

Giggles of Lytham

Lytham Academy, Ballam Road, Lytham St. Annes, Lancashire, FY8 4LE

Inspection date

22/11/2012

Previous inspection date

14/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- The nursery is a spacious and welcoming environment. It supports children's all-round development and emotional well-being and provides a broad range of experiences that develop their growing independence.
- Relationships between staff and children are relaxed, positive and supportive, consequently, children feel safe, confident and settled at the nursery.
- A strong partnership with parents and other agencies ensures each child's unique needs are known and effectively met.

It is not yet outstanding because

- During lunch time, staff do not always consolidate the older children's social skills as well as they do at other times.
- Staff provide limited sizes of paper for art and mark making, which provides less opportunity for children to explore large movements as they learn to refine their physical control and there is scope therefore to enhance the range of paper provided.
- Children are not always encouraged to make full use of investigative equipment, such as magnifying glasses and bug boxes during outdoor planned activities.

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 activities in the children's rooms and one of the outdoor areas.
- The inspector met with the providers and manager; and spoke with staff at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's learning journeys, planning documentation, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.

Inspector

Lynne Naylor

Full Report

Information about the setting

Giggles of Lytham is run by Giggles of Lytham (Day Nursery) Limited and was registered in 2004. It operates from purpose built single-storey premises in Lytham, Lancashire. Children are cared for in three rooms. They have access to two enclosed outdoor play areas. The nursery opens Monday to Friday from 8am to 6pm, 51 weeks a year. Children

attend for a variety of sessions.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 226 children on roll in the early years age group. The nursery receives funding for the provision of free early education to children aged three- and four-years-old. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs a manager and 20 members of childcare staff. Of these, 18 hold an appropriate early years qualification at level 3 or above. This includes one staff member, who is qualified to level 6. The nursery is a member of the National Day Nursery Association. The nursery receives support from the local authority. There are weekly visits from a music teacher and a dance, drama and movement teacher.

What the setting needs to do to improve further

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

- review the deployment of staff around lunch time to ensure the older children's good social skills are consistently promoted
- extend the range of readily available papers to consistently include larger sheets of paper, so children can choose a size appropriate for the task and their age and physical ability
- remind children during self-chosen activities that equipment is available to support their learning, for example, investigative equipment when they find bugs.

Inspection judgements

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

Staff have a secure understanding of the Early Years Foundation Stage and the seven areas of learning. They regularly observe and assess children's progress and effectively plan suitably challenging activities. These support children to make good progress. Children's learning journals contain a range of information, including annotated photographs and written observations. Parents comment on how the recently changed system of recording in books rather than in files makes it easier for them to follow their child's progress. Parents spoken to at the inspection feel that all the staff are very approachable. A flexible induction process helps them to settle their child into the nursery. They are well informed about the Early Years Foundation Stage and how different activities promote children's development. Staff encourage parents to support and share

information about their children's learning and development at home. Each day, parents receive information about what their child has been doing, verbally and babies also take home a written diary sheet. When children move up to the next room, their good progress continues. This is because all transitions are carefully coordinated by a staff member assigned with the role. She organises visits and ensures that the new key person has a written assessment of the child's prior skills, knowledge and understanding.

Children's progress in the prime areas of learning ensures that they have the key skills needed for the next steps in their learning, including school where appropriate. Children are interested and keen learners, who display the characteristics of effective learning. They are effectively supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development. Babies' listening skills are encouraged as they make different sounds with musical instruments. Older children effectively refine their listening skills as they identify different sounds, such as birds singing and builders drilling as they develop the outdoor area. The book area in the baby room is inviting and very comfortable with floor cushions, soft flooring and a low-level sofa. This instils a love of books from an early age as babies crawl into the cosy area. Babies and children choose to look at books and listen to stories read to them individually and in groups. Children independently access a range of readily available materials, including pens, crayons and chalks. They enjoy painting, writing and drawing, which effectively promotes their writing skills and their creativity. There is scope to enhance the range of readily available papers to include more large sheets. This is because the small sheets are restricting children's ability to make large movements as they refine their physical control.

