

Inspection of Laugh and Learn Day Nursery

Ground Floor, Great Eastern House, Junction 7 Business Park, Wakefield Road,
Leeds LS10 3DQ

Inspection date:

9 January 2025 - 21 January 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not identify risks within the nursery and do not train staff to identify and report hazards. Additionally, leaders do not take their health and safety responsibilities seriously, including in relation to fire safety and hygiene practices. This means that they are not promoting the safety and well-being of children and staff thoroughly enough.

Leaders have an understanding of what they want the curriculum to achieve. However, these expectations have not been communicated well enough with staff. Subsequently, staff do not have enough understanding of what it is that children need to focus on. At times, there is a lack of planning for early years provision, such as when the after-school provision runs alongside provision for three- to four-year-old children. Weak evaluation by leaders means that this issue has not been addressed. As a result, children who attend the setting later in the day have a poor-quality learning experience.

Some staff do interact warmly with children, and it is evident that some children have strong bonds with staff. Overall, children's behaviour is calm, and they interact well with each other, for instance, when older children sit together to enjoy their midday meal. However, due to the inconsistencies in planning for children's experiences, as well as varied levels of interactions, staff are not routinely promoting positive attitudes to learning. There are times when there is not enough for children to do and staff do not engage with children. As a result, children are bored. This leads to behaviours such as running around in circles and climbing into raised empty play trays.

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

- Leaders do not monitor the curriculum, its implementation or the quality of learning experiences for children effectively. As a result, they do not identify the inconsistent approach to staff's planning and provide them with the necessary support. At times, planning is effective and children are engaged and persevere with tasks, such as working together to build a model using magnetic pieces. However, the variation in consistency means that, overall, children are not supported well enough to make sufficient progress in their learning and development.
- Staff benefit when leaders model quality practice alongside them. At these times, the quality of provision is more effective. However, there is a marked difference in the quality of provision and interaction with babies and children when leaders are not present. As such, children are not receiving enough support to help them make progress.
- There is a special educational needs and/or disabilities coordinator (SENDCO) in

place and strategies to support children with SEND have been identified. However, these are not always well communicated with the staff who work with these children. This means that staff do not have enough clarity about the intended learning for some children and how to help them achieve their next steps in learning. Subsequently, not all children with SEND receive enough support to help them progress. They display repeated behaviours that disrupt the nursery routines and are not supported to change these patterns of behaviour.

- Leaders do not effectively monitor hygiene practices in the nursery. For instance, toilet areas are not suitably clean and hygienic. Children eat their tea out of play trays that have not been thoroughly cleaned. As a result, the risk of the spread of infection is not minimised.
- Leaders have not evaluated the effectiveness of fire safety procedures. For instance, fire drills do not take place and fire evacuation procedures are not understood by all staff. For instance, staff who work with babies do not know how to safely evacuate them in the event of a fire.
- Leaders and staff do not routinely make a risk assessment of the nursery environment. For instance, they do not recognise that large, free-standing furniture adjacent to the baby changing area poses a safety risk of falling onto a baby. Hazardous items such as aerosol cans are left in reach of children. This practice does not ensure children's safety when in the nursery.
- Although the provider has a written statement in relation to complaints, this does not outline the procedure that the setting will follow when there are concerns or complaints raised. Leaders do not have a robust approach to responding to concerns, and this means that parents and carers do not receive the information that they require to enable them to make informed decisions about their childcare.
- The provider does not make alternative arrangements for occasions when out-of-school care cannot be provided. This means they are not following the requirement of the compulsory and voluntary childcare registers to do so.
- At times, staff support babies well, such as by providing nurturing cuddles, reading stories together and providing stimulating sensory play experiences. However, the quality of provision is inconsistent and there is not always enough focus on the well-being of babies. Occasionally, mealtimes are not well organised and babies struggle to get to sleep directly afterwards, as they are overtired.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
evaluate and improve the curriculum, ensuring that staff have a full understanding of the intended curriculum and support them to consistently deliver high-quality learning experiences that meet children's individual needs	28/02/2025
ensure that targets and support strategies for children with SEND are fully communicated with staff and monitored by the SENDCO to ensure that these children receive a consistent programme of support that helps them to make progress	28/02/2025
review and monitor hygiene practices to ensure the good health of children is promoted and to help stop the spread of infection	28/02/2025
ensure that you meet your full responsibilities regarding fire safety in the workplace, including undertaking and recording fire drills and assessing the effectiveness of your fire evacuation procedures	28/02/2025
implement and monitor robust risk assessments, to ensure all potential hazards are identified, minimised and managed effectively, to ensure all areas of the nursery are safe for babies and children	24/01/2025
put in place a written procedure for dealing with concerns and complaints from parents and/or carers to ensure that leaders and staff are clear about the process to follow when a concern or complaint is raised	28/02/2025

ensure that you make arrangements with other childcare providers or with parents for occasions when you cannot provide childcare.	28/02/2025
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To further improve the quality of the early years provision, the provider should:

- evaluate the provision and routines for under two's more thoroughly to better support babies personal care needs, such as eating and sleeping.

Setting details

Unique reference number	2759601
Local authority	Leeds
Inspection number	10381145
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	1 to 9
Total number of places	100
Number of children on roll	94
Name of registered person	Laugh and Learn Childcare Yorkshire Ltd
Registered person unique reference number	2759603
Telephone number	07817385469
Date of previous inspection	Not applicable

Information about this early years setting

Laugh and Learn registered in 2023 and is located in Leeds. The nursery employs 15 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including staff with qualified teacher status. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. The setting provides funded early education and funding for disadvantaged children.

Information about this inspection

Inspectors

Dani Taylor
Dani Taylor

Inspection activities

- The inspection started on 09 January 2025. The inspector returned on 21 January 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The nominated individual/manager and employed consultant completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leadership team about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a mathematics activity with the nominated individual/manager.
- Parents and grandparents shared their views of the setting with the inspector.
- 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.

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