

# Giggles and Wiggles

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358457
<b>Inspection date</b>	07 April 2008
<b>Inspector</b>	Lynne Milligan
<b>Setting Address</b>	Pitfield House, The Brampton, NEWCASTLE, Staffordshire, ST5 0QP
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<b>E-mail</b>	
<b>Registered person</b>	Giggles and Wiggles Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 good.

### WHAT SORT OF SETTING IS IT?

Giggles and Wiggles registered in 2007 and operates from a large, two storey Victorian building in Newcastle, Staffordshire. The nursery serves the local area and surrounding towns. A maximum of 85 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30 for 52 weeks of the year, with the exception of bank holidays. All children share access to a secure, enclosed outdoor public play area with the addition of large grounds that surround the nursery. There are currently 91 children aged from birth to five years on roll. Of these, 19 children receive funding for early education. The nursery also has a kids club that operates through the school holidays and out of school club, both of which are located on the same site, with separate rooms for the children to use.

The nursery employs 15 staff who work directly with children. Of these, 14 have early years qualifications and one is working towards a NVQ Level 2 childcare qualification. All staff have opportunities to attend short courses and work related training. Nursery staff have experience working with children with learning difficulties and/or disabilities and children who have English as an additional language.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are very effectively supported to develop good personal hygiene routines in a clean and hygienic environment where practitioners are clearly aware of the procedures to follow to reduce the risks of cross-infection. For example, tables are routinely cleaned after use with antibacterial spray, children's individual bedding is washed after use and appropriate nappy changing procedures are rigorously followed. Practitioners wear gloves for each child and colour coded aprons are worn to further insure risks are minimised. The children independently access the toilet and know they must wash their hands with soap, 'because of germs', especially before eating and cooking activities. They sing the hand washing song as they wash their hands, making sure they 'wash their fingers in between'. Babies are beginning to learn about their self-care needs as practitioners ensure they have their hands washed after nappy changes, singing to them as they carry out this routine.

The children's good health is promoted as appropriate sickness policies are followed. Parents give appropriate prior written consent to administer medication and records are mostly accurate. Some details however refer to medication being given at 'lunchtime' which has the potential to compromise children's health at times. All practitioners hold a current first aid certificate ensuring they are aware of appropriate care if there is an accident. Practitioners are competent in recording minor accidents.

Children have very regular free flow opportunities to play outside with a wide range of suitable resources that promote their physical development. A safe and secure large public play area is available for practitioners to use and children are able to play outdoors, experiencing the daily benefits of fresh air and exercise. In addition practitioners make good use of the surrounding grounds offering open lawns, in addition to the nearby museum. Older children confidently negotiate the outdoor space and enthusiastically play on the climbing frame, use the large slide and explore their space. Children begin to understand the way their bodies work and can move around, receiving good support when learning new skills such as balancing on the low beam, carefully placing one foot in front of the other. They jump off the end with delight, showing off their developing skills. Their fine motor skills and hand to eye co-ordination are developing well as they have access to a wide range of different sized brushes, rollers and pens. They are competent when selecting and using small equipment such as scissors and glue sticks.

Children have a good choice of nutritious and attractively presented meals and snacks. This helps them develop good eating habits. Their individual dietary requirements are discussed fully at admission stage ensuring all practitioners are fully aware of their needs. Babies are monitored on a special weaning diet before they are offered any main meals that combine two or more ingredients. Children who attend the holiday and out of school club enjoy the same meals as the nursery and express their delight at what is on offer. Food is freshly prepared by the experienced chef who ensures everything is made from scratch using the best ingredients. Although fresh drinking water is available for children to access should they become thirsty, very young babies are not offered water regularly to maintain their hydration. Mealtimes throughout the nursery are sociable occasions and staff use these to ensure children receive their 'five a day'. Children are helped to recognise what foods are good for them and those that should only be offered as a treat as they make posters, create smoothies, fruit kebabs and grow cress. Everyday routines are well organised to develop the children's independence and self help skills. Babies are supported as they begin to hold their own bottles, explore finger

foods and independently use forks and spoons, with older children pouring their own drinks and laying the table.

