



## Giggles Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331794
<b>Inspection date</b>	12 September 2006
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<b>Registered person</b>	Linda Ford & Joanne Wardale
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Giggles Day Nursery is a privately run organisation operating from the ground floor of a business premises in Dartford, Kent. Children use the ground floor only, which is open plan, and has separate access. The nursery registered in 2006 to care for a maximum of 20 children. There are currently 13 children on roll. Overnight care is not offered. There are two play areas separated by internal steps. There are two separate children's toilets and wash facilities, and a small kitchen area that leads to the yard at the back of the nursery. Children use this for physical play, and also use the front garden which is enclosed. The nursery operates on weekdays from 07:00 to 18:00, all year round. The nursery is managed by a mother and daughter team who have appropriate training and experience. The staff team consists of four adults, all of which are qualified to at least level two, or are in the process of training. Children from the local community attend the nursery. Children with learning difficulties, physical disabilities or those who have English as an additional language are fully supported. The nursery receives funding

for nursery education and receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are provided with a range of experiences linking their understanding of good health issues to their everyday practice. They know to wash their hands after outside play, after using the bathroom and before touching food. They use individual paper towels to dry their hands. Children view consistent role models as adults use anti-bacterial spray to clean and wipe down surfaces. Clear and concise information is recorded on individual records and a sick child policy is available. Parents are aware children do not attend if they have an infectious illness. Emergency contact numbers are immediately accessible.

Children are developing a good understanding of the benefits of a healthy diet. Jugs and beakers are accessible for children to pour a drink when they need it. Meals are social events with adults sitting and chatting with the children. Children use spoons and forks, although one child has a cutlery knife to eat with 'because I am four.' Children know the foods they like: broccoli and fish. Information is gathered from the internet and cookery books to entice children to taste different fruits, such as pear and peach. Individual dietary information and family preferences are recorded.

Children learn the importance of physical activity through everyday outside play and the nursery education curriculum. They spend time in the rear garden using large construction equipment, crayoning or drawing at the bench and table. They plant tomatoes and sunflowers. An awning provides protection from the sun. Children pedal and scoot on trikes in the secure outside play area to the front of the property. They bend and extend their arms and lift a toy above their heads working out 'like my daddy does.' Children know the effect physical exercise has on their body. 'Look, I've got big muscles.' When they need a rest they sit down on the large bright coloured floor cushions or go to adults they trust for close contact and a cuddle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe, secure environment. There is good natural light and adequate ventilation. There is plenty of space for them to move around, explore and play freely within safe boundaries both inside and outside. Children are welcomed by name to a prepared play room. They independently access toys, resources and activities. Areas are set up before children arrive and include a play house, a construction area, dressing up clothes rack and a puzzle area. Play items and equipment are of good educational standard. These are checked regularly for repair or replacement. An effective risk assessment ensures potential hazards are identified. Staff check the small secure outside play area before children arrive to ensure there are no safety concerns. Fire safety recommendations, including exit notices, detection and containment equipment, are immediately accessible.

Children are supported well by staff who encourage them to move around independently and join in activities with other children. They carry dolls carefully across the room and take crayons and chinks outside. Children learn how to keep themselves safe through meaningful routines and a growing awareness of the group rules. They know to sit on chairs with care, to put on sun hats and protective cream when playing outside and to keep the kitchen entrance gated because 'it's not supposed to be open'.

Children's welfare is safeguarded because effective procedures are in place to inform staff and parents. Senior staff have attended child protection training as part of national vocational qualifications. New staff are given an induction in the current written procedures and demonstrate they have a good understanding of current national and local authority requirements. Parents are aware of the provider's role.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settling well at the nursery. They demonstrate high levels of well being and involvement in their play, because they can directly access a range of stimulating toys, resources and free play experiences.

Children have secure relationships because staff know them well and spend their time playing and talking with them. Children make progress in all areas of learning, because staff are experienced and have a good understanding of how to engage and maintain children's interest. The provider has read and incorporated elements of the Birth to three matters framework. Children show their enjoyment of songs and stories. They join in eagerly with the rhymes they know and new entrants watch their movements and listen closely. They experiment with volume pouring sand from containers and are learning to count the number of boys and the number of girls at registration.

They show they care for each other and share toys. Children experiment with a variety of forms of communication. They listen to each other, and respond with giggles and enjoyment as they dance to music. Children make connections throughout the day and represent their experiences and knowledge of the world. For example, one makes a camera to 'take on holiday', another pretends to make a cake from stickle bricks. 'Look, I've made a birthday cake.' they say proudly, 'You can blow the candles out.'

