

Giggles Day Nursery Ltd

94 Bath Road, Hounslow, Middlesex, TW3 3EH

Inspection date	26/09/2012
Previous inspection date	06/01/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is placed at risk because the safeguarding policy and procedures are not known, understood or implemented by all those who work with the children. Their lack of understanding stems from the manager failing to use the induction process or to monitor safeguarding systems.
- The management does not have secure systems to make improvements to the nursery. There are several breaches of statutory requirements. Recommendations identified at the last inspection have not been addressed. Staff training needs are not met, so they do not know how to implement the requirements in order to promote children's well-being, learning and development adequately.
- The daily organisation and management of the nursery is not firmly established, so staff do not meet all children's individual needs satisfactorily. Assessment systems are weak; consequently, children do not make sufficient progress.
- The role of key carers in each room is not established. Children do not receive the emotional support they need when they first enter the nursery or when they move to a new room, so they do not form secure attachments.

It has the following strengths

- Adults offer some activities that children enjoy, such as sharing books, using paints and outdoor play.
- Some adults observe children and get to know their particular interests, then offer

activities that reflect these.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play in each of the rooms and in the outside area.
- The inspector and manager made a joint observation of children's play and staff interaction in the outside area.
- The inspector talked with some parents, all of the staff in each room, and also had discussions with the manager and owners of the nursery.
- The inspector observed the staff team at work; this observation included agency staff working in the nursery on the day of the inspection.
- The inspector examined all the documentation that was made available at the time of the inspection.

Inspector

Teresa Kiely

Full Report

Information about the setting

Giggles Day Nursery is one of two nurseries, jointly owned. It has been registered with Ofsted since 2008. The nursery is also registered on both parts of the Childcare Register. Children are accommodated in two designated rooms and have access to an enclosed outside area in a parish centre in Hounslow, Middlesex. The nursery is open each weekday from 8am to 6pm throughout the year, with the exception of public holidays and three additional days between Christmas and New Year. There are currently 43 children on roll aged from one to four years. The nursery receives funding for the provision of some free early education to children aged two, three, and four years. The nursery supports children with special educational needs and/or disability, and children who learn English as an additional language. The nursery employs six members of staff, four of whom hold relevant or equivalent National Vocational Qualifications at level 3 and two hold similar qualifications at level 2. A cook is also employed in the nursery.

What the setting needs to do to improve further

We will issue a separate Welfare Requirements Notice as the standard of your provision is not acceptable. You are not meeting one or more of the welfare requirements of the Early Years Foundation Stage. These are legal requirements and as a result of your failure to meet them we are taking enforcement action against you.

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To meet the requirements of the Early Years Foundation Stage the provider must:

- Ensure that entry and exit points to the setting are made fully secure at all times
- Ensure that children are supervised at all times when they use the toilet
- Ensure that the identification of all visitors to the setting is fully checked
- Ensure that all staff, including agency staff, are aware of, and implement the safeguarding policy and procedures
- Update the safeguarding policy to include what to do if allegations are made against a member of staff, and include advice on mobile phones

- Ensure that there is robust planning and organisation to keep children safe when they use the outside area
- Use safe recruitment procedures when employing new staff
- Put into place a robust supervision of staff so that areas for development are identified and addressed
- Ensure that agency supply staff have induction into key safeguarding, welfare and learning and development issues before they directly work with children
- Ensure that all members of staff are able to understand and use English effectively
- Provide training and support for the staff team so that they are able to effectively implement the revised Early Years Foundation Stage
- Develop a robust organisation of the day through careful planning of adult led and child initiated learning in each room and outside, that matches the needs and interests of each child
- Meet children's individual needs through planned provision and policy that enables everyone working with children to be fully able to meet their everyday needs.
- Develop the key person role so that parents are able to support their children's learning at home
- Develop the role of the key person, so that children are fully supported and nurtured when they are in the setting, especially when they are new or when they are feeling unhappy

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have limited understanding of how to implement the learning and development requirements of the Early Years Foundation Stage. They do not provide appropriate support to all children in order to help them make adequate progress. They provide a range of activities that engage some children for brief periods. For example, children enjoy painting; they seek out adults whom they know for a story or a chat, and some older ones like physical exercise outside. Overall, however, children's learning and development is neither planned for systematically, nor delivered through challenging and stimulating practice. Staff do not prepare children adequately for the next stages in their learning because staff attention is focused on the immediate moment, rather than planning to support the on-going needs of each child. The lack of planning and organisation also means that children play in chaotic environments with limited interaction from staff.

