



Giggles of Lytham

Inspection report for early years provision

Unique Reference Number	EY260410
Inspection date	21 February 2006
Inspector	Joan, Patricia Flowers

Setting Address	Lytham Academy, Ballam Road, Lytham St. Annes, Lancashire, FY8 4LE
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Registered person	Carly Anne Green
Type of inspection	Integrated
Type of care	Full day 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.

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 satisfactory. 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 of Lytham is a privately owned children's day nursery situated in Lytham St Annes, Lancashire. It opened in October 2004. The facility is registered to provide care for 35 children from 0 to 8 years of age. The accommodation provides a separate area for children aged under 2 years of age with an adjacent area catering for children aged over 2 years. There is an additional room for quiet activities. An enclosed outdoor area is provided with safety surfaces for all weather use.

The nursery is open 5 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. A cook and other support staff are also employed. There are 57 children on roll. The nursery is registered to offer funded nursery education places to eligible 3 and 4 year old children. Training and advice is provided by the Local Authority Sure Start team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are actively learning to be healthy as they follow age appropriate procedures and practices. These are effectively implemented by staff so that children's health, nutritional and physical needs are well met. Children are fully encouraged to be independent in their personal care as part of their daily routine. Consequently they begin to understand the importance of washing their hands after visiting the toilet and before eating. The spread of infection is minimised in this way but effective hand drying is not always achieved when children use the bathroom independently. Because all practitioners are trained in first aid, appropriate responses to accidents are made so that children's health is promoted to a high degree.

Careful consideration is given to providing a range of outdoor activities so that children enjoy fresh air and good physical exercise through regular outside experiences. Children's bodily awareness, coordination and muscle development is encouraged through running, climbing, sliding, balancing and cycling, both indoors and outside, using various resources and apparatus. Obstacle courses and races challenge pre-school aged children. Children, as a consequence, are helped in these ways to maintain good physical health and are encouraged to adopt a healthy lifestyle with enjoyment.

Children enjoy meals and snacks that provide a well balanced and nutritious diet according to individual dietary needs. Children enjoy daily fresh fruit, vegetables and milk and are learning about foods that are good for them. Babies' usual feeding routines are maintained and weaning programmes are followed in consultation with parents or carers. The introduction of new tastes is accomplished in small steps, such as when the babies tried strawberries for the first time at snack time. Children have regular opportunities to enjoy a drink of water and can help themselves because it is made easily accessible to them. This promotes their independence and well-being as they recognise when they are thirsty after physical activities. Individual children's dietary needs are met very well. There is a secure system employed to ensure that children are provided only with foods that are allowed so their individual and specific needs are met. This gives reassurance to parents and maintains children's personal health and development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly welcomed into a bright, visually stimulating and well maintained environment in which they are cared for safely and securely. Children's art work and some photographs are displayed along with meaningful notices and sources of information for parents. Children are only collected by persons known to the staff or by prior alternative arrangement to ensure their safety. The arrival and departure procedure is robust with exceptional attention paid to the security of the premises. The premises are suitable for their purpose because they are in the main effectively organised. Good use is made of space so that children can move freely around in their age group areas allowing them to develop a sense of belonging and independence. Practitioners in the main implement supervision of children well, however the organisation of the sleep room makes it difficult to provide good visual monitoring of sleeping children.

Practitioners are fully competent in providing children with a substantial range of safe and developmentally appropriate activities and learning resources, thus ensuring that they progress in all areas of their development. Furniture and equipment are of good quality and developmentally appropriate, facilitating ease of access for and by all children. This promotes their independence and choice safely. There are comprehensive risk assessments carried out both periodically and on a daily basis so that children's safety is assured, but the organisation of nappy changing provides potential for babies and young children to access plastic gloves and aprons. Children partake in regular emergency evacuation drills thereby encouraging their understanding of how to keep themselves and others safe.

Children's safety and welfare is further safeguarded should there be any concerns of abuse as practitioners clearly understand their responsibilities for recording and reporting any child protection issues to the appropriate authorities. Designated staff have attended child protection awareness training and the written policy is available to all staff and parents. Children's continuing well-being is effectively managed in such circumstances as a result. The policy however omits some procedural detail.

