children to enable them to understand routines and be prepared for what they need to do next.

What the setting needs to do to improve further

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

- provide children with opportunities that will consistently extend their language skills, while giving them time to think about their answers and consider their ideas
- provide children with enough notice when there are changes in activities throughout the day, so that they understand routines and are prepared for what they need to do next.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as children's development files, policies and procedures, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. Staff access a range of continued professional development opportunities, including external training events, staff meetings and appraisals. The management team regularly completes audits and develops action plans, in order to make further improvements. The management team monitors children's progress by looking at information shared by staff. This means that any gaps in children's learning are identified and addressed. For example, audio books have recently been purchased to support children's listening and attention skills. There are strong partnerships in place with local schools. For example, information about children's development stages is exchanged with teachers to help children with the next stage of their learning as they leave for school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff identify children's stage of development through completing regular observations and assessing their needs. They plan activities that support children's next steps in learning and natural interests. All areas of learning are offered in a range of ways to support children's current level of development. For example, babies enjoy exploring sensory play, toddlers enjoy mark-making activities and pre-school children explore how materials change as they use play dough. Targeted strategies are used to support children. One of the ways this is offered is through small-group work with younger children. Staff read familiar stories, play games and sing rhymes to support children's understanding. Parents contribute to children's learning through sharing information from home and using a take-home teddy to share children's experiences at home.

Personal development, behaviour and welfare are good

The nursery has a warm and friendly feel and children are warmly welcomed by staff. An effective key-person system is in place, ensuring that children are supported to settle, such as when they move to the next room. Staff are positive role models for children and enjoy supporting and reshaping children's learning as they play. Children are regularly praised for their achievements and have strong attachments to staff. Children learn about the importance of a healthy lifestyle through being provided with healthy menus, walks in the environment and going shopping to buy items for snack. Children have the opportunity to learn about the wider world. For example, children enjoy making coloured patterns while learning about the festival of Holi. Partnerships with other professionals are established and enrich children's experience as they make the move to school.

Outcomes for children are good

All children are progressing well from their starting points. Children enjoy activities that provide interest and challenge as they develop new skills. Children are active learners, they initiate their own play and are confident communicators. Children are encouraged to be independent and consider the needs of others. All children are prepared with the key skills they need for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY312798
Local authority	Rochdale
Inspection number	1064766
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	63
Number of children on roll	106
Name of registered person	Anthony Joseph Roche
Registered person unique reference number	RP514723
Date of previous inspection	1 March 2013
Telephone number	01706 352861

Laroche Daycare Nursery was registered in 2006. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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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