

Wiggles & Giggles Day Nursery

Inspection report for early years provision

Unique Reference Number	255157
Inspection date	27 February 2008
Inspector	Mary Kelly
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Registered person	Wiggles & Giggles Limited
Type of inspection	Integrated
Type of care	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.

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 good.

WHAT SORT OF SETTING IS IT?

Wiggles and Giggles nursery is run by Wiggles and Giggles Ltd. It opened in 1999. It operates from a number of rooms within two buildings. It is situated on a main road in Sandwell. A maximum of 66 children may attend the nursery at any one time. The nursery is open Monday to Friday from 07.30 to 18.30, all year round. All children share access to a secure enclosed outdoor play area.

There are currently 84 children from four months to four years on roll. Children come from the local area. Staff are currently supporting children attending with learning difficulties and/or disabilities, and with English as an additional language.

The nursery employs 23 staff. Most of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of a healthy lifestyle, which also takes into account their individual needs. Snack time is a social time where staff sit with the children and encourage conversation. Staff support children's language at this time with simple sign language. Staff take account of all children's dietary requirements and encourage the children to remain well hydrated by enabling them to have free access to water at all times in their individual containers. These bottles are filled with fresh water at the beginning of the mornings and afternoons and children are able to identify their own as they are brought in from home.

Practical routines support the children's learning about the importance of personal hygiene. They access toilets, the nappy changing area and hand washing facilities, and staff give gentle reminders about hand washing, supervising and supporting the younger children. Tissues are easily available for them to use and suitable action prevents the spread of infection from children with runny noses. Five staff have completed first aid training and first aid equipment is easily accessible. This ensures children can be attended to appropriately in an emergency. Information regarding children's medical needs is gathered from parents with medication and accident records meeting the required standard.

Children benefit from a good range of interesting physical activities both indoors and out. All children have daily physical exercise using the outdoor play area. They are able to develop good physical skills as they climb, balance and jump. Small equipment such as hoops and balls develop throwing, catching and ball skills. Outside the children have opportunities to use bicycles and some simple climbing equipment. Music and movement activities help the children to move their bodies in intended ways and imaginatively as they interpret the wide variety of music available to them. This is supplemented by other professionals, such as 'the music man' and 'Bizzy Lizzy' coming into the setting on a regular basis. Consequently children are able to develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have a sense of belonging as both individual and group work is displayed on walls and suspended from the ceiling. Photographs of the children are placed on their self-registration cards and on their coat pegs. This gives them a sense of identity. Labels around the environment and on resources are both text and pictorial. This promotes children's understanding of print having meaning and enables them to easily make choices regarding the activities they wish to play with. Resources are of very good quality and are used to support children's overall development. A wide range of differing activities are available at any one time, giving the children choice and enabling them to initiate aspects of their own learning. Resources are stored at the children's level to enable the children to freely choose their own activity.

There is ample space within the setting to provide children with a range of activities which promote their development, this ensures that the children have room to move freely and get the most from their time at the setting. Children were observed helping themselves and making informed choices about what they wanted to play with. Therefore their independence is fully supported and encouraged. Cleanliness and safety of the toys and resources are paramount.

They are checked on a very regular basis ensuring children are safe from harm and stay safe when playing.

The children move around their rooms freely and safely as staff are conscious of their responsibilities to protect children and keep them from harm. A written daily risk assessment is undertaken each morning before the children arrive, both indoors and outdoors. However children's safety with regard to some hazards in the outdoor area is compromised as staff have not addressed items, for example, uncoiled hose pipes. In the bathroom, some staff are not aware of leaving some hazardous materials within the reach of the children. Again this poses a risk to the children in this area.