Helping children achieve well and enjoy what they do

The provision is good.

All children experience and benefit from an extensive range of play opportunities that promote their all round development and learning. They are very happy, confident and self-assured within the setting and enjoy themselves. Most practitioners working with pre-school children have a secure understanding of the Curriculum guidance for the foundation stage and the Stepping stones. Planning is effective for all children and themes help focus on meaningful activities so that their emotional, physical, social and intellectual capabilities are developed. Children are given wide experiences; they build upon their natural curiosity as learners and have freedom of choice to select their own learning materials and play items. They benefit from resources stored at the child's level and activities which engage and capture their interests. All children experience warm relationships with their key worker and other practitioners and play harmoniously side by side as their care, play and learning is supported very effectively throughout the day.

The youngest children enjoy lots of planned activities and explorative play which takes account of the current good practice frameworks. They play with interest with all the resources that are made easily available to them as they become increasingly independent and learn that they can make choices themselves. Babies are provided with opportunities to develop their physical skills when encouraged to roll and crawl towards a wanted toy. Children love to be creative as they take part in both free art and planned craft activities which they see displayed and are proud of. Children play with the cars and the large wooden building blocks side by side and with staff. They enjoy using the Gruffalo story sack resource as they dress the puppets in different clothes learning about size and types of fasteners. They are enthralled whilst listening to stories read to them individually and in small groups, confident to answer the practitioner's questions about the story. One 3 year old became engrossed in 'reading' to her doll, emulated the actions of a practitioner as she sat on a chair with her legs crossed with the doll on her knee.

Nursery Education

The quality of teaching and children's learning is good. Children are progressing in all areas of learning. Effective planning ensures sessions are inventive and balanced successfully between adult focussed and self-initiated activities. Children are motivated to learn and willing to try available experiences, such as the computer baking activity as they become familiar with this technology. They use the special cookery programme involving the console game as they follow the instructions to make a virtual cake. Children are very well settled in the setting and respond positively to learning about themselves and each other, showing kindness and good manners. This is a strength within the setting. They learn about themselves, as for example when they measured their height and recorded this on the wall chart before comparing and deciding who was the tallest and the shortest. Children benefit from having regular opportunities in developing their listening and talking skills in planned and structured activities such as at circle times. They get to know one another and eagerly sing the song 'Who Is Sitting Next To You' with lots of clapping, smiling and giggling at the end. They chat to each other during play and are becoming aware of taking turns in their conversations. Children can confidently identify the initial letter in their own name with some children able to write their full name on their own art work. A group of 3 year olds were able to identify the shape they made sitting together on the floor as a circle and then identified 'C' as the letter that starts this word.

Children are learning confidently to count by rote as well as understanding the concept of number as they perform simple calculations in number rhymes. Practitioners are skilful at using every opportunity during planned activities to make links across all learning areas such as counting during the science activity or when setting the table for lunch. There are however limited examples of numbers for counting available in the environment for children to use in practical and spontaneous ways. Children are able to recognise print, such as their own name when they self-register, and they are provided with examples of words used as labels on everyday objects. Children are encouraged to access resources for making marks for a purpose such as writing their name on their painting. They are learning successfully about colour when they mix and experiment with paint at the easel and most 3 and 4 year old children name and recognise primary colours with confidence. Children have opportunities to observe change as they make links in simple science projects such

as baking and when they watch frozen ice cubes melting, or making ice cube cakes to be counted on a tray. Children had talked about the cold weather earlier with one 3 year old telling the group that his car had been frozen and another remembered that the garage step was slippery. Children therefore are making sound links in their learning about the world around them.

Children respond to routine very well, helping to give them a sense of time in their day. They are learning to use small equipment such as scissors, paint brushes and tools for malleable materials so they become competent in finer muscle movements. Children have regular opportunities to play outside using a range of outdoor play resources like bikes, balls, hoops and climbing apparatus. Children enjoy taking part in the obstacle course allowing them to develop their balancing and hopping skills. Older or more physically able children have restricted opportunities to extend their physical capabilities.

