

Giggles Nursery

23-25 Springfield Road, Horsham, West Sussex, RH12 2PG

Inspection date

12/11/2012

Previous inspection date

08/06/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Safeguarding procedures are robust and rigorous to protect the children who attend.
- Children's creative development is promoted well, because staff actively encourage children to use their imaginations.
- All staff know the children and their families well enabling them to meet the children's individual care needs well.
- Children benefit from a fully inclusive play and learning environment where they are treated and respected as individuals.

It is not yet good because

- Staff do not gather enough detailed information from parents about the children's learning and development to help plan for their initial learning needs.
- Staff do not consistently identify the children's next learning steps in some areas of the nursery to inform the planning of the educational programme.
- Evaluation procedures are not fully embedded to consistently monitor staff's assessment of children's progress.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing practice in all of the base rooms for the different age groups.
- The inspector spent time talking with the staff, children and a parent.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.
- The inspector spent time carrying out a joint observation of practice with the manager and discussed emerging issues and strengths throughout the inspection.

Inspector

Lisa Cupples

Full Report

Information about the setting

Giggles Nursery first registered in 2008. New management and a staff team came into post in 2010. The nursery operates from a purpose built building in Horsham, West Sussex. Children use three base rooms, dependent on their age and stage of ability and there is an enclosed area for outdoor play.

The setting is open Monday to Friday from 8am to 6pm, 51 weeks per year and children

can attend a variety of sessions or full time. The setting currently supports a number of children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The setting is in receipt of funding for the early education of three- and four-year-olds.

What the setting needs to do to improve further

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

- improve procedures for monitoring staff's assessment of children's progress to ensure consistency in all nursery rooms
- develop the consistency of children's assessments by ensuring staff are identifying children's individual next steps in each of the nursery rooms and use these to further develop the planning of the educational programme.

To further improve the quality of the early years provision the provider should:

- strengthen the range of information gathered from parents to include details about the children's starting points in relation to their learning and development.

Inspection judgements

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

Children make sound progress across all areas of learning. Staff have a clear understanding of the Early Years Foundation Stage framework and ensure activities and experiences are provided to promote all areas. However, the systems staff use to assess the children's progress and the quality of planning of the educational programme are not always consistent across the nursery. As a result, the standard of activities and children's learning opportunities vary from room to room. For example, children in the pre-school room benefit from focused activities with clear learning intentions and make good progress. Younger children have a more general array of activities. Although they are making satisfactory progress, their learning tends to take place through incidental opportunities rather than through planned activities. Overall, children's learning and development is in line with the expected developmental ranges for their age groups. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning overall.

All children are actively encouraged to use their imaginations fully and are able to express themselves creatively in a range of ways. For example, children role-play in the home

corner, using a variety of props and resources to extend their own ideas. They negotiate roles and develop storylines as their play evolves. Children develop stories and recall events using small world resources, such as train sets, farms and garages. Children use musical instruments with ease and enjoy singing songs and matching actions to rhymes. Younger children laugh and giggle as they dance and staff sing to them. All children use a selection of materials and media to create their own ideas during art and craft activities and staff enable children to experiment with the materials as they learn about their properties. Children make marks with paints, gloop, chinks and crayons and older children are able to write their names, forming clear recognisable letters. Children in the pre-school room confidently link letters to sounds and are beginning to recognise rhyming words. Children of all ages handle books and enjoy listening to stories. Very young children snuggle up to staff in the book corner and look at the pictures, repeating new words as they extend their vocabulary.

All children benefit from a well-organised play and learning environment where they are able to choose activities and resources freely, promoting their independence and decision-making skills from an early age. Staff adapt the activities to ensure all children are able to participate fully. Children's work is valued and displayed brightly around the walls. Children proudly show their parents and visitors what they have been doing. Older children learn about recycling and place used paper in the recycling bin, talking about reusing it later to decorate a model.