Children are protected from abuse and neglect as staff clearly understand their role in child protection as many of the staff have attended training in this area to further develop their awareness. The person with responsibility for child protection has a clear understanding of the procedures to follow if there are concerns regarding a child. Written policies and procedures are in line with Local Safeguarding Children's Board guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children play in a warm, stimulating and rich in text environment. The children are active learners in a setting that values their individuality both as people and as a community. The effective staff and environment reflect the diversity of the wider community and give children a strong sense of identity as individuals and within a group. The children are eager to engage in the activities offered even though for the younger children this experience will be the first time they have stayed away from home. Staff are extremely sensitive to their emotional well-being and encourage parents to settle the children in for as long as is necessary to allow their child to become secure. For the younger children, the key worker system ensures that they have a special relationship that is consistent and aids them in developing a good sense of belonging. The children benefit significantly from staff's knowledge of the 'Birth to three matters' framework and activities that are planned to provide them with a range of exciting and interesting experiences. Children are socialising and interact with each other well.

Children develop excellent language skills and become skilful, confident communicators. This occurs as they listen and respond to stories and enjoy sharing activities with peers. This assists the children in their understanding and interaction with peers. Staff use very clear and age appropriate language and support this suitably with simple sign language to explain and reinforce simple instructions and directions.

By using their senses and movements children make connections and develop competence and creativity in all areas of development. For example, the children experience a good variety of different experiences within their creative activities, for example, painting with shaving foam. They are able to manipulate play dough, sand, soil and water, this allows them to express themselves. Mark-making is encouraged, for example, during role play, painting and drawing activities.

Children's experiences are enhanced by the skilful interaction of knowledgeable staff who clearly enjoy working with them and use their strong understanding of child development to support children's learning. For example, whilst with Bizzy Lizzy staff encourage the children to join in and take part. Musical activities are enhanced further by the setting offering specific music sessions on a fortnightly basis.

Nursery education

The quality of teaching and learning is good. Staff were able to demonstrate through planning, observations, photographs and discussion that they have a clear understanding of child development. They have a good awareness of the Foundation Stage and link the six areas of learning into the provided activities well. A flexible curriculum is in place that challenges children's learning over the educational year and ensures that children learn through a range of practical and meaningful experiences. The key workers use the information gained from the assessments to further plan activities relating to the children's needs, such as additional dressing activities to assist some children who need additional support. The children are encouraged to access resources freely and the range is broad, enabling all children to find something of interest and to become fully involved. A planned time structure allows sufficient time for children to become engrossed in free play, and the staff enable the environment to be used to the best advantage. Staff spend their time directly with the children, knowing when to actively support or just facilitate an activity.

The staff were able to demonstrate that they provide a suitable range of challenging activities and experiences for funded children. Within mathematics, practical activities such as counting beads set in ice and singing number rhymes aid the children's counting skills. Through activities such as cooking and making dough the children measure and compare, use language such as bigger and smaller and sort into different types and sizes. They are able to identify whether items from treasure baskets sank or floated.

Mark-making opportunities are offered daily through the children having free access to painting and drawing activities. They also have a well resourced area available to the children at all times to support their early writing skills. Some of the children are able to form recognisable letters and staff place children's names and symbol on their coat peg and reward charts. However the print is small and children are not be able to view these when in the room to extend activities to attempting to form letters. Consequently children are not forming letters effectively. Stories are read daily and the children are aware of the correct way to hold books and know that print carries a meaning.

Creative activities include using a variety of materials to make models, chalking, painting with shaving foam pictures, as well as singing and dancing. Through these activities the children are beginning to design, create, use their imaginations and express how they feel.

Knowledge and understanding of the world is supported as they learn about changes that occur. For example, looking at ice and watching the changes that happen. Children are happy to use the computer and staff have purchased suitable software for the children to increase their skills. All children are actively encouraged to make their own choices, interact with their peers and have confidence in their own abilities.

Helping children make a positive contribution

The provision is good.