Practitioners are making clear links between the observations and assessments they carry out to monitor children's progress sufficiently to plan for extending their various abilities. For example, learning outcomes are identified and recorded if met, showing children's progression. Observation and assessment of learning is linked to the stepping stones and is therefore effective in extending children's individual learning. The continuous provision method of planning for children's learning through the frequent focused activities ensures that the curriculum is balanced and covers all areas of learning. Alongside this practitioners are enthusiastic in encouraging parents to be involved in their children's learning within the home and assist in giving suggestions to assist them in continuing with current themes at home.

Helping children make a positive contribution

The provision is satisfactory.

Children show good care and concern for others. They understand what friendship means and how they can support each other as staff guide their interactions. For example pre-school children help each other when putting their coats on as they get ready to play outside. They behave very well and imitate good role modelling by practitioners who readily praise children and support them as they come to learn about how their behaviour can affect others. Children chat socially together and discuss and laugh out loud as they gather together at lunch and snack times or for planned group activities. Children can relax and sleep as they listen to quiet music in a calm environment so they can feel refreshed and so able to gain maximum benefit from the afternoon's activities.

The children learn about the community and other cultures as they engage in activities that promote their understanding. Children enjoy celebrating festivals from their own and other religions and become involved in local community events such as Lytham Club Day. Positive images of people's differences and similarities are displayed however not always in each age group area. They enthusiastically play together and learn to share as they wait their turn to pour their drink of water at lunch time. Children learn about the world around them as they watch the ice cubes melt and make connections to the days outside weather conditions.

Partnership with parents is good. Children settle well into the nursery as practitioners ensure that they have detailed information from parents or carers about each child. They take time to discuss all aspects of nursery life with them from the outset. Staff share information about the setting and explain all elements in detail. For all children the key workers communicate with parents daily using verbal or written records, or both. Children are supported well as they settle into the setting, which is enabled by the sound approach to partnership. Children's activities and learning experiences are shared with parents through informative news letters and individual reports on progress and open events. Children love to take their work home each day to share with their family members. As a result children's confidence and self-esteem is boosted. These experiences are effective in fostering children's spiritual, moral, social and cultural development well.

Organisation

The organisation is satisfactory.

All practitioners work well together as a team and organise the environment effectively. They plan a variety of activities both indoors and outside, which children find fun and exciting. Children therefore are eager to attend and settle well into their play. Practitioners ensure children are supervised effectively, giving them opportunities to explore the various areas within their group environment. Staff are aware of their roles and responsibilities which contribute to the smooth running of the setting. Regular staff meetings are held to build a motivated team resulting in a positive effect on the quality of care the children receive. A training analysis identifies areas for individual practitioner's development, taking into account the age range of children for whom the setting provides for. Training relating to the Birth to three matters framework and also Curriculum guidance for the foundation stage, for example, are accessed by key staff working in these specific age group areas. Children thus benefit from practitioners who have current knowledge and skills so that the care and learning experiences they deliver to children are enriched.

Documentation is organised and reviewed regularly. The operational plan is detailed and made available to parents and visitors to the setting. Precise attention is paid at every session to the maintaining of the attendance register and the monitoring of children's movements within the nursery as well as the admission of any visitors. As a result children's care and well-being is very effectively maintained.

The leadership and management of the setting are good, with practitioners being led by a committed management team. The whole staff team work well together and reinforce each other's strengths in their different roles. Practitioners are supported well. There is clear direction on a day to day basis as well as the planned future developments that are envisaged, ultimately benefiting all children who attend. The provider monitors the planning undertaken by key staff to ensure that children are making progress towards the early learning goals and that each child's developmental records are maintained so individual children's learning needs can be met.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report since registration in October 2004.

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.

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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):

- provide additional and appropriate hygienic hand drying facilities for children to access easily
- ensure that the organisation of the sleep room for babies facilitates effective monitoring
- provide images to reflect diversity consistently throughout all areas within the nursery's different age groups
- ensure that the child protection procedure is clear about procedures to be followed in the event of an allegation being made about a staff member or volunteer.

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):

- provide opportunities for children to recognise and use numerals in their everyday play

- provide climbing challenges for more able children.

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