

Giggles Day Nursery

Inspection report for early years provision

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Inspector

Jennifer Devine

Setting address

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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*.

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Description of the setting

Giggles Day Nursery is one of two nurseries run by Giggles Day Nursery Limited. It opened in 2010 and operates from two rooms within the R.O.W.E. Community Centre in Isleworth, in the London borough of Hounslow. Children have access to a secure enclosed outdoor play area. A maximum of 28 children aged from three months to five years may attend the nursery at any one time. There are currently 25 children on roll, some who attend on a part-time basis. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

There are eight members of staff, seven of whom hold early years qualifications to at least level 2. One member of staff is working towards an early years qualification.

The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled in the nursery and are making good progress in their early learning. Overall, the staff team have a good understanding of children's individual needs and have built up good relationships with parents. Staff have a generally good knowledge of the Early Years Foundation Stage and overall plan a range of activities to support individual children's learning goals. Although self-evaluation is in its infancy the manager has a clear understanding of the strengths of the provision and areas to develop.

What steps need to be taken to improve provision further?

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

- ensure that play materials such as sand and water are sufficient in quantity to engage children's exploration and creativity
- ensure all children's developmental records are completed regularly and kept up-to-date
- improve staff's knowledge of extending and developing children's language through appropriate intervention in their play

The effectiveness of leadership and management of the early years provision

Children's welfare is protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child. Appropriate recruitment procedures ensure all adults are suitably checked to work with children. Staff are deployed appropriately to ensure children's safety is a paramount at all times. Risk assessments are conducted and reviewed regularly

and daily safety check lists ensure the children play safely in the setting. All documentation is in place, as required.

The new manager's clear vision for the development of the setting demonstrates a commitment to ongoing improvement. Although recording of the self-evaluation process is in early stages the manager is aware of the settings strengths and weaknesses and has begun to address areas for improvement. For example, he is aware of the garden needing to be developed to ensure children can have free flow play all through-out the year.

The setting is well equipped with a good range of safe and suitable furniture and equipment. Children's independence is promoted as they can access activities from the low level storage units. However, some resources such as sand and water are not sufficient in quantity to enable children to fully benefit from these experiences as they are unable to fill containers full due to the lack of materials.

Staff have a good knowledge of each child's backgrounds and needs. Parents complete an entry profile and this enables the key carer to build up a clear picture of each child's routines, likes and dislikes to help them settle in. Staff are knowledgeable about promoting an inclusive environment for all children. Staff use Makaton signing with all children and this particularly supports children with additional languages or communication difficulties. The nursery celebrates a variety of festivals over the year and has a range of books and resources to help children understand about diversity in their society.

Parents and carers are welcomed into the setting and are encouraged to share information on their child to enable good working relationships to develop. Staff keep parents verbally informed about their child's day and by the use of daily record sheets. Parents are welcomed to see their child's learning journeys as they wish and progress meetings are held yearly to discuss the children's progress in more depth. Parental comments indicate they are happy with the service the nursery provides.

The nursery has links with the local authority developmental workers who provide support in developing the provision and the manager is in the process of developing links with local schools to support children in the transition process to school.

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

Children are happy and settled in the nursery and are making good progress in their development. The nursery atmosphere is generally calm, with most children absorbed in their play. Children separate generally well for their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play.

The staff set up the room with some activities and the children are encouraged to

develop their independence and move freely from one activity to another. They can also help themselves to other toys or resources as they wish from the low level storage units. Children enjoy small group time when they get together in the morning for registration where they find their names and place it on the name board. They enjoy talking about the days of the week and the weather and sing favourite songs. Matakon signing is incorporated into this time and children thoroughly enjoy learning to sign as they sing 'Old MacDonald'. Children also have a good awareness of how Matakon signing can support some children or adults with communication difficulties. They show a great interest in the book area and enjoy spending time looking through their favourite books and some children read the story by following the picture clues. Although the nursery has a good selection of books they are not attractively displayed in the book rack to enable children to make informed choices.

Staff have a generally good understanding of the Early Years Foundation Stage and most have developed effective planning methods to ensure children have individual goals to reach in their development. Staff observe children's progress and record the next steps for learning in their learning journeys. However, some staff do not complete these records regularly enough and keep them up to date.

Children are supported by the staff who work closely with groups of children or individually to encourage and extend their play. However, not all staff are confident in providing opportunities for children to talk and in providing challenging questions to make them think as they play. For example, a group of young children enjoy painting with a variety of paint brushes or sponges. Although the staff sit with the children supervising them there is little interaction to support these children's emerging early language and vocabulary.

The setting has an outdoor area but this currently requires some re-development to make it suitable for all weathers. However, children have good opportunities to go outdoors and enjoy playing in the nearby park on a daily basis. Children excitedly put on their coats and boots and thoroughly enjoy a run outside in the rain, finding the puddles to jump into as they release their energy.

Overall, children are well behaved; they respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by staff.

Children have good opportunities to develop their skills for the future as they enjoy using the computer in the afternoon. They are confident in their computer skills and are learning about controlling the mouse and following simple programmes. They also enjoy exploring and investigating their surroundings using the binoculars or magnifiers. Children are developing their pre-writing skills as they draw and paint intricate pictures and they attempt to write their name on their work. Children's understanding of numbers and counting are developing as they enjoy building with the large blocks and talk about how many blocks they need to make a roadway and position them carefully so they fit together.

Children are developing healthy lifestyles as they adopt good hygiene routines such as washing their hands before mealtimes. They enjoy snacks of fruit and help

themselves to drinks of water or milk. Children are provided with a healthy nutritious home cooked lunch and they learn to develop their independence as they serve their own food.

Children learn about keeping safe as they take part in regular fire drills, which helps them understand about safely evacuating the building. They are reminded about the safety rules when indoors such as not running around and learn about road safety and why they must stay together when visiting the park.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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