

Giggles Nursery

Inspection report for early years provision

Unique reference number	EY376436
Inspection date	17/12/2008
Inspector	Angela Cole

Setting address	Springbank Community Resource Centre, Springbank Way, Spring Field Park, Cheltenham, GL51 0LG
Telephone number	01242 574511
Email	puddlesnursery@hotmail.co.uk
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 Nursery is one of two nurseries owned by Desirable Childcare Ltd. It opened in September 2008 and operates from a purpose-built building based within the Springbank Community Resource Centre in Cheltenham, Gloucestershire. The areas available to the children include three playrooms, a sleep room, kitchen and associated facilities. The children share an enclosed, outdoor area with grass and patio areas. There is access to the building for disabled persons. A maximum of 38 children may attend the setting at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 29 children on roll in the early years age group. Of these, 10 children receive funding for early education. Children come from the town, including the surrounding area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery employs five members of staff to work with the children. They all hold appropriate early years qualifications, including a Level 4 certificate in Early Years Practice. The joint owners are present in the nursery on a day-to-day basis. The providers are taking steps towards gaining a quality assurance scheme 'Bristol Standards'. There are partnership arrangements in place with other early years settings.

Overall effectiveness of the early years provision

The setting routinely meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. Children make good progress in their learning and development as they are eager to be actively engaged in the choice of interesting play activities and to play outdoors during the timetabled sessions. The staff are developing some systems to foster a strong partnership with parents and are proactive in developing links with agencies and other providers to support children's progress. Careful reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- extend children's access to varied outdoor play to increase opportunities for their independent learning
- support the partnership with parents by continuing to develop systems for involving all in the assessment of their child's progress.

The leadership and management of the early years provision

The leadership and management of the Early Years Foundation Stage (EYFS) is effective through well maintained documentation and clear policies that reflect this setting. The adults are all suitable and qualified to care for children and there is good staff deployment to support the children's welfare and learning. Staff development is well documented to show progression and support as appropriate training, such as a 'let's move' course, is undertaken and cascaded to other adults. Children have open spaces for their play with quality resources and benefit from ample adult attention in the small groups.

Children are safeguarded effectively because adults well understand and discuss safeguarding issues and procedures so that they work in close partnership with parents and others. Comprehensive risk assessments are regularly reviewed so that outdoor and indoor spaces, furniture, equipment and toys are suitable and safe for children. Good emphasis is placed upon security so that children do not leave unaccompanied and all visitors are met and escorted while on the premises. Self evaluation and steps taken to promote improvement are effective as the management fosters realistic thinking about what is done and evaluating how good this is. Detailed plans for action are devised so the management continually improves support for children's well-being. These include a revised layout for the garden as children do not have free access to a well developed outdoor area to support their individual learning. Responsibilities are effectively delegated to staff so they maintain the momentum of striving to improve and take pride in the children's achievements.

The setting works effectively in partnership as parents and carers are provided with good quality information about the early years provision, for example, through an interesting photographic display. Parents are actively encouraged to share what they know about their children, particularly at the start, and are well informed about their children's achievements and progress. They are effectively encouraged to be involved in supporting their children's learning and development, for example, through sharing activities via a daily whiteboard so these may be continued at home. Some families complete 'learning through' play suggestions slips, though not all parents regularly contribute to their children's assessment. Good links are established with external agencies and services to ensure a child gets support that is needed. The setting attends area meetings to make links with other providers delivering the EYFS for children to support the progression and continuity of learning and care.

The quality and standards of the early years provision

Children enjoy their time at the nursery and receive good support to learn and develop. Adults have a good knowledge of the EYFS and interact well so children are interested, motivated and involved. For example, staff vary the groupings for mealtimes so that children of different ages are well involved and take responsibility. Children have good opportunities for indoor and outdoor play though access to the basic outdoor facilities usually follows the planned routine so they

cannot freely develop their play. Overall, children are well challenged as responsive staff help to develop children's interests, including a fascination with books. The learning environment provides a balance of adult-led and child-initiated activities that result in children being active learners, including exploring sounds made by suspended household implements and by chalking on a cardboard box. As a result, children progress towards the early learning goals by having the freedom to make connections, for example, as they make dough and use spilt sand for name writing. Planned, purposeful play is well encouraged through daily exploration, for example, of natural materials, including shells in sand and glitter in water with model insects. The newly adopted planning cycle is effective because each child receives an enjoyable and challenging experience across the areas of learning. Observation clearly identifies starting points and is actively used to plan for children's next steps in learning. Assessment is well monitored and clearly shows progress that is shared with parents and, sometimes, their comments are included. Overall, the nursery works effectively with parents and carers and other agencies and providers to ensure that children are cared for well.

Good quality care for children is seen in the high level of commitment of staff to implementing effective strategies to promote all children's social, physical and economic well-being regardless of need or background, and their good knowledge and understanding of the welfare requirements and guidance. Children learn about healthy routines through teaching them about nutritious menus, for example, through stories such as Handa's surprise when children touched the many different exotic fruits and tried new tastes. They practise good hygiene as they take responsibility for toileting and know to wash away the 'garden germs'. Behaviour is well managed by calm, consistent staff who act as good role models.

Arrangements for safeguarding pupils are robust and regularly reviewed, and risk assessments are carefully organised and well managed. The setting provides a safe, secure and supportive environment that enables children to thrive. Children's additional needs are identified early and effective arrangements put in place to keep them engaged. Children effectively begin to keep themselves safe as they hear explanations on how to use resources safely, such as scissors and gain knowledge about road safety. Children are well encouraged to develop habits and behaviour appropriate to good learners, their own needs, and those of others. They are skilfully encouraged to join in, make friends and respect each other with their diverse needs and backgrounds. Good emphasis is placed at circle times on being part of the group when they talk about best friends and put this into practice to welcome new children.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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?	2
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?	2

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

There have been no complaints made to Ofsted since registration.

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.