Practitioners in the baby room provide a good range of sensory play experiences for babies and children under three years. For example, brightly coloured mobiles hang from the ceiling and reactive activity toys are accessible on the floor. A new sensory room has been created with fairy lights, lava lamps, sparkly fabrics and comfortable sofas that help to create a warm, calming environment. They follow babies' individual routines for eating and sleeping, ensuring continuity of care and contributing to their physical well-being. Babies receive lots of warmth and affection. This supports their emotional well-being and gives them the confidence to explore new experiences. They are well supported which enables them to confidently express their feelings and needs verbally and non-verbally.

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

The provision is good.

Children enjoy the welcoming environment where they use their own pegs and see bright displays of their work. The premises are effectively maintained so that rooms are bright and kept at an appropriate temperature to ensure children's safety and comfort. Security is a priority to the management as they have installed CCTV in all rooms as well as at the front door, with intercom video systems so practitioners can see who goes in and out. A keypad system is used throughout the nursery and visitors are asked to sign in and out. This further ensures that the safety of both children and staff is well supported at all times. Children have immediate access to equipment in separate areas of the rooms, including musical instruments and a range of art and craft materials. The resources such as outdoor sand, are entirely safe and suitable for the age ranges attending to support children's development. Through daily checklists, staff regularly check toys and equipment to keep children safe.

Children are safe because staff effectively implement health and safety procedures. Daily checks and comprehensive risk assessment for the whole premises, including the public play area outside identify potential hazards and minimise danger to children who are closely supervised at all times. Children cannot leave the premises inappropriately as the main door is locked and gates are securely bolted. They are appropriately protected while resting in quiet areas. Children begin to learn to keep themselves safe as staff explain the reasons, for example, to walk slowly down the stairs, holding onto the banister. This is further extended when they go outside as children know to take the first aid kit. Staff complete visual checks before children enter the play area, ensuring it's not too busy. Whilst children happily run about and enjoy the sunshine, staff are vigilant, with one member standing by the gate ensuring no child leaves.

Staff give the children's welfare high priority and have all required procedures in place. They have all recently completed a detailed course on safeguarding children. Staff are familiar with the detailed policy and procedures so they have a comprehensive understanding of child protection. Any issues are dealt with sensitively and effectively, ensuring the welfare of the children and families concerned.

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

The provision is good.

Children enjoy playing with a range of attractively presented toys and resources. They are interested in what is available to them and become involved in these activities. Children can

choose other toys, resources and activities that are from accessible storage allowing them to make choices about their play.

Staff follow the 'Birth to three matters' framework and use observations to assess the younger children's development. Children under three experiment through a range of well-planned activities that are appropriate for their stages of development. For example, they are fascinated when they explore the qualities of paint; enthusiastically making prints and splashing excitedly when playing with the water. Young children are beginning to join in action songs that help develop their co-ordination. Babies and young children approach practitioners for support indicating good, trusting relationships.

Activities for the holiday and out of school club allow children to relax and enjoy a structure-free environment. Children delight in their experiences and play happily with their friends, making new ones on occasion. They bring in some of their own toys which they share with others and take every opportunity to utilise the resources available to them. The younger children are sometimes mixed with the older school children which helps develop their social and self-care skills as older children help them with tasks such as cutting paper or getting boxes out for them to play with. Staff demonstrate the need to adapt activities for the various ages of the children who attend ensuring that they are stimulated and engaged. They ask to see if children would like a nap, providing comfortable areas should they need to.

### Nursery Education

The quality of teaching and learning is good. Staff have the necessary training and experience to deliver a broad curriculum to the children. Children are making good developmental progress overall. Planning shows that the six areas of learning are covered with a different focus throughout the week. Teaching methods are good and a balance of free play and structured activities are provided enabling children to develop their independence and choice as they select their own activities and use their imagination during free play. Staff provide plenty of challenges for older or more able children taking into account children's different attainments and expectations for each child to progress further.

Children are able to acquire new skills as they participate in meaningful and practical activities which help them learn by experimenting with and exploring new ideas. Children learn mathematical concepts using practical activities to compare, sort and count objects. They are learning to recognise numbers during registration and identify simple shapes and colours as they paint or make models. They are making strong progress in understanding mathematical concepts such as 'more' and 'less than' during everyday activities such as mealtimes. The special helper puts plates and cups out for the children, they count how many more they would need if another child joined them and match colours of cups to the plates. Their learning is further extended as children smell, touch and taste the pineapples, mangoes, oranges and apples provided. They watch closely as the staff member cuts the orange in half. She carefully asks children how many she has now that she has cut it into two pieces. One child confidently answers 'half' and states that if she puts it back together it's now 'one again'. There are an abundance of opportunities that staff utilise to the full in order to help children solve everyday problems. These skills enable the children to understand difficult concepts and ensure their confidence is promoted as they grasp them.

