

Wiggles & Giggles Day Nursery

Inspection report for early years provision

Unique reference number	255157
Inspection date	01/06/2011
Inspector	Diane Ashplant

Setting address	634 Hagley Road West, Oldbury, West Midlands, B68 0BS
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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*.

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

Wiggles and Giggles nursery opened in 1999 and is run by a private company. It operates from a number of rooms within two buildings and is situated on a main road in Sandwell. A maximum of 66 children may attend the nursery at any one time and there are currently 88 children on roll, of whom all are in the early years age range. There are 30 children in receipt of funding for early years education. The nursery is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 7.30am to 6.30pm, all year round. All children share access to a secure enclosed outdoor play area. Children come from the local and wider area and attend for a variety of sessions. The nursery employs 24 staff, of whom 22 hold appropriate early years qualifications and the remainder are working towards an appropriate qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and well occupied in this welcoming and stimulating environment where they make good relationships with staff and where their welfare, learning and development is very well supported. Children's uniqueness is highly valued and all practice is inclusive which ensures children's individual needs are effectively met. Space and resources are extremely well organised and the staff form a consistent and enthusiastic team who show a very good commitment to continuous improvement through training. The provision effectively reflects on its practice in different ways and excellent partnerships with parents and generally good links with others serve to further support outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems for sharing information to support continuity and progression for children who attend more than one setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a very clear understanding of their roles and responsibilities in protecting children from possible harm or neglect and how to pass on any concerns appropriately. Staff's knowledge is updated by training and regular discussion of safeguarding procedures at staff meetings, and there is a comprehensive policy which is shared effectively with parents. Children are cared for in a well-maintained and secure environment where very sound procedures for attendance monitoring and routines such as padlocking gates to prevent any access to the outdoor area support their welfare. Staff are fully alert to any

hazards and use both visual and written means to monitor these, taking action to amend practice when needed, such as changing hand-washing procedures to reduce the possibility of children slipping. All documentation for the safe and efficient management of the setting is in place and regularly reviewed. The staff team is well established and works very well together to create a relaxed and friendly environment where children and parents feel very secure. They show a good commitment to continuous improvement through training and have regular meetings to support purposeful communication and discuss practice. The management offer a welcoming open-door policy so they are always present to engage and support as necessary. Rigorous recruitment and selection procedures and a well-managed staff induction and ongoing support ensure the suitability of all those who work with the children. Resources and space are very well organised to provide children with a wide range of play and learning opportunities, with the outdoor areas regularly used during the daily routine. Very good deployment of staff means children are well supervised and benefit from effective support when needed and have many opportunities for individual engagement. Key workers use time during the daily routine to work more closely with their specific children, for example, taking them away for short phonic sessions. The setting continually reflects on its practice and involves staff, parents and children in this process as well as being part of other quality audits.

Children are well known as individuals and an effective key worker system and settling-in process supports the sharing of all necessary information about their needs and routines. Staff are well informed about any individual details, such as dietary requirements, and carefully devise ways of making all children feel included. Individual information is regularly updated and reviewed through close liaison with parents. Although there are currently no children attending who have special educational needs and/or disabilities, staff are fully aware of the importance of working closely with outside agencies to support individual needs. The staff understand the need to make links with other early years settings that children may also attend, however, these are not yet fully developed to support children's continuity of care. The nursery is aware of easing children's transition and focuses on this during the summer term by developing their independence and encouraging liaison with some schools.

Partnership with parents is a real strength of the setting and fully supported by the approachable and welcoming staff group who know the children well and show a genuine care and commitment to their wellbeing. Information is shared very effectively from the start through verbal and written means, with parents regularly asked to update any relevant details about the child's development. Informative displays on the noticeboards and in the classrooms and the regular newsletters keep parents updated. They receive a daily record, and also regular focus activity sheets about their children, to take home, read and to comment on, and are invited to parents' meetings where they view their children's profiles and discuss their progress. Parents are included in special events and fundraising activities and also invited to share any particular skills to support the nursery's activity programme. Visits home by the nursery bear and work proudly taken home further cements this strong home/nursery link. Children have some opportunities to get to know their local community through occasional walks to the shops or the post

office while the nursery focuses more on inviting people in to meet the children and widen their experiences in real and exciting ways.