The children feel secure because of the sensitive settling-in procedures. This enables the children to become familiar with their key workers. This means their needs are identified early and they receive excellent support from staff so they settle into the routine and begin to develop self-confidence, independence and awareness of others quickly. The key worker system supports the children's on-going progress as they plan and evaluate the activities to promote future learning for the individual child. The children are treated as individuals and their varying cultures,

languages and beliefs are part of the daily routines and activities, enabling all children to learn about diversity in a positive manner. Staff demonstrate a good knowledge of the issues regarding providing pro-active care for children with learning difficulties and/or disabilities. They work in partnership with outside agencies to ensure inclusion for all children.

Gentle reminders from staff enable consistent expectations for behaviour to be implemented by both staff and children. The children receive constant praise for good behaviour either individually or as a group such as listening nicely or sitting nicely. They proudly show the stickers they have gained. Social skills such as sharing, turn taking and helping to tidy away develop respect for others and their environment and are again given consistent praise by staff, therefore promoting children's self-esteem and confidence. Children's social, moral, cultural and spiritual development is fostered.

The partnership with parents and carers is good. The parents are involved in discussions for the children that receive funded education and staff inform the parents about the curriculum at informal meetings. Planning is available at parents' request, and available for parents to look at their leisure. Verbal discussions and regular newsletters inform them of topics and themes for the activities. Information is gathered from parents through initial consultations and regular informal reviews, enabling staff to provide challenge and activities that interest the children. Parents' opinions are sought and valued through a pro-active discussion. The consistency of care for children in this partnership is good.

Organisation

The organisation is good.

The staff team are dedicated and work extremely well together to create a learning environment that stimulates and interests all children. All staff are equally involved in the planning and assessment processes for children, ensuring a consistent approach to promoting positive outcomes for children. Staff attend regular training and actively seek guidance and advice from relevant agencies, which demonstrates their commitment to continuing and improving practice. Sensitive settling-in procedures ensure that parents feel secure about the care that their child receives. Policies, procedures and documentation are regularly reviewed and this ensures that children's welfare is safeguarded and maintained. Most required documentation is in place. However, from documentation it is not clear where staff are at any given time, therefore this could compromise staff's position if an allegation was made against them, they may not recall which room there were in at any given time.

Robust recruitment procedures ensure that staff have suitable qualifications and experience to work with children. Nearly all staff have childcare qualifications and regular appraisals clearly identify areas for professional improvement to further develop staff's knowledge and understanding of the needs of children. The key worker system ensures that the children and their families have an initial point of contact who continues to have a good awareness of the children's development and needs.

The leadership and management is good. The manager and deputy within the setting work as part of a very effective team and show positive commitment to constant improvement within the provision of education. Thorough systems are in place to look at the effectiveness of the provision and through this reflective practice the staff team continues to enhance the children's experiences at the setting. The staff have a good awareness of the guidance for the Foundation Stage and use it actively and flexibly when implementing activities to meet the specific needs of the children. Overall, the children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to: ensure books that are offered to the children were in good repair, and displayed to stimulate children's interest; ensure all medication records are completed appropriately by staff, and ensure menus that are offered to the children are displayed for parents. The setting ensures that the books provided to the children are in good repair, providing children with a stimulating environment to read books. Medication forms are completed appropriately and menus are displayed to inform the parents of the healthy diet the children are being offered.

The setting was also asked to give consideration to the confidence and skills of staff in facilitating adult-led activities to maximise the opportunities for children's learning and to ensure that resources are prepared and available for planned adult-led activities. These have been addressed by the setting, staff ensure that all activities are thoroughly prepared by the staff and staff re-evaluated their planning to ensure that they are meeting the needs of all of the children attending.

Complaints since the last inspection

Since the last inspection 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

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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):

- continue to implement improvements in the playground to ensure that all hazards to children are removed
- take reasonable steps to improve safety in the bathroom, with regard to the accessibility of hazardous substances
- ensure documentation reflects staff deployment in rooms to promote efficient and safe management of the provision

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):

- further develop the planning to allow children opportunities to begin forming letters

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