### **NURSERY EDUCATION**

The quality of teaching is good. Children are making consistent progress through all areas of the early years curriculum. Planning is displayed for parents' information, although general information about the Foundation Stage is not available. Children's individual records are clear and informative, using colour coding to reflect the stepping stones and next steps on the early learning goals. However, initial starting point assessments for all children are not in place.

Children are very well behaved, focussed and engaged by sensitive and experienced teaching methods. They line up patiently to transfer to outside areas or to seat themselves at snack or lunch time. They are beginning to use social conventions such as 'please' and thank you' because

staff provide good role models. Children are becoming independent learners as they move around the room. They chatter happily to each other as they work at the construction table shaping everyday items from Lego and stickle bricks. They choose their own activities and follow routines, such as counting at registration and tidying equipment at snack time. Children use a variety of tools to make marks and are able to write some letters of their name. They draw in chalk in the outside play area or paint and crayon at the bench and table. Children are developing a sense of time and can differentiate between past and future events. They sit quietly and concentrate during familiar stories following the characters on the page of the book. Children are gaining confidence with numbers and counting. They count the numbers of boys and the numbers of girls present. They compare and contrast teddy shapes, confirming if there are the same number and identify those that are bigger or smaller.

Children learn about similarities and differences between themselves and others through projects and themes which reflect the wider community. They demonstrate they care for each other and living things, growing tomato and sunflower plants and pretending to give a baby a bottle. Children experience daily outside play in a range of weathers, as there is a covered area in the rear garden. Physical skills are encouraged by planned indoor exercise sessions as well as free play on trikes outside. Children move imaginatively and safely between activities and each other, to extend their play. One spins slowly along the hall as they go outside to play. Overall, the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are warmly welcomed and cared for according to their individual needs. They demonstrate a strong sense of belonging and can identify their own coat peg and work tray. Staff are attentive and show they enjoy being with the children. Young children settle easily and demonstrate self assurance when playing with others or when seeking support from adults. Training for children with learning difficulties has been completed in 2005.

Children learn about the similarities and differences between themselves and others through toys, resources and planned activities following cultural events and themes throughout the year. Staff introduce occasional words from children's home languages. Children are good natured, well behaved and learn to care for others as they pretend to feed the doll by bottle. They take turns on outside play equipment and are learning the difference between right and wrong. Staff provide good role models. They speak calmly and give simple explanations of the behaviour they want. Children's achievements are praised. Good behaviour is acknowledged and praised.

The partnership with parents is developing well. Parents have provided play equipment and their skills repairing and decorating. Children benefit from consistency of care because staff and parents work closely together to support their needs. Parents consider staff friendly and approachable. They are 'very happy' with the care their child receives. The provider takes positive steps to ensure that parents are kept well informed about changes to relevant policies and procedures via a notice board, although staff are not identified. Parents of children receiving funding for nursery education feel they receive sufficient information of their children's

experience with daily verbal reports. Written reports are issued each term. Individual progress is clearly identified in relation to the stepping stones and early learning goals, although starting point assessments are not undertaken. Information regarding the Foundation Stage is limited to a few comments on displays. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children are at ease and settle quickly within an organised and inviting environment. They feel secure with familiar staff who know them well and show they care. Adults working with children are suitable to do so. The registration certificate is displayed. Required records are in place and shared with parents. These include daily attendance records that show clear arrival and departure times. Children's welfare, care and learning are promoted. Policies and procedures are effective and guide the group's effective practice.

The leadership and management are satisfactory. Staff are building on their knowledge of the Foundation Stage and Birth to three Matters framework, although training has yet to be undertaken. Individual assessments clearly link stepping stones and early learning goals. Currently, whole group activities are not thoroughly evaluated and recorded to affect future planning. Staff training is planned so that methods of record keeping and assessment can be more complete. Staff induction training is given, although a formal recorded induction and appraisal system is not yet established. Staff successfully integrate care and nursery education to promote successful outcomes in all areas of child development. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider methods to identify staff, their qualifications and additional responsibilities they may hold and provide general information about early learning goals of the Foundation Stage, for parents' information.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider introducing individual starting point assessments and assessment of planned whole group activities to extend the monitoring of children's learning and to record an induction and appraisal system to consolidate effective staff practice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)