

Giggle and Grow

Inspection report for early years provision

Unique reference number	EY409252
Inspection date	20/02/2011
Inspector	Liz Whitehead

Setting address	Giggle & Grow Day Nursery, St. Marys House, Horsedge Street, OLDHAM, OL1 3XE
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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

Giggle and Grow Day Nursery has been re-registered as a limited company since 2010. It operates from five rooms within a converted building close to Oldham town centre. There is an outdoor play area adjoining the premises. The setting is open Monday to Friday from 7.30am to 6pm, 51 weeks of the year, closing for one week at Christmas. The nursery is registered on the Early Years Register. A maximum of 68 children in the early years age group may attend the nursery at any one time. There are currently 100 children on roll. The setting receives funding for three- and four-year-old children and welcomes children with special educational needs and/or disabilities and children with English as an additional language. There are 26 members of staff working with the children; 17 of whom hold an appropriate early years qualification and eight are working towards a qualification. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery effectively meets the differing needs of children in the Early Years Foundation Stage. Staff successfully promote children's independence and provide a wide range of mostly appropriate resources. The consistently implemented policies and procedures effectively promote children's health, safety and well-being. Well-established partnerships with parents and other agencies enable children to make good progress in their learning and development. The clearly defined management structure provides a clear sense of direction and motivates staff to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that quantities of resources are sufficient to support children's learning.

The effectiveness of leadership and management of the early years provision

The nursery is well organised and managed and provides a safe and enjoyable environment for children to learn and develop. Staff regularly access training to ensure they have a sound understanding of the signs and symptoms of abuse and neglect and the Local Safeguarding Children Board procedures. Recruitment and vetting procedures of staff are robust and ensure that adults working with children have the appropriate qualifications, skills and experience. Additionally, access to the premises is rigorously monitored and the system for recording visitors is consistently maintained to accurately record persons present. Regularly reviewed

risk assessments and staff consistently recording accidents, existing injuries and medication administered to children, successfully contribute to keeping children safe at all times.

Staff establish and maintain trusting relationships with parents. They are happy with the care their children receive and comment that the staff are very friendly and approachable. Written information, daily discussions and staff actively inviting parents comments, ensure a successful two-way flow of information. Strong and productive links with outside agencies and other childcare providers ensure that children receive the support they require and eases their transition between settings. Staff make effective use of internal and external resources and have good relationships with the local community successfully developing children's understanding of the importance of this.

The process of self-evaluation is well developed. Management and staff regularly reflect on their practice and strive to continually extend the service they provide to improve and enhance the outcomes for children. The nursery actively seeks the views and opinions of children, parents and other professionals to assess the strengths and weaknesses of the setting. Staff know the children well and respect their backgrounds. A number of the staff are bilingual and all staff learn key words in children's home languages and in sign language to promote effective communication. Children regularly access resources which positively reflect race, gender and disability and learn to value and respect peoples' differences through the celebration of traditions and festivals.

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

Children clearly enjoy their time at the nursery and eagerly investigate the varied range of activities. They excitedly enter the rooms and are keen to learn as they eagerly seek out their friends and where they wish to play. Staff actively build children's self-esteem and young children scream with delight as they recognise themselves in the mirror. The staff successfully meet the children's needs, therefore, they behave well, take turns, are polite, considerate and accepting of each other. Children know what is expected of them through the consistent and realistic boundaries set by the staff. They praise and support children in their play, and are polite and courteous; therefore, children are developing good manners and spontaneously say 'please' and 'thank you'.

Observations and monitoring of children's progress is thorough and reflects the staff's good knowledge of the Early Years Foundation Stage. Assessments from observations are used effectively to plan the next steps in learning for each child. This enables children to achieve well and make good progress towards the early learning goals. Staff are proactive in adapting resources and equipment to ensure that all children are able to participate and are not excluded. They position sensory activities on the floor to enable all children to reach and enjoy them. Young children have fun as they investigate and explore the texture and properties of shaving foam. They watch with fascination as they squeeze it in their hands.

Children are learning about floating and sinking and volume and capacity as they play in the sand and water. However, the quantities of these and the resources in the home corner are not always sufficient to support children's learning.

Children are developing valuable skills for later life through a number of opportunities that promote independence. They spontaneously clear away and confidently scrape their plates when they have finished eating. Children develop good hand-eye coordination as they make their own sandwiches at tea time. They are familiar with self-care skills and older children proudly state they have washed their hands to 'get rid of germs'. They know that fruit is good for them and that 'bananas make them big and strong'. Children's understanding of healthy eating is enhanced through them growing their own vegetables. Staff respect children's individual tastes and happily provide alternative meals if they do not eat the main lunch.

Children are developing an awareness of protecting the environment as they reuse and recycle items. They compost fruit and vegetable waste in 'Colin Compost Bin' and learn about the texture of natural materials, such as logs, shells and sponges. Children demonstrate how to use tools safely as they confidently use knives, scissors and staplers. Additionally, older children know that it is important to wear a seat belt and when crossing a road 'red means stop' and 'green means go'. Children are becoming familiar with modern technology and confidently take photographs using a digital camera. They operate simple programmes on the computer with more able children supporting their friends, showing them how to operate the mouse.

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	2
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	2
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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