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

Children are happy, safe and secure at this setting where staff ensure their welfare is well promoted. Children are confident and active learners as they are well supported by staff and enjoy a wide range of resources and stimulating opportunities which help them make good progress in their learning and development. Children move very confidently around the space available and eagerly select toys of their choice which are well maintained and easily accessible. They are routinely asked and reminded by staff about safe practices, for example, as they line up to go outside or come down the stairs. They take part in regular fire drills and visits from fire and police officers reinforce their awareness of personal safety in a meaningful way. Routines such as hand-washing and nappy-changing are efficiently carried out to support children's health as well as a well-managed session of tooth brushing after the main meal. Healthy practices are further reinforced through appropriate discussion and craft activities and clear labelling and posters. Children thoroughly enjoy time in the fresh air as they use the climbing equipment, ride around on the bike track or play with hoops and balls. The weekly visits of outside practitioners such as 'Coach Dave' and 'Bizzie Lizzie' provide exciting and stimulating opportunities for children to have fun as they exercise and develop their physical skills and coordination. Children benefit from nutritious and balanced meals and healthy snacks prepared on the premises and have access to their own drinks at all times. Children's behaviour is generally good as staff provide clear role models so children learn to be respectful of each other and play well together. Genuine praise and encouragement from the staff as well as strategies like the use of stickers and the 'star of the day' award make children feel valued. Children are encouraged in their developing independence through initiating how and where they play, helping in routine tasks such as tidying up and taking on roles and responsibilities which help their growing confidence and prepare them for school. Their ideas and views are sought and listened to by sensitive and alert staff who are keen to foster children's own individuality. Family photos are displayed around the walls and children confidently request to go and see younger siblings in other rooms. Children are learning about the wider world as they are inspired and involved in exciting activities around many different festivals such as Chinese New Year, Easter and Holi which are captured in photographs and colourful craft displays for them to reflect on.

Most children are active learners, confident to initiate their own play or work together with their companions. The well-labelled environment and easy access to resources for mark-making encourage language development and early writing skills. Conversation and discussion takes place throughout the day and carpet times or sitting together at meal times is well used to engage children and develop social skills. Regular involvement in songs, rhymes and story time helps children develop an interest in written and spoken words. Each room has its own quiet and comfortable space where children can select their own books or listen attentively to a favourite story with an adult. Children develop their creativity and imagination

as they mimic adult roles with role play and dressing up or play with small world figures. Babies explore many different textures and materials in their treasure baskets while older ones create elaborative junk models, mould cinnamon-scented playdo and sand mixed with washing up liquid or see how things change as they make the gloop and then add different colours. Planned and spontaneous activities support their problem-solving as they balance and build in the construction corner or play and assemble different shapes for the marble run. Number recognition is part of the everyday routine as children count as they line up to play outside or work out how many plates and cups are needed for snack time. They use tape measures and see how tall they have grown against the height chart or chalk round their shapes on the playground and point out their different sizes, shapes and body parts. Children are developing a wonder of nature as they recollect visits from the 'bug man', go on the hunt for mini-beasts or help look after a pet snail. They learn about vegetables which grow over and under the ground and have some opportunities to sow and care for plants like strawberries, tomatoes and cress.

Children's learning and development is enhanced by staff who are genuinely committed to providing many exciting and diverse experiences for them to enjoy and learn from. Very well resourced and decorated rooms encourage their involvement and support their curiosity and regular use of outdoor space provides further play and learning opportunities. Staff often engage spontaneously and enthusiastically with the children to make learning fun but also to extend and encourage their thinking through effective questions and prompts. Children essentially direct their own play, with staff well positioned to appropriately engage and support. Effective systems for observing and monitoring children's progress are in place, such as spontaneous and more focused observations. Staff regularly use and evaluate these along with children's ideas and preferences to provide an exciting programme and to identify and plan for the next steps in children's learning. These are incorporated along with photos and examples of work in their individual profiles which are shared with parents so they too can celebrate their children's progress.

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	1
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	1

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	1
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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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