

# Little Giggles Private Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY407651  
**Inspection date** 28/06/2011  
**Inspector** Ferroza Saiyed

**Setting address** Guide Lane Methodist Church & Sunday School, Guide Lane, Audenshaw, MANCHESTER, M34 5BZ  
**Telephone number** 0161 336 6257  
**Email** info@littlegigglesnursery.co.uk  
**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little Giggles nursery was registered in 2010. It is run by a limited company and operates from converted premises in the Guide Bridge area of Tameside, Greater Manchester, close to shops, parks, schools and public transport links. It is a privately owned provision, situated in the Audenshaw area of Manchester.

Children are grouped in three separate base areas according to their ages and stages of development. There are bathroom and changing facilities located close to the entrance. There is an outdoor play area to the side of the premises.

Little Giggles Nursery is registered to provide care for a maximum of 41 children from birth to eight years. A maximum of 14 children under two years may attend. It is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 34 children on roll who attend for a variety of sessions throughout the week. The nursery is open each week day from 7.30am to 6pm, 51 weeks a year. Children come from within the mixed urban community and wider surrounding area. The nursery supports children with English as an additional language.

A staff team of eight staff is led by a qualified manager. There is part time cook and clerk employed. All staff have appropriate training and qualifications. Advice, support and training is gained from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are a number of breaches of the Early Years Foundation Stage requirements. The lack of the provider's knowledge and understanding of the Early Years Foundation Stage means individual children's safety, welfare and development needs are not being met effectively. The registered provider does not have an understanding of the areas for development. Systems to evaluate the practice are not established and do not ensure continuous improvement. Partnerships with parents are generally suitable, resulting in them being satisfactorily informed about their child's time at the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure staffing arrangements are organised to ensure 15/07/2011

safety and to meet the needs of the children by meeting the requirements for adult to child ratios set out in Appendix 2 of the EYFS regarding sufficient suitable staff (Suitable people)

- investigate all written complaints and notify complainants of the outcome within 28 days of having received the complaint and provide parents with the details for contacting Ofsted should need to make a complaint (Safeguarding and welfare)(also applies to the Childcare Register) 15/07/2011
- obtain information from parents as to who has parental responsibility for the child (Safeguarding and welfare) 15/07/2011
- develop staff's working knowledge of Early Years Foundation Stage framework and develop secure systems for observing, planning and assessing children's developmental progress, which all staff are able to confidently use (Organisation) 26/08/2011

To improve the early years provision the registered person should:

- promote respect and positive attitudes to diversity by encouraging children to talk with each other about similarities and differences, using props and stories about children who are both like them and different from them
- plan activities that offer physical challenges and plenty of opportunities for physical play such as large scale climbing apparatus for the older children
- ensure the fire blanket is placed within easy reach
- develop systems for self-evaluation to help identify weakness or build on already good practice in order to promote continuous improvement of the provision and outcomes for children
- ensure children have drink with their meals and make sure the milk in bottles for babies is kept in the fridge
- develop procedures to gather starting points and increase involvement with parents so that learning is extended within the home.

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

The staff team are aware of their responsibility to safeguard the children in their care. Children are safeguarded because staff have an understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. There is a comprehensive policy document available containing full details of all procedures. This is shared with parents and staff. Having said this, the correct staff ratio to children is not being met. Children's safety and welfare is therefore, compromised. This is a breach of the welfare requirements. Daily safety checks are carried out to maintain children's safety. Written record of risk assessment for each area is in place to identify and minimise any hazards. However, the fire blanket is not placed within easy reach, which compromises children safety. Having said this, opportunities for children to learn about fire safety are

provided and staff discuss aspects of safety with children to help raise their awareness of keeping themselves safe.

Required documentation is in place, however, parents have not been asked to complete consent forms for emergency medical treatment or advice and information about who has parental responsibility has not been obtained. These are breaches of the welfare requirements. The registered provider fails to monitor and evaluate practice in the setting and has not identified a number of significant issues. This means that children's care, learning and development is impeded. Whilst manager and staff are willing to improve they rely on external sources such as the inspection process to show them what to do.

