

Giggles Day Nursery

Inspection report for early years provision

Unique reference number	EY331794
Inspection date	13/11/2008
Inspector	Hazel McLean / Maureen Edith Sinclair

Setting address	25 Essex Road, Dartford, Kent, DA1 2AU
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Type of setting	Childcare on non-domestic premises
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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).

Description of the setting

Giggles Day Nursery is a privately run organisation operating from the ground floor of 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 28 children on roll. Play areas are separated by internal steps. There is a small kitchen area that leads to an outdoor area at the back of the nursery. Children use this and the front garden for physical play. Access is via the front garden which is enclosed. The nursery operates on weekdays from 07:00 to 18:00, all year round. The staff team consists of eight adults, four of whom are qualified to Level 3, three at Level 2 and one working towards Level 2. The manager is working towards Level 4. Children from the local community attend the nursery. The nursery supports children with learning difficulties, physical disabilities and those with English as an additional language. The nursery receives funding for nursery education and receives support from the local authority.

Overall effectiveness of the early years provision

Children thrive in a welcoming and happy atmosphere where they make good progress. Staff gently nurture children, encouraging them to build upon what they already know and can do. There are good systems in place to ensure children are safeguarded, their health promoted and that parents are kept informed of daily events. The setting shows good capacity to improve, regularly evaluating its practice, identifying any areas of concern and implementing plans to achieve better outcomes for children. There is a strong commitment to include all children and, most of the time, effective ways of doing this are achieved. Children are considerate and thoughtful, giving a sound basis on which to build their understanding, values and respect for others.

What steps need to be taken to improve provision further?

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

- increase parent and staff understanding of the key person system and how this supports children in their learning and development, particularly in relation to children in new situations
- increase accessibility to resources which enable children to identify with their own cultures and value others
- ensure that resources and activities are appropriate to challenge children of all abilities.

The leadership and management of the early years provision

The day to day organisation of the setting is managed well. Policies, procedures and records required for the safe and efficient management of the nursery are in

place and mostly followed in practice. Staff are able to identify their training and development needs through regular discussions with the manager and given opportunities to attend courses to keep their knowledge and skills up to date. Some staff have recently attended training on Early Years Foundation Stage and more has been booked.

Appropriate measures are in place to ensure children are safe. They are unable to access the kitchen or office, or leave the premises unaccompanied. Staff undertake comprehensive risk assessment through daily checks, inside and out, to ensure the premises are safe, clean and suitable for children. There are robust recruitment procedures and an induction process to ensure staff's suitability and awareness of their roles and responsibilities. The procedures for safeguarding children are kept up to date through attendance at training. This is cascaded down to all staff and policies updated as necessary. There is a designated member of staff to take responsibility for child protection matters and staff have a good understanding of what to do if they have concerns.

The current self evaluation involves regular observations of what the staff and children are doing and the impact on children's learning and development. Staff make suggestions about what is working and what is not, leading to areas for improvement being identified and action taken. As a result of this, the method of recording and using assessments for planning has been amended, leading to increased focus on children's individual learning needs and more effective methods of developing their full potential.

Parents are provided with information about the setting and how the Early Years Foundation Stage is incorporated. They are asked to share what their children are able to do before they start at the setting and are kept informed, on an informal basis, of what their child has been doing during the day. This does not always give sufficiently clear information about the progress children are making in their learning and development to enable parents to build on activities at home. The key person system is effective for most children but there is sometimes a delay in allocating a named adult and assessing children's individual needs or discussing these with parents. When staff identify that additional support is required they work closely with parents and other professionals to ensure continuity and consistency in what is being offered.

The quality and standards of the early years provision

Children are greeted warmly by staff as they arrive and other children ask them to come and play. They have their own coat pegs, identified by their photographs and names. They are building good relationships and play cooperatively as they act out being fire people and negotiate who will drive the engine first. They decide amongst themselves where the fire is and how they will put it out. Staff provide them with a steering wheel to develop their game, so building on the children's interests. Children are actively engaged in this type of ongoing free-flowing play across the nursery, sometimes involving movement through a range of increasingly challenging activities. On occasion, the continuity of some children's play is disrupted when technical equipment fails to function. Children wait patiently while

a solution is found but in the meantime, the opportunity to challenge and extend the learning of very able children is missed.

Staff use their observations to evaluate children's progress and plan the next steps for individual learning. Most children are thoroughly absorbed as they use tools to create cards and collages, explore insects and wild life, practise their early writing and maths skills, or dress up and engage in role play. Older children skilfully tell stories and talk about what they are doing using a wide range of vocabulary, while children new to the nursery, are often less vocal in making their choices or own needs known. Staff are readily supportive, remain nearby and provide children with play materials which occupy them, but do not always engage their full interest. While toys and play materials offer a wide choice and are clearly visible, the full range is not always sufficiently accessible to extend children's understanding of diversity, or give reassurance to new children by enabling them to identify with familiar objects.

Children benefit from a range of indoor and outdoor experiences throughout the day, with their health and safety being given high priority. Older children independently use bathroom facilities while younger children, assisted by staff, learn about appropriate routines to prevent the spread of infection. Children brush their teeth after lunch and store their brushes appropriately. They select their drinks from individual, named containers which are available at an accessible level. Mealtimes are fun and children express their satisfaction at the healthy food provided. Staff support children by eating with them and ensuring everyone is included at the table. In the garden, children learn to safely manipulate wheeled toys without bumping into each other and are able to run, jump and express themselves freely through regular exercise. When it is time to go indoors, they quickly respond by listening to adults' reminders and giving each other space as they enter and move through the building. Children adapt well to the movement of staff around the setting which forms part of the daily routine. This ensures that while having access to familiar adults, they venture safely into different play areas with the opportunity for all to participate in a variety of challenging and enjoyable activities which help them to build confidence and make good progress in their learning and development.

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?	3
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?	3
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 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 the last inspection.

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.