Children's language and literacy skills are developing well as they regularly explore new words and sounds. They use words like 'spiky' and 'smooth' to express how the fruit feels and question staff with confidence. They are eager to know more about where mangoes come from and the

differences in size and shape to the other fruit as they line them up in size order. A discussion takes place about how bananas are longer than the melon but that the melon is the fattest. Children were asked questions which effectively encouraged their conversation and use of language, with time given for them to explore their ideas and opinions. Children also enjoy books as they lay on the comfy cushions, laughing as Mr. Clumsy falls down the stairs, scratching their heads saying 'that would hurt, isn't he silly'. Children use practical activities such as mark-making as they either use their fingers or paintbrushes with sand, shaving foam and water, demonstrating how they make marks in different ways. They progress to using paper and pencils and eventually are able to form recognisable letters to write their names on their mobiles that hang from the ceiling.

Staff interact well in children's play, providing guidance and making effective use of questions to help children develop good communication skills and to think and demonstrate what they know. The enthusiastic interaction of practitioners excites and motivates the children; staff capture their interest well promoting learning. Children are confident in asking for help when needed and in sharing information and talking about their own experiences. Staff value children's achievements and give constructive praise for the work they have done and for good behaviour. This adds to children's sense of achievement and promotes their confidence and self-esteem. There is a good relationship between children and staff who have realistic expectations for behaviour and use effective methods to encourage good behaviour. For example, children are asked to be careful of the sharp knives wrapped in the towel as they walk past to the toilet to wash their hands in preparation for the activity. They are encouraged to help with routine tasks such as tidying away activities. This helps children to begin to understand the need for self-discipline and consideration for others. Children's personal, social and emotional development is well supported. They are making friendships with other children and enjoy playing games together such as using the role play area to act out their experiences.

Good quality resources are used effectively to support children's learning. The environment is well organised providing plenty of space for children to move around indoors. Good use is made of the public outside play area and surrounding grounds, enabling children to engage in many activities outdoors. Children are developing their physical skills as they run around outside and use a varied range of physical play apparatus. They peddle their trikes through the numbered hoops, taking turns and learning how to steer and reverse. Children's health and bodily awareness is raised because staff use opportunities to talk to the children about the effect exercise has on their bodies. For example, explaining why they should eat all their dinner as it will make them big and strong, ready for exercise when they run about. Many activities take place outside.

The children are able to explore and investigate their environment using their natural curiosity. They talk about why they should look after their environment such as their homes. Wall displays are made showing how they would spring clean their room at home or what clothes they would wear if the weather changed and how they would wash them. Topics such as creatures under the sea help them explore other worlds and understanding where food like cheese, milk and meat comes from as they make clay models of farms. Children are involved in topics about the world in which they live such as learning about other cultures as they celebrate events such as Divali, Chinese New Year and Nativity. They join in with community events and visitors to the setting enable children to learn about the jobs people do such as fire officer, police and dentist. Consequently, children are developing a strong understanding of the world around them. The use of everyday technology helps children learn about information and communication as phones, calculators and date stamps are placed in the role play area which is set up as a post office. Children confidently name the mouse, keyboard and monitor of the computer as they demonstrate their skills at using them.

Children are able to develop their creative skills using a range of different media and materials. They use paints and chalks to make pictures and patterns, whilst at the same time improving their fine motor skills as they confidently use scissors, colouring pencils and brushes in creative ways. Various textures are explored as children mix paint with sand, glue and rice. Furthermore children mix different colours of paint to create their own skin colour when making self-portraits. Children chose the correct colours for their hair and eyes and show great skill in the details for certain features such as their eyebrows or lips. They use various construction materials to build and design models and structures. For example, modelling using cereal boxes, plastic tubes and bottle tops to make man-eating sharks or high powered engines. This helps children to develop their small muscle control and dexterity as they manipulate tools and equipment. Children experiment with sound, movement to music and rhythm as they enjoy monkey music sessions. This is further promoted as they use the Beat Baby toy which is passed around the circle, with an air of anticipation watching to see where it lands. Using their hands, children tap to the beat either on the floor, on their legs or in the air, singing along to the music. Their development in recognising sounds is extended further as staff practise rhyming using the days of the week or through matching rhyming words such as snail and whale.