Comments from parents are complimentary to the staff team, they are valued and informal daily discussions keep them informed of their child's well being and activities in which they have been involved. However, the systems to find out about children's starting points in relation to their learning and development are not fully robust, which means that effective procedures to observe, assess and plan for each child are not in place. The complaint procedure is not accessible to parents, should they wish to make a complaint and the registered provider does not keep accurate records of complaints made. This is a breach of the welfare requirements.

Staff set up a suitable range of activities which children confidently choose from. Children are able to move freely around, depending on the activities they are involved in. There is a range of quality toys and resources are stored at the children's level, giving them independent access and choice in their play and learning. However, there is a lack of suitable multicultural resources that reflect positive images of diversity. Having said this staff have an understanding of equality and diversity and are aware of children's individual needs and family backgrounds. Steps are taken to promote children's health and well-being, to prevent the spread of infection and to care for children when they are ill. Although drinking water is available throughout the setting, some children were not offered a drink with their lunch, and milk in bottles is not stored in the fridge, for safe consumption.

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

Children mostly enjoy their time in the setting and show interest in the appropriately challenging activities. There is a key person system in place, which results in children forming attachments with persons who know them well and are aware of their individual needs. However, children are making insufficient progress towards the early learning goals because staff do not have a secure knowledge of the Early Years Foundation Stage requirements. Staff are unable to effectively support children's learning as they lack understanding of the requirements.

Observations of the children during their play are starting to be used. These are beginning to be transferred into files to plot the children's learning journey.

However, the assessment and recording systems for children's learning journeys are still in its infancy and the planning for each individual child's unique needs and next steps for learning is not yet fully secure. That said children are lively and enthusiastic. They enjoy their play with purpose, as they recreate experiences from home whilst in the role play area and demonstrating sheer pleasure as make food for their friends. They pretend to be mountain rescuers as they climb on some cushions. Younger children enjoy singing to well known nursery rhymes and show off as they sing the alphabet song and twinkle twinkle little star. Children confidently practise their writing skills as they access a range of tools to make marks, using paper, brushes, pens, and pencils to write their own name and draw. Some children are able to recognise letters in labels, such as 'D' for doll.

Babies and toddlers enjoy sensory experiences, such as, playing with treasure baskets, coloured bottles and textured materials. They have great fun as they enjoy exploring, tasting the custard and feeling the textures. Staff are proactive in their interactions with children, but also skilfully step back when they recognise that children need space for self-discovery and contemplation. Staff repeat words back to the children to enhance their vocabulary. Toddlers enjoy vocalising as the staff initiates conversation and reinforces their attempt to speak, they say 'Ta' when given a toy, and say 'ello' when asked the colour of an object.

Children freely access and relish outdoor play. They enjoy practising their skills, with most children being competent, skilful and in control of their sit and ride toys stopping, starting and changing direction. However, there are insufficient opportunities for pre school children to access large apparatus to develop their large motor skills.

Children learn to keep themselves safe through gentle reminders from staff not to run in the setting, to be careful when sitting on the stools and are encouraged to help tidy up to keep the space safe. Staff understand the importance of a healthy diet and parents' wishes are fully considered so that children's individual health and dietary needs are met appropriately. Snacks and mealtimes are relaxed and sociable occasions.

Children learning English as an additional language are integrated into the setting and staff demonstrate a positive attitude towards equal opportunities. However, the limited resources to reflect diversity demonstrates, children's awareness of the wider world is not fully promoted. Staff demonstrates a clear understanding of behaviour management techniques. Regular praise and encouragement helps to promote children's self-esteem and promotes positive behaviour. Children are developing many skills that will contribute to their future economic well-being. For example, they are eager to use programmable toys and they become increasingly confident in using interactive resources.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	4
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Obtain from parents written permission for seeking of any necessary emergency medical advice or treatment in the event of an accident or an emergency consent (promoting good health) 15/07/2011