

# Little Giggles Private Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY407651  
**Inspection date** 10/01/2012  
**Inspector** Judith Kerr

**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 - Non-Domestic

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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

Little Giggles Private Day Nursery Ltd is owned by a private provider and was registered in 2010. It operates from three rooms in converted church premises in the Guide Bridge area of Audenshaw in Tameside, Greater Manchester. The nursery serves the local area and has strong links with the local primary school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 41 children may attend the nursery at any one time. There are currently 43 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 11 members of childcare staff. All of these hold appropriate early years qualifications at level 2 and at level 3 or above. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a sound understanding of the Early Years Foundation Stage, which ensures inclusion is increasingly promoted. Policies and procedures meet requirements and ensure the welfare and learning of all children is for the most part appropriately supported. A secure, welcoming environment is provided with age-appropriate activities planned for all children throughout the day. Ongoing communication with parents keeps them up-to-date with the provision but does not sufficiently involve them in children's development. The nursery evaluates their practice, in order to identify priorities for improvement and recognise where the key areas for development lie.

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

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

- provide further opportunities for parents to become actively involved in their child's development by agreeing their abilities on admission, inviting them to contribute to assessments and offering ideas to extend learning at home
- develop how children can be offered additional opportunities to extend their independence skills
- increase opportunities to enable children to see print in the environment
- extend opportunities for children to develop physical skills and enjoy the

outdoor environment.

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

The staff have a clear understanding of safeguarding procedures to protect children from harm and abuse and are aware of the procedure to follow if there are any concerns about a child in their care. All adults on the premises are checked to verify their suitability to be in close proximity to children. Staff are appropriately qualified and the requirements for ratios are met. All the required documentation and consents are in place and stored securely to further safeguard children's welfare. The children are carefully supervised throughout the day and the necessary risk assessments are completed to monitor hazards on the premises, indoors and outside and on outings. Resources are organised to ensure they are accessible to all children, thereby, promoting confidence and self-esteem.

Since the last inspection, there have been some significant changes and the present staff team are clearly focussed on improving outcomes for children. The actions raised have been met, resulting in improved standards of care for children. The recommendations raised have all been addressed, although, parents are not yet involved in identifying children's starting points or consolidating and extending their learning at home. An 'all about me' sheet is completed on admission but this does not identify children's abilities in relation to their learning and development. Furthermore, parents are not provided with ideas to extend learning activities at home or to contribute to their learning records. Regular supervision meetings occur and staff are encouraged to attend ongoing training, in order to raise the quality of care and keep their knowledge up-to-date. The nursery recognises the importance of monitoring the provision to ensure future improvements are suitably targeted to improve outcomes for children.

Partnerships with parents are developing through the sharing of information during the admission procedure. Children's individual needs, likes and dislikes are agreed. Staff work closely with families of children with special educational needs and/or disabilities to ensure they can be fully integrated and included. Beneficial links are made with other agencies to ensure children receive good levels of support. Also with other Early Years Foundation Stage providers to promote consistency and continuity for children attending different settings. Parents are provided with contact details of the regulator should they be unhappy with any aspect of the care their child receives and a log of complaints is maintained.

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

Staff are developing their confidence in implementing the Early Years Foundation Stage Framework which ensures children make agreeable progress in their learning and development. They make written observations of children's achievements, which are linked to the six areas of learning. The next steps are for the most part

identified to target future learning priorities for children. Planning has clear learning objectives and assessments are now being linked to the elements of the framework to help monitor children's progress towards the early learning goals.

A relaxed and welcoming environment is provided with space being well-organised to accommodate children's needs. Staff listen to what children say, respond to babies early babbling and ask open-ended questions of older children to extend their thinking. They offer lots of praise and encouragement as children seek their approval throughout the day. Circle time provides opportunities for children to develop their confidence as they speak in a group and demonstrate their understanding of the correct clothing to wear to match the weather outdoors. However, children's independence skills are limited as they are not provided with opportunities to pour their own drinks or serve themselves lunch. Although, a variety of mark making materials are readily available and all children are encouraged to practise writing using different materials; there is limited evidence throughout the nursery of print in the environment to support and enhance children's understanding of written words and numbers. However, mathematical development is enhanced by singing songs, such as five currant buns and identifying shapes and colours as part of the daily routine.

All children spend time outdoors each day where they balance, slide and manoeuvre the wheeled toys. Some children enjoy walks in the local area, which provides opportunities for collecting leaves, climbing on and off walls and jumping over logs. However, even though it is recognised as an area for development, opportunities for large scale physical activity is still limited. Using a variety of materials and textures helps children to develop their creativity and imagination. For example, babies and toddlers enjoy painting with their hands and feet and using their senses to explore the glitter, feathers, shaving foam, baked beans and water with glitter. Older children make paper plate faces with wobbly eyes, coloured paper, string and straws, print with potatoes and collage snowmen using cotton wool, glitter and shiny shapes. The children enjoy making their own pizzas and cakes, which they then eat.

Children learn about the wider world through activities, such as locating different countries on the map and identifying their famous buildings, including the Pyramids, Eiffel Tower and Taj Mahal from pictures. The children make pictures of Mosques and candles to celebrate Eid and Diwali and enjoy traditional foods from various countries, including samosas, onion bhajis and mild curries. Resources, such as books, male and female and multicultural dolls also promote children's awareness of the wider world.

A robust approach to hygiene routines throughout the nursery together with a varied range of nutritious meals and snacks, which are made fresh on the premises each day, encourages children to develop healthy lifestyles. Posters in the bathroom further reinforce the importance of good hand washing routines. All children have free access to drinking water throughout the day to enable them to quench their thirst. Children have a secure understanding of how to keep themselves safe in the sun by wearing hats and sunscreen and know the correct procedures to follow when crossing the roads. They practise the fire evacuation plan regularly, which ensures they are familiar with the procedure to follow in the

event of an emergency.

## 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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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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	2
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