As children progress through the nursery their developmental files assist staff in carrying out children's initial assessment which then helps staff to plan the curriculum. Although planning is not evaluated regularly, staff demonstrate sufficient knowledge of children's progress, explaining how they would adapt activities further to meet the individual needs of the children. Observations are carried out regularly but these are often descriptive and inconsistent, with no evaluation of children's learning overall. As a result children's next steps are not regularly completed. However children's stepping stone profiles are filled out very well and give some indication of what the children can and cannot do in relation to the early learning goals.

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

The provision is good.

Children are effectively supported to settle and gain self-esteem. They develop confidence to achieve good self-care skills, for example, whilst sticking and gluing models or to finish paintings on their own. They beam with pride when sharing finished work such as drawings, with staff who give interested, warm praise. Children confidently make choices and have equal access to toys and activities. For example, boys explore the dolls and home corner and girls actively use building blocks and cars. Staff ensure there are varied resources and experiences for children to develop a positive attitude to those who attend, as well as individuals from the wider world. Children have opportunities to learn about the community as they visit local school environments and welcome visitors such as the police.

Children receive good support to behave well and be polite through staff's calm, consistent strategies that include 'special helpers' for the day who help with various tasks such as laying tables at lunchtime or choosing a story to read. Tasks such as caring for giant snails, help children to learn to care for living things. They increasingly share toys and think about people's feelings to spontaneously allow others to use the garage with its cars. Spiritual, moral, social and cultural development is fostered. Children with learning difficulties and/or disabilities receive good support as the nursery has very good regard for the identification and assessment of additional needs. Staff work very closely with parents and many other professionals to ensure that individual support is provided for children, including skilled one-to-one care.

Partnership with parents and carers is good. Families strongly appreciate the personal welcome offered to them and their children. Room staff liaise closely with new parents so they are able

to share information about the children and sign relevant permissions. Parents have accessible information about the nursery and curriculum so they are suitably informed about their child's care and education. Staff offer parents regular opportunities to share children's progress so they can be supported effectively on site. Parents have good opportunities to be meaningfully involved in children's learning through conversation and sharing resources. For example, their comments on children's achievements through the books they take home are noted and by taking 'Maggie the bear' on holidays to India or spending weekends 'joining in' with the family.

## **Organisation**

The organisation is good.

Children are confident in the environment and are developing sound relationships where they show an interest in the activities. They are grouped in rooms according more to their ability rather than their age, where space is used well to allow children to play, eat and rest safely depending on their needs. The public outdoor play area offers ample space and provides a stimulating, challenging environment where children can explore ideas outdoors. All documentation required for the safe and effective management of the setting is in place, although some medication details are not accurately recorded on a regular basis. This mostly contributes towards the welfare of the children.

The existing staff team work well together and are familiar with policies and procedures. The manager and deputy spend time in the rooms enabling them to monitor staff practices and to address identified weaknesses. They have devised an action plan to build on the existing strengths to further improve the service provided. Practitioners are provided with many opportunities to develop professionally which means they routinely update their current childcare knowledge. Leadership and management of nursery education is good.

Practitioners have relevant qualifications and experience in childcare and children are safeguarded as appropriate checks are carried out on all staff. Policies and procedures are detailed, effective and are regularly reviewed to ensure they are meaningful and relevant to the setting. System for recording complaints are complete and accessible to parents. This ensures that parents are fully informed of the procedure should they wish to discuss any issues with the management. All mandatory records are in place, confidential and well maintained. This guarantees the safe and effective management of the setting in order to promote children's welfare. Overall, 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 good.

### 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):

- maintain an accurate record of any administered medication
- ensure that babies are consistently offered drinks throughout the day.

#### 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):

- continue to develop the planning, observation and assessment cycle to ensure that they are evaluated in order to plan for children's next steps.

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)