Partnerships with parents are secure and children benefit from the two-way flow of information. Staff gather a wealth of information about the children's welfare needs, such as diet, medical needs and sleep routines. However, the range of information staff gather does not currently include details about the children's starting points in relation to their learning and development. As a result, there is a slight delay before staff can plan for the children's individual learning needs. Staff have a sound awareness and understanding of the procedures for completing the two-year-old progress checks and all the required paperwork is ready to implement the new systems.

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

All children are happy and settled during their time at the nursery. Staff effectively use the information gathered from parents about the children's welfare needs to support all the children who attend. Children form positive relationships with their peers and the staff team. Babies and young children hold their arms up for cuddles and enjoy snuggling into the staff when they are tired or need reassurance. Children are developing a clear understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Consequently, children follow instructions, such as, helping to tidy away the resources before lunch because they know what staff expect of them. Children take turns and share resources well as they recognise the needs of others. Children demonstrate good levels of self-confidence as they question the inspector and share their views and experiences with her. All children show curiosity and communicate their needs well. For example, children ask for additional resources or point to communicate their needs to the staff team. Children's spoken language and social skills are developing well

as they participate in one to one learning and small and large group activities. They confidently share their ideas, make suggestions to others, and happily share their personal experiences. All children have access to a range of multi-cultural resources and celebrate a wide range of international festivals as they learn about the wider world.

Children are developing a good understanding of healthy eating and lifestyles through discussion and daily routines. Children talk about the types of food that are good for them at snack time, as they choose from a variety of fresh fruit and a small portion of carbohydrates, such as bread sticks or crackers. All children are polite and use their manners well. All children have daily opportunities to experience outdoor play and learning and use a wide range of outdoor resources. They ride wheeled toys with ease and have opportunities to balance and jump as they practice their physical skills. Children recognise when they are cold and put their own coats on or get a drink from the freely available drinking water.

Children's individual welfare needs are met successfully because staff spend time getting to know the children and their families well. Individual strategies are in place to support children. For example, staff have attended medical training and work closely with parents to accommodate the children's individual needs, including diet, health and personal requirements. Children with English as an additional language have extra support systems in place. For example, staff work closely with parents to develop a list of key words and/or phrases in the children's home languages and learn how to pronounce them correctly. This reassures the children and makes them feel safe as they settle into routines and begin to communicate in English.

The nursery has strong links with local schools and other providers of the Early Years Foundation Stage. Effective systems are in place to ensure the children's smooth transition to school and for those children who attend more than one early years setting.

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

Safeguarding in the nursery is effective because all staff have a clear understanding of child protection procedures and know how to implement them. Written policies and procedures are in place and shared with parents to ensure they fully understand the staff team's role and responsibilities towards protecting their children. All visitors are required to show identification and sign in and out of the visitor's book. This ensures an accurate record is maintained of all those with access to the children. Children enjoy a safe and secure play and learning environment because the staff carry out daily checks of all areas and full written risk assessments are completed regularly. Robust recruitment and vetting procedures alongside effective induction systems ensure all adults and students are suitable to work with children.

The nursery has made sound progress since the last inspection, and they have addressed most of the recommendations. For example, children can now experience outdoor activities covering all areas of learning and a full written complaints policy and procedures

are in place. The nursery staff and the manager monitor the overall effectiveness of the nursery through on-going evaluation. The nursery obtains feedback from parents via questionnaires, general discussions and a suggestions box in the entrance foyer. Following feedback from parents, the garden area has improved with the introduction of planting beds, drainpipes for water play and number lines. The owner regularly checks children's records to ensure they are up-to-date, accurate and well maintained. The manager carries out annual appraisals and observes staff practice in each of the playrooms to drive improvement. However, the manager does not consistently monitor staff's practice when assessing children's progress. Regular newsletters ensure parents know about any forthcoming events or changes to the policies and/or procedures. The nursery has well established links with local schools to ensure the children's transition to school runs smoothly. Appropriate strategies are in place to support all children's individual welfare needs because the nursery works well in partnership with other agencies.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY386826
Local authority	West Sussex
Inspection number	822931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	39
Name of provider	Playpen Childcare Limited
Date of previous inspection	08/06/2009
Telephone number	01403 750308

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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

T: 0300 123 4234
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