Babies explore technology as they push buttons on toys to activate sound and light. Older children operate small machines as they search the nursery for items made of metal. When children hunt for spiders around the garden shed, an opportunity to use investigative equipment to look closely at what they find is missed. There are a range of investigative tools available, however, staff do not direct children to use them. Children develop physical skills as they manipulate, roll and cut dough. Children develop mathematical skills as they play matching games, such as dominoes. They are prompted to count, for example, how many are present when the register is called.

Children demonstrate a good understanding of the world as they role play in the home area and the space centre. They learn about their local community on informative short trips to places, such as a windmill. They join local events as they decorate a float and take part in Lytham Club Day. They join others in the community on a nature walk to find characters from a children's story hidden in the woods. Children enjoy experiences, which relate to their own culture and raise their awareness of the culture of others. For example, at Diwali, children talk about light and make candle holders. Displays of children's work, include pictures created using glue, glitter and paint for Bonfire night.

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

Children recognise and manage their personal needs relative to their ages. For example, they help themselves to water when thirsty and pre-school children help themselves to

fruit from a bowl. Babies are supported to feed themselves at lunch time. Older children independently go to the toilet and put on their coats before they play outside. Staff are aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Nutritious meals are cooked on the premises from fresh ingredients. Children discuss the health benefits of foods as they listen to stories and enjoy planned activities. For example, they investigate different fruits and vegetables as they handle, taste and print in paint with them. Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. Children aged over two years effectively learn ball skills from a football coach, who visits weekly. Babies have ample space to roll and crawl. Older children make walkways with large blocks and walk with increasing balance across planks in the garden. Safe practices are explained to them, for instance, why walking with your hands in your pockets when balancing on a plank is unsafe.

Children develop warm relationships with caring staff. Most of the staff are suitably qualified and throughout the day staffing levels are effectively maintained. Although, before and during lunch, there is scope to better deploy staff across the nursery. They keep children safe but occasionally miss opportunities to consolidate the older children's good social skills. Children are beginning to develop an understanding of acceptable behaviour this is because, generally, staff sort minor squabbles quickly and sensitively. Staff effectively promote children's self-esteem and confidence. Children receive praise for achievements and positive behaviour. They talk about emotions and paint pictures of themselves with happy and sad faces. Children consider the needs of others as they raise money for charities. They learn to care for others, for instance, as they collect food items at Harvest and donate them to a homeless collection.

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

Children are well cared for in rooms according to their age. Each room is spacious and attractively set out with a wide range of accessible resources. This enables children to move freely around and access a broad range of experiences. Staff demonstrate a secure understanding of the areas of learning and how children learn. They effectively support children to make good progress towards the early learning goals. Room leaders oversee the assessment and planning process in their rooms to ensure that they are effective for each child. In turn, the nursery manager and the registered provider monitor the performance of staff. They provide support and access training where appropriate to increase the knowledge skills and understanding of staff.

The management and staff team have a good capacity to maintain improvement. The nursery is working towards a recognised quality kite mark. Parents and children feed into the evaluation system. There are strong links between identified priorities and plans for improvement. Work to extend and enhance the outdoor environment is well underway. The aim is to increase space outdoors and provide access to additional climbing equipment and a further gardening area to support outdoor learning. When completed, it will also provide two-year-old children with direct access to the garden. They are currently taken outside in groups. Whereas, three-year-old children flow freely between indoors and

outside as their room has direct access to the garden.

All staff have an excellent awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear policies and procedures for safeguarding children are understood by all staff and implemented consistently. There is a robust recruitment and vetting process followed by an in-depth induction and appraisal system to check and monitor staff's suitability to work with children. Parents have access to a wealth of information about the nursery on notice boards, in readily available files, newsletters and on the website. Partnerships with parents, external agencies and other providers strongly contribute to meeting children's needs and securing the support they need. Positive links with professionals from other agencies, such as speech and language therapists, effectively support children with special educational needs and/or disabilities.

The Childcare Register

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

The requirements for the voluntary 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	EY260410
Local authority	Lancashire
Inspection number	889255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	226
Name of provider	Giggles of Lytham (Day Nursery) Ltd
Date of previous inspection	14/07/2009
Telephone number	01253 732757

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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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