

Little Giggles Private Day Nursery Ltd

Guide Lane Methodist Church & Sunday School, Guide Lane, Audenshaw, MANCHESTER, M34 5BZ

Inspection date	22/01/2013
Previous inspection date	10/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have high expectations of children attending the nursery. All children make good progress in their learning and development.
- The key person system successfully supports effective partnerships with parents. This ensures parents are involved in all aspects of their child's development.
- Staff skilfully support children's understanding of a healthy lifestyle. This includes personal care, physical exercise and making healthy food choices.
- Children's welfare is prioritised by staff who have a thorough knowledge and understanding of how to protect the children in their care.
- The nursery establishes strong partnerships with other agencies which ensures the effective inclusion of all children and their families.

It is not yet outstanding because

- Opportunities for children to use their home languages have not yet been fully implemented to ensure they develop a positive attitude to their own culture and can express themselves in their first language some of the time.

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 playrooms, the outdoor play area and children arriving from school.
- The inspector held meetings with the manager of the setting and staff at appropriate times in the day.
The inspector looked at children's observation and assessment records, planning records, evidence of suitability of practitioners working within the setting and a sample of policies and other documentation.
- The inspector took account of the views of eight parents spoken to on the day.

Inspector

Judith Kerr

Full Report

Information about the setting

Little Giggles Private Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted chapel premises in the Audenshaw area of Tameside and is managed by Little Giggles Private Day Nursery Limited. The nursery serves the local area and is accessible to all

children. It operates from seven rooms over two floors with lift access. There is a fully enclosed area available for outdoor play. The nursery employs 19 members of child care staff. All of these hold appropriate early years qualifications at level 2, 3, and 4, including two with early childhood degrees. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 154 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide opportunities for children whose home language is other than English to use that language.

Inspection judgements

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

Staff have a good understanding of the areas of learning which ensures they are skilled in planning to meet each child's individual needs. Teaching is based on secure knowledge as staff are able to identify specific starting points for each child and maintain accurate records on how well they are progressing. Activities are carefully evaluated to help identify and narrow any gaps in the children's learning. Consequently, all children make the maximum progress possible. Children are relaxed and willing to learn and try new activities with excitement. They play together well and offer one another support, which contributes to them learning about themselves and others. Children are confident in communicating their needs and preferences. They develop good communication skills as staff continually engage with them, ask open-ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Registration times are used well to encourage older children to work out the days of the week and recognise the appropriate clothing for different types of weather. Children communicate by a variety of means as they speak aloud in small and large groups. Staff have a secure knowledge of signing and teach this well throughout the nursery to all children to enable them to express themselves visually. Mathematical skills are supported well as staff use every opportunity to consolidate and extend children's ability to sort and match, recognise shape and count. Baking activities provide exciting opportunities for children to weigh and

measure ingredients and calculate more and less and small and large.

Parents are purposefully engaged in all aspects of their child's learning. They share detailed information with staff on their child's admission to the setting so that a secure assessment of each child's abilities can be made. This ensures staff can plan specifically for individual children. The effective key person system ensures parents are well-informed about their children's achievements and progress. It supports children to acquire the skills needed to be ready for the next stages in their learning and school readiness. Parents are regularly invited to meetings to share information about their child's development and make their own observations about learning at home.

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

All children follow a process of gradual admission which effectively ensures that they are supported by their parents and key person in their new environment. Children develop secure attachments to key persons who are well-informed about their individual needs and preferences. As children develop and move rooms within the nursery the key person plays an integral part in the process through the sharing of information to ensure continuity for the child. Children are only ever released to specific named persons. As a result, children show high levels of a sense of belonging and are confident and independent. For example, babies reach out for hugs from their key person and older children show determination to do things for themselves, such as wiping their own noses. The environment is well-organised and challenges children to learn continually through a range of stimulating displays and toys. These are invitingly organised for children to make their own choices which promotes their confidence and self-assurance. However, there is scope to enhance the existing arrangement for the use of children's home languages so that they can use it some of the time. The positive links with other agencies and local schools ensure good quality information is shared. This promotes consistency for children's welfare and development to support transitions and next steps in learning.

Children have a broad understanding of how to behave and respond well to instructions and requests from staff. They develop good relationships with staff and their peers as a result of their needs and abilities being agreed carefully. The children are respectful and kind and show good understanding of the needs of others and how to share and take turns. For example, they wrap the doll in a blanket to 'keep warm' and share the play dough so everyone can have some. Positive self-care skills are being developed as even young children learn to make their own choices from the selection of snacks provided.

Children learn about health and hygiene because staff are skilled in promoting this effectively through daily routines. For example, children follow the hand washing procedures displayed in the bathrooms and delight in demonstrating they know where to put their used tissues. Such routines help to minimise the risks of cross-infection. Staff support children's physical development well as they walk to and from school and enjoy outings to the local park where they swing, climb and balance. Staff use effective methods to help children understand how to keep themselves safe. For example, they understand why they need to wear the high visibility vests on outings so they are easily identified and are aware of the procedures to follow in the event of an emergency. Outings to the park,

shop and letter box provide first hand experiences for children to learn about road safety and the 'Green Cross Code'. Regular fire drills offer opportunities for children to understand how to evacuate the nursery safely in an emergency. Personal care routines are managed according to parents' wishes. Babies sleep comfortably in cots and older children cuddle up on a mat with a blanket so they awake refreshed. Practitioners are attentive and frequently check children to ensure they are safe and feel reassured. As a result of the good quality care offered by the nursery, children learn independence skills which will support and promote their learning in the future and on transition to school.

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

Staff have a good understanding of their responsibilities to safeguard children. They have a secure knowledge of the procedures to follow if they are concerned a child in their care is at risk of harm or abuse. Records are maintained about recruitment procedures, staff qualifications, identity checks and vetting processes. All staff follow a thorough induction procedure which ensures they are fully aware of policies, procedures and their roles and responsibilities. Effective supervision provides support, coaching and training for staff and promotes the interests of all children. Staff deployment ensures ratios are consistently met both on the premises, outings and school collections. This makes certain the needs of all children are met and promotes their safety. The management follow procedures for assessing any risks to children's safety and ensure there is a regular review of all safety measures. As a result, staff are continually vigilant. For example, when children are collected from school they are carefully supervised by sufficient staff and always use the crossing when going over the road. All the required records are maintained and available for inspection.

Teaching methods adopted by staff motivate the children to learn. Systems for observing what children can do, assessing their progress and planning for their next steps are effective. Assessments are precise and, together with a closely monitored tracking system, help to ensure all children are making good progress. Most children are working within expected levels given their age and starting points. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently. The stimulating activities provided enhance all aspects of children's learning and offer realistic challenges which are suitable for the children participating. Consequently, all children are able to make good progress.

The manager and staff set themselves high standards. They continually reflect on their practice. Self-evaluation processes actively contribute to the continual improvement of the service they provide. Evaluation takes account of the views of all staff, parents and children. Parent's complete questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement for helping children to learn and develop. Staff observe one another regularly and appraisals highlight training and development needs which ensures continuing professional development.

Staff place a great significance on developing positive partnerships with parents and other professionals to enhance children's care, learning and development. As a result, this is a

key strength of the setting. Parents continually receive lots of information about their child and are actively encouraged to be involved in their progress. They express high levels of satisfaction with the service provided. They recognise their children's key skills are developing well. The parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are met.

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	EY407651
Local authority	Tameside
Inspection number	901644
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	101
Number of children on roll	154
Name of provider	Little Giggles Private Day Nursery Ltd
Date of previous inspection	10/01/2012
Telephone number	0161 336 6257

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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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