

# Giggles 4 Kids Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY416369
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Lorraine Sparey

<b>Setting address</b>	Giggles, 25c Elliott Road, West Howe Industrial Estate, BOURNEMOUTH, BH11 8LQ
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<b>Type of setting</b>	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 Nursery is run by Giggles 4 Kids Ltd. It has been open since 2006 and re-registered under new ownership in 2010. The nursery operates from self-contained rooms in a children's play-centre on an industrial estate in Bournemouth, in Dorset. Children have access to an outdoor play space for activities.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 51 children in total aged under eight years. This includes 36 children in the nursery rooms and 15 children for the holiday club sessions. There are currently 38 children on roll in the early years age group and approximately 70 on roll for the holiday club. The nursery receives funded education for children aged three and four years. The setting supports children with special educational needs and/or disabilities. The setting opens five days a week, all year round. Opening hours are from 08.00 to 18.00. Children attend from the local area.

The nursery employs 13 members of staff including the manager. There are 11 members of staff who hold appropriate early years qualifications and two who are working towards a qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children participate in an appropriate range of activities and play opportunities. They benefit from staff generally providing good levels of support and knowing their individual needs and interests. Children throughout the nursery have opportunities to join together in the one area developing their confidence. However their needs are not always fully met at this time. Children are making steady progress because staff plan play and learning opportunities generally tailored to their individual abilities. There are effective systems in place to monitor and evaluate the provision including staff, parents and children in the decision-making ensuring continuous improvement.

## What steps need to be taken to improve provision further?

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

- review staff deployment to ensure that all children are effectively challenged and when grouped together appropriately supported
- review the serving of food in the baby unit to minimise the risk of cross infection
- improve children's awareness of respecting their environment and others

through staff being consistent in their approach.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate secure knowledge of how to support children's health, safety and general well-being. They are able to identify possible concerns with regard to welfare needs. There are secure procedures in place to ensure any concerns noted are dealt with quickly. Comprehensive risk assessments are undertaken throughout the nursery and displayed to ensure everyone is aware of potential hazards. Rigorous and robust recruitment and vetting procedures ensure that any staff working with the children are suitable to do so. Detailed inductions and regular appraisals provide opportunities for staff to be familiar with their role and responsibility and identify any possible training needs. For example, the manager identified that staff needed additional support with regards to the Early Years Foundation Stage framework. As a result all staff attended in-house training looking at how they could implement the framework within their own areas, ensuring that children make the maximum progress and their individual needs are met.

There are sound procedures in place to ensure the children's individual needs are catered for. Staff liaise closely with external agencies, parents and other early years providers to ensure a cohesive approach to children's learning and welfare. Additional support for individual children is provided enabling them to reach their full potential. There is a range of age-appropriate resources throughout the nursery which are mostly stored on low-level shelves and in storage containers at floor level enabling children to freely choose. Staff generally encourage children to put resources away before getting out the additional ones. However, on occasions children show little respect for others and their environment, throwing toys or treading on them when they fall on the floor. Staff response is not always consistent. For example, a child plays with dried rice tipping it onto the floor. A member of staff suggests tipping the rice from one container to another. The child continues to tip the rice onto the floor and as a result there is insufficient left in the tray for other children to use. A range of resources provides positive images of many aspects of our diverse society. For example, books and puzzles. Generally staff are deployed appropriately to support children's learning and welfare within the individual rooms. However on occasions children come together in family groups and staff do not fully support integration with all children. As a result they are not always fully engaged in activities.

There are effective systems to monitor and evaluate the provision involving all staff, parents and the children. For example, staff evaluate activities to ensure children's individual interests are catered for. Parental questionnaires enable parents to voice their views. In addition staff talk to parents on a daily basis about how they feel the provision could be improved; the implementation of a staff and parents' association also enables strong links. All staff and management are encouraged to be involved in completing the Ofsted self-evaluation. The nursery is part of Bournemouth Quality Standards enabling them to critically evaluate their provision. Any suggestions are welcomed and implemented wherever possible.

Regular visits from the local authority also provides good opportunities to reflect on their practice. As a result staff and parents are working together to create a larger outdoor area for the older children.

Partnership with parents and carers is good. They receive a prospectus providing good quality information about the setting. It covers the role of the 'key person', the Early Years Foundation Stage framework, staffing and the policies and procedures to ensure parents know what to expect. Excellent settling in procedures ensure that parents have the opportunity to stay with their children until they feel confident to leave them. Parents are very pleased with the provision, they feel the communication is good and their views with regard to their children are valued. Parents enjoy having the opportunity to be involved in their children's learning through discussion and looking at their child's learning journey with their child's key person.

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

Children enjoy their time in the setting and participate in activities and play opportunities generally tailored to their individual needs. For example, a child is interested in trains and to encourage them to try painting staff plan an activity where they can explore the paint with the train making marks on the paper. Children explore gloop and are confident to develop their own ideas. A child explains to a visiting adult that they are making special medicine for their giraffe and elephant. They mix the cornflour gloop watching how it changes consistency from being runny to solid. A member of staff encourages their learning, asking them what we call a doctor who looks after animals. A child immediately saying 'A vet'. The member of staff praises them. Other children enjoy listening to a story cuddled up to the member of staff. Children have the opportunity to use the attached play centre in the morning before it is used by the general public. This encourages their physical development and increases their fitness levels. They can climb, slide and throw balls towards the target. Children have some opportunities to play in the outside area dependent on the weather. They can use a range of resources such as wheeled vehicles or play in the house.

Staff complete observations and plan for the individual children's next steps. They gather additional information from parents to support their planning. Generally planning is different for each area within the nursery. However, it is not always evident how staff are monitor children's progress across all areas of learning ensuring that they are sufficiently challenged in all activities. For example, children come together for different parts of the day and activities do not always meet the needs of the various ages. At other times staff focus on specific areas for example widening children's interests to incorporate colours and numbers. However, they miss opportunities to extend children's language and other skills through everyday play.

Children generally follow good hygiene routines. Staff gently remind children to flush and wash their hands. Appropriate nappy changing procedures ensure that

children are comfortable. They benefit from healthy and nutritious snacks and meals. Parents share the provision of lunches. At snack time children are encouraged to help themselves and independently pour their own drinks. Older children are provided with plates or bowls and cups. However, this is not always the case with the younger children and they eat their lunch directly from the table. This practice does not fully consider cross infection or promote good table manners. Children are beginning to learn about safety. Staff give clear explanations about the consequences of their actions or behaviour. For example, using walking feet in the playroom to avoid bumps and falls. However, on occasions children show a lack of respect for resources that fall on the floor other children slip on them. Children practice the evacuation procedures on a regular basis to ensure they are familiar with what to do an emergency. Children have opportunities to learn about the wider world through interesting projects. They celebrate various festivals and have specific days such as Danish day. A parent visits and reads a story in Danish, children make flags and learn about the Danish culture. Children's behaviour is generally appropriate to their age and stage of development. They are beginning to learn about sharing and being kind to others. Staff are positive role models in the way they speak to the children. However, there is an inconsistency in their approach which leads to children not always being clear on the expectations. Older children do show consideration towards the younger children.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
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	3
The effectiveness of safeguarding	2
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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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