Adults pay some attention to the communication and language development of young children, but they do not fully support children's individual needs here. For example, temporary staff are unaware of children's first languages and children with speech delay spend considerable periods alone with no attention from staff, despite guidance provided by a speech and language specialist. Staff do not establish what children can do when

they first start at the nursery in order to plan what they need to do next. They make observations of children's learning in the nursery but these are of a variable quality and sometimes state what children are doing, rather than what they are learning. This means that adults are not always aware of how to support children's learning further, or build on any progress they may be making.

The contribution of the early years provision to the well-being of children

The 'key person' system is ineffective and does not support children's emotional well being or help them make secure attachments. Although some staff know the children in their care, others are unaware of children's individual needs. There are particular weaknesses when key adults are moved across the rooms, and when temporary staff do not know the routines or children's preferences. The weaknesses in the organisation of care from key adults means that sometimes children are distressed unnecessarily when their parent leaves, or when their key person is working in another room.

Adults support children through some discussion and shared activity. Nevertheless, when organisation is poor, some children's behaviour deteriorates, which causes others to become upset. This weakness is seen particularly in the outside area when too many children use the garden at once, so it becomes unsafe and minor accidents occur. This lack of organisation affects children's confidence, particularly that of the youngest ones. Those who are still learning to walk cannot practice because staff constantly carry them so they are not knocked over.

The learning environment inside and outside is of a poor quality. Staff do not give enough attention to planning how the resources might develop independent and supported learning. For example, when the youngest children eat their snacks together at a table, adults sit behind them, so chances for communication, such as talking with children about what they eat, are missed. All children enjoy a healthy selection of fruit, but they are not offered any choices as to what they eat or drink.

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

The leadership and management of the nursery are poor. The manager is ineffective in monitoring how all staff, including temporary ones, implement agreed procedures. The safeguarding policy does not meet stipulated legal requirements. Arrangements for safeguarding children are neither robust in organisation nor effective in practice. The entrances to the nursery are not secure at all times. The identification of visitors is not always vigorously checked. Temporary staff are not informed of policies and procedures before starting work. They are not clearly informed about safe practice concerning the toileting of young children, and this weakens further the safeguarding procedures. They are also not always told about children's specific individual needs, prior to working with them.

Although there are agreed routines for use of the outside area, a lack of planning and organisation means that children sometimes have needless accidents in the garden. The organisation of the outdoor area was raised as an area for improvement following the last inspection but this weakness has still not been addressed. Arrangements for the effective recruitment of staff are not fully in place, or followed through by those responsible for leadership. For example, not every member of staff working with children has sufficient grasp of English in order to respond to instructions.

Although the nursery functions on a day to day basis, there is little attention paid to the organisation of staff across the rooms, which results in an ineffective 'key person' system. This absence of management structures includes the development of areas for staff improvement, and tackling the areas of weaknesses. The provider has an action plan in place to develop identified management issues, but this plan has not improved practice sufficiently. All areas of development, identified in the last inspection, remain unaddressed.

The providers do not have a plan in place to monitor, evaluate and support developments in planning and practice.

The nursery has developed some positive links with parents; however, these are not strong enough to provide advice and support for parents when they are with their child at home. Some parents say that they are not sure how to support their children when they are working in two languages or when they have difficulties with toilet training.

Although staff are caring, the system to understand and meet children's individual needs is ineffective. The manager has not addressed advice provided by outside professionals. Some staff are unaware that special plans exist, so are unable to give children the special support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- The registered person must ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving.
- The registered person must ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY375125
Local authority	Hounslow

Inspection number	815662
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	43
Name of provider	Giggles Day Nursery Limited
Date of previous inspection	06/01/2009
Telephone number	020 85771815

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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