

Giggles Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY375125
Inspection date 06/01/2009
Inspector Sarah Street

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Giggles Day Nursery is one of two nurseries which are privately owned and has been registered since 2008. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery primarily serves children from the local community and operates from two rooms in a parish centre in Hounslow, Middlesex. Children are grouped in rooms according to their age range and use two large rooms and the garden, which are all on one level.

A maximum of 44 children may attend the nursery at any one time. The setting is open each weekday from 08.00 to 18.00 throughout the year, with the exception of public holidays. There are currently 22 children on roll aged from three months to four years. Of these, five receive funding for nursery education provision. The nursery supports children who have English as an additional language.

The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications and the remaining three are currently working towards a level 2 qualification. In addition, the setting employs a cook. The nursery receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Staff at Giggles Day Nursery are an enthusiastic team who work well together. They ensure that every child is valued and included as they have good knowledge of each child's background and needs. Children participate in a varied learning experience indoors. However, this experience is not developed outdoors as the garden is, generally, only used for physical play and at set times. The recently appointed manager is very focussed in making changes to improve the provision. She effectively uses self-evaluation to identify strengths and weaknesses, but has not developed a system to take the views of staff and parents into account.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the recently introduced observation, assessment and planning system ensuring that all observations are linked to the six areas of learning and demonstrating how these records are used to identify learning priorities
- develop the system which enables parents to be involved in decisions about the next stage of their child's learning journey
- ensure the outdoor environment is as rich and varied as indoors and offers opportunities for children to develop their experience and knowledge of the six areas of learning
- review routine times of the day to ensure that children do not have to wait too long for everyone to be ready.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the practitioner named in the safeguarding policy with lead responsibility for safeguarding children within the setting has attended a child protection training course (Safeguarding and promoting children's welfare).

06/02/2009

The leadership and management of the early years provision

Staff are deployed effectively and the setting generally runs smoothly on a day-to-day basis. Staff work well together, sharing tasks and responsibilities. However, there are some routine times of day where the organisation results in children having to wait, and they become restless. For example, children who have put on their coats quickly to go into the garden have to wait for up to 10 minutes while everyone gets ready.

Children play safely and happily in clean and bright premises, using toys and equipment which are plentiful and suitable for their age and stage of development. Children are able to self-select from low level shelves, which are labelled with words and photos and this supports learning. Staff are vigilant about children's safety supervising them closely and ensuring unknown adults do not enter the building unchallenged. Risk assessments are clear, demonstrating the settings ability to identify and take action to minimise risks. All staff have very clear knowledge as to when they may have concerns that a child is at risk from abuse. They are all aware of their responsibilities. The designated practitioner with lead responsibility for safeguarding has not yet attended child protection training and this is a requirement. However, she is aware of her role and has booked to attend a course. All required policies and procedures are in place. They are well organised and support the management of the setting.

Effective links are developed with parents. A daily exchange of information takes place, which enables home routines to be followed and this ensures consistency for each child. For example, babies individual meal times in the setting follow those of their home routine. Parents state they are happy with the setting and find the staff to be very caring. They have access to the plans and receive newsletters. Parents are encouraged to share what they know about their child when they first attend. They are able to access their child's learning records. Currently staff do not involve them in making decisions about their child's next stage of learning.

The quality and standards of the early years provision

Staff are obviously committed to their role and their knowledge of the Early Years Foundation Stage means they are able to assess, and plan for, each child. The recently introduced observation and assessment system is developing, but staff are not consistently linking their observations to the six areas of learning. Written plans demonstrate that staff are able to plan for their key children and plans refer

to an identified specific area of learning. However, it is not always clear how the observations have been used to identify learning priorities and what the planned activity is. Staff spend their time interacting positively with the children. They understand that children learn through play and encourage learning through everyday experiences. For example, as children put their coats on staff encourage thinking about colours and numbers.

Children happily enter the setting and quickly settle to play. They have very good relationships with the staff who are caring and respond with warmth. Children enjoy looking at books and often choose to go to the book area and share a book with a friend. They are confident to approach an adult to ask them to read, and the adult responds with enthusiasm. Children learn about sounds and letters as staff discuss them in a meaningful way. When a child picks up a cutter from the dough table, which is a letter 'y', staff discuss words in the room, and another child's name, which begins with the letter. Children have many opportunities to develop their large muscle skills inside and out. Each room has some physical equipment including tunnels and slides. In the garden children confidently kick footballs, ride bikes and scooters and push buggies. Small muscle skills develop as children roll and cut play dough, use chinks, paintbrushes and fit puzzle pieces. Many resources enable children to develop their imaginative skills. For example, shredded paper is placed in a tray. Lots of happy laughter takes place as children and staff pretend it is snow. Children develop their sense of everyday technology as they explore tape recorders, calculators, remote control toys and cameras. A very good range of resources support children in developing their understanding of the diversity of society.

Staff encourage positive behaviour as they are calm role models who give clear explanations. Discussion with children helps them understand about codes of behaviour. When a child is keen to knock another child's tower of bricks over, staff explain that the child will let him know if he wants help in doing this. Children's self-esteem is developed as they receive appropriate praise. Children tuck into a freshly cooked and healthy meal enjoying the social occasion of lunchtime. Staff have effective strategies to encourage reluctant children to eat some food. Children's health and well-being is promoted as good practices minimise the risk of cross infection. Action taken to improve the storage and administration of medication is effective and accidents are appropriately dealt with.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration Ofsted received one complaint that required the provider to take action. This related to the storage and administration of medication. Ofsted conducted an unannounced visit to the premises. As a result, three actions were set for the provider to: carry out a risk assessment with regards to the safe storage of medicine; review the system for recording the administration of medicine; and enhance the system to ensure unknown adults cannot enter the premises. A suitable response was received from the provider explaining what action had been taken. Ofsted took no further action and the provider remained suitable for registration at the time the investigation was closed.

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.