

Giggles Day Nursery

Inspection report for early years provision

Unique reference number

EY406302

Inspection date

23/09/2010

Inspector

ISP Inspection

Setting address

268 Central Avenue, Southend-on-Sea, SS2 4EE

Telephone number

01702 461908

Email

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.

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Description of the setting

Giggles Day Nursery opened in 2010. The setting operates from a residential building and it is situated within walking distance of local schools, shops and parks in Southend, Essex. All children share access to a secure outdoor play area. A maximum of 23 children may attend the nursery at any one time. The nursery opens from 8.00am to 6.00pm Monday to Friday all-year-round. Pre-school sessions operate from 9.30am to 12.30pm and 1.30pm to 4.30pm Monday to Friday.

There are currently 28 children aged from six months to five years on roll. Children aged three and four years receive funding for early education and they attend for a variety of sessions, full days or part-time. The nursery serves the local community and wider areas and supports a small number of children who have special educational needs.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs five staff, of whom four, including the manager, hold appropriate early years qualifications. One staff member is currently working towards a recognised early years qualification. The setting receives support from the local authority and the Pre-School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the early years age range are making satisfactory progress as staff have a suitable understanding of the Early Years Foundation Stage and early child development. The nursery is fully inclusive to all children and families as adjustments are made to meet children's individual needs. A positive play and learning environment has been successfully promoted by staff, effectively supporting children's self-esteem, confidence building and relationship networks. Staff have established secure working practices and implemented policies and procedures since registration, however, formal self-evaluation systems have not been developed to ensure that continuous improvements are sustained.

What steps need to be taken to improve provision further?

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

- ensure staff attendance records are suitably maintained at all times for the safe running of the provision
- continue to develop planning and assessment arrangements for children
- develop self-evaluation systems to sustain continuous improvements within

the provision.

The effectiveness of leadership and management of the early years provision

All required documentation including policies and procedures are in place and are suitably maintained for the secure management of the nursery. Children's contact details and written parental consents are in place, however, staff attendance is not always accurately recorded to confirm that staff-child ratios are being maintained at all times. Children are suitably safeguarded as staff have a clear understanding of their role to protect children and they know the procedures to follow in the event of a concern. Satisfactory safeguarding policies are in place and parents are informed of the nursery's role in protecting children which includes recording existing injuries. Risk assessments in the nursery are suitably implemented to further minimise risks to children which includes daily checks on all play areas and staff being vigilant throughout the day.

The registered provider, manager and staff have worked hard since registration to create a positive play and learning environment for children. Effective induction procedures are in place for new staff and students which ensures that all people working at the nursery have a clear understanding of their roles and responsibilities, consequently they work well together as a team. Some staff have additional responsibilities, such as Special Educational Needs Co-ordinator (SENCO) and Safeguarding Officer, and they are suitably trained and experienced in their roles. Regular staff meetings are used as an opportunity to evaluate the effectiveness of the nursery and to share good practice.

The nursery suitably promotes inclusion and diversity as all children and families are welcomed by staff and the setting suitably reflects both the local community and wider world. Satisfactory systems are in place for the exchange of information with parents as staff take time and the care to welcome children into the nursery and talk to the parents. Notice boards, newsletters, policies and procedures are also available for parents to further inform them of the nursery's role in looking after their children. Parents' verbal comments include the friendliness of the staff, children are provided with a range of activities and that they are progressing well. Partnership working with other agencies is actively promoted as staff work with local schools and other settings which deliver the Early Years Foundation Stage.

The quality and standards of the early years provision and outcomes for children

Planning, observations and assessment arrangements are beginning to be implemented within the nursery to help staff plan for children's individual needs, interests and developmental progression. However, further review and consolidation is required to develop cyclical planning and show clear developmental progress within children's individual profiles. Overall, children are making satisfactory progress towards the early learning goals given their capabilities and

starting points. Children are provided with a suitable balance of child-led activities and adult-initiated tasks, as staff take account of children's interests and abilities. Where necessary, staff will modify resources or provide additional materials so that all children can participate.

Children arrive happily to the nursery, settle quickly into activities and they make positive relationships with both their peers and the staff. Children are generally inquisitive and curious about the nursery environment and they enjoy participating in new play experiences. Staff who care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. They ensure that they are closely supervised at all times, for example, nappy changing and sleeping arrangements. Children have access to a suitable range of resources that support their communication and language skills, for example, individual place mats are an integral part of daily routines and meal times provide a good opportunity for verbal communication. Children are developing an early appreciation of books as they enjoy listening to stories such as 'Owl Babies' and there are regular visits to the library. A suitable range of story and information books offer both instruction and delight for all the children.

Children's behaviour is good as staff successfully create an environment that values positive behaviour. As a result children respond well to staff requests, co-operate with their peers, and share and take turns in their play. Staff offer children lots of praise and encouragement and they gently remind them to use their manners and be polite. Children enjoy exploring a range of creative activities both indoors and outside in the garden and they work hard at completing self-chosen tasks. The role play area offers children the opportunity to develop their imagination and self-expression and this area is changed when trips out are made to the vets, post office or cafe. The garden area offers an enjoyable play space for children; they confidently ride tricycles, explore the natural world and participate in sand and water activities.

Children's health and safety is suitably promoted by the staff as they ensure that the nursery is a positive and safe environment. Children know about their own personal hygiene as staff remind them to wash their hands or wipe their noses when needed. They are also aware of the safety rules; as they move around the environment safely, they use resources and equipment appropriately and staff also practise fire drills with the staff. Children's dietary needs are suitably met as they are provided with a range of meals and snacks that are prepared freshly on site. Meal times are an enjoyable and sociable time for children and they are supported by the staff. They have access to fresh drinking water throughout the day, ensuring that they remain hydrated. Secure systems are in place to support children with specific dietary needs, for example, written health care plans are in place. Overall, children's health and well-being is suitably promoted.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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