

Giggles of Lytham

Inspection report for early years provision

Unique reference number	EY260410
Inspection date	14/07/2009
Inspector	Margaret Baines

Setting address	Lytham Academy, Ballam Road, Lytham St. Annes, Lancashire, FY8 4LE
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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 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 of Lytham (Day Nursery) Ltd is a privately owned children's day care facility situated in Lytham, Lancashire. It opened in October 2004 and doubled in size within the existing premises in 2008. The facility is registered to provide care for 70 children aged from birth to five years and is registered on the Early Years Childcare Register. The accommodation provides a separate area for children aged under two years of age, a room for those children age two years and a pre-school room for children from three years of age. Separate enclosed outdoor play areas are provided for all weather use by children in each age group. The nursery is open five days a week, Monday to Friday, throughout the year. Both full and part time places are available for children between the hours of 08.00 and 18.00. The registered provider heads a fully qualified staff team of childcare practitioners. One staff member is a qualified early years teacher. A cook and other support staff are also employed. There are 122 children on roll and of these 30 children are in receipt of funding for Early Years education. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a safe and secure environment for children, who are all treated as individuals and are supported most effectively by staff who are committed to the care and learning of the children. Excellent relationships with parents are fostered to ensure relevant information is obtained for the benefit of the children. All the required records, policies and procedures are in place to support the safe and efficient running of the setting. The nursery is most inclusive, recognising children's individual likes and dislikes. Self evaluation is outstanding, identifying areas for future development to further enhance the very good care and learning for the children who attend.

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 outdoor area to reflect all aspects of the curriculum
- continue to develop the tracking system to ensure each child engages in all aspects of the curriculum across each area of learning.

The leadership and management of the early years provision

Management and staff work well together to ensure children are happy, settled, stimulated and appropriately supported. Staff are familiar with the policies and procedures through clear induction and team meetings. Consequently, policies are implemented effectively to ensure regulations are met and children are safeguarded. All required records are in place, and available for inspection.

Children benefit from the qualified and enthusiastic staff team whose deployment ensures appropriate ratios are maintained and the needs of children met. Management are proactive in sourcing further training for staff members, which benefits the children's learning and development in this setting. Self-evaluation is extremely thorough and includes the views of staff and parents. Consequently the management are committed to continuous improvement. For example, following consultation with parents the nursery menu was revised.

Robust employment procedures ensure all staff working with the children are suitable to do so. Staff are clear about their roles and responsibilities and are developing their knowledge of the Early Years Foundation Stage to ensure the welfare of children and to provide an exciting and balanced curriculum. Staff meet together regularly to discuss the children's achievements and the next steps in their learning. Records are in place that clearly evidence the observation and assessment of children's learning. Systems are in place to track children's progress, although written confirmation of children's progression across the six areas of learning is at present in the development stage.

The quality and standards of the early years provision

The nursery provides a bright, safe and stimulating environment where children can move around freely as they learn and develop. A very good range of resources are available to meet the developmental needs of the children who attend. Resources are easily accessible enabling children to make choices and initiate play. For example, they make three dimensional models, enjoy dressing up, draw, paint and construct. They also are competent in using scissors and tools as they make models and create their exciting artwork. Children are very interested in the activities provided and staff are competent in developing children's skills to extend their play and ideas. Staff are competent as they deliver the curriculum, which ensures children enjoy activities which embrace the six areas of learning. Very young children enjoy a wide range of activities, which met their developmental needs and ensure their enjoyment.

The environment is organised to ensure children can make choices as they enjoy the various areas of continuous provision. Free flow to the outdoors ensures children enjoy the curriculum as they play both indoors and in the outdoor area. Children learn about healthy eating as they enjoy healthy snacks and may help themselves to fresh fruit throughout the day. The menu is varied and cooked on the premises from freshly sourced ingredients taking into consideration children's preferences and parental wishes. Drinks are readily available for children to help themselves to at all times; staff assist the younger children with this task.

Children are learning to attend to their personal needs with help from staff. They also help to tidy the toys away. Consequently, children are developing their independence as they take responsibility, develop self-help skills and grow in confidence in their own abilities. The key person system is most effective in ensuring all children are included and feel settled and secure. Staff interact very well with children, taking time to get to know them and their families, and demonstrate friendly and caring relationships. Therefore, children are happy and

settled within the nursery. Staff are most attentive to children when they are playing, and respond well, ensuring they answer the children's queries. Children are praised and encouraged throughout the sessions, as staff focus on their positive behaviour and recognise their efforts to help others. Children's behaviour is very good because staff are good role models encouraging children to share and be helpful and kind. Consequently, children know what is expected of them. Children enjoy the outdoor area where they develop their physical skills. For example, they learn to climb, to balance to throw balls and to negotiate a space. Children paint in the outdoors, enjoy the small world toys and the sand and water activities. However, at present children have few opportunities to enjoy play with natural resources in the outdoors. This has been identified in the self evaluation document and plans are in place to implement this area of development.

Comprehensive risk assessments are systematically completed, ensuring all safety measures are in place and effectively implemented. As a consequence children are safeguarded when attending this setting. Children are secure because staff are vigilant and ensure the premises are safe for their use at all times. Children learn to keep themselves safe. For example, they learn how to evacuate the building quickly and safely as they practise regular fire drills. As a result of the learning environment, planning and interactions from staff, children are very settled, inquisitive and motivated to learn.

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.	1

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?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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

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Annex B: the Childcare Register

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