

# Giggles Day Nursery Ltd

94 Bath Road, Hounslow, Middlesex, TW3 3EH

<b>Inspection date</b>	22/10/2013
Previous inspection date	26/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 provider and staff team have worked hard to address the actions raised at the last inspection and have made considerable improvements that benefit children.
- A well-established key person system helps children to form secure attachments and this promotes their well-being effectively. Good care experiences have a positive effect on children's all-round development and well-being.
- Staff have secure recording systems in place for observing and assessing children's development, which underpin planning for children's progress.
- The senior management team monitors and supports the staff team well, encouraging staff to take further training to support their development, to improve their skills in working with the children, so they provide good support to them.

### It is not yet outstanding because

- Daily routines, such as snack time, sometimes prevent children being given the time to become deeply engrossed in activities.
- Staff do not always consider the best resources to use when planning activities to help children learn about differences in natural resources and to stimulate their senses.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent the majority of inspection time observing the children in the nursery and garden as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery with a sample of parents
- The inspector and manager completed a short joint observation together in the garden.

## Inspector

Jennifer Devine

## Full Report

### Information about the setting

Giggles Day Nursery registered in 2008 and is one of two nurseries run by private providers. The nursery operates from a church centre in Hounslow, in the London Borough of Hounslow. Children have use of two play rooms and there is a garden for outdoor play. The nursery is open each weekday from 8am to 6pm throughout the year, apart from bank holidays and over the Christmas and New Year.

There are currently 42 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs eight staff, seven of whom hold early years qualifications. Of these, one holds Early Years Professional Status and the manager holds a relevant foundation degree. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- enhance the programme for understanding the world to provoke children's curiosity and investigation of a wider range of natural resources, in order to learn more about similarities and differences at first hand.
- develop ways of providing children with more time and freedom to become deeply involved in activities, such as in regard to the organisation of snack time

## Inspection judgements

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

The staff team has developed knowledge of the learning and development requirements since the previous inspection. All staff now have an overall good understanding of the Statutory Framework for the Early Years Foundation Stage. This means they are confident in planning and delivering the educational programmes. They have improved their teaching skills and support children's learning well.

Staff have developed their understanding of observing children's progress and have effective planning systems in place to ensure children's individual needs are met. Children's individual learning records are maintained and contain information from parents

on their children's starting points on entry. An initial base line assessment by the key person is undertaken and tracking documents used to support planning for each child.

Staff set up the play rooms each morning and ensure there is a broad range of interesting activities which promote all areas of learning. Children explore the environment on arrival and settle down with their choice of play, owing to the way resources are set out. Children enjoy exploring the wide range of toys provided and at times become engrossed in their play. However, staff do not always give children the time to fully develop their play as routine tasks, such as snack time means they have to tidy up and some children's play is then interrupted unnecessarily.

Overall, children are supported well in developing language and communication skills. Staff listen to children and ask questions about activities, in order to extend learning. Staff in both rooms use a timetable with pictures to help all children to understand the routines. They also use picture boards to help children choose the songs they would like to sing too, to follow children's interests. Staff make use of props to help children be imaginative. Sometimes, staff do not provide children with the best materials for an activity. For example, they offer plastic rather than real fruits for a printing activity, which prevents children from using all their senses to investigate and discover the differences between these for themselves.

Children have good opportunities to play outdoors during the day. The provider has invested in all-weather suits and Wellington boots to enable children to play outdoors in almost all weathers. The outdoor area has been developed and has opportunities for experiences in all seven areas of learning. In addition, children go on regular trips to local places of interest to support their understanding of the wider world.

Children who learn English as an additional language are supported well. Staff learn about children's home languages, obtaining key words to help children settle in. There are also effective systems to support children with special educational needs and/or disabilities. Staff work effectively in partnership with other agencies. This liaison supports them in being able to identify where children need additional help, so children reach their expected levels of development.

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

Since the last inspection staff have developed their knowledge about the key person system. This is now firmly in place to help children build relationships with their special member of staff, in order to promote their emotional security. Staff spend time gathering information from all parents when children first start at the nursery. This process enables them to understand individual needs and routines. Children receive lots of reassurance as they separate from their main carers and settle in. This support helps them to feel confident and secure.

Children's personal social and emotional development is fostered well; some children have formed good friendships and play well together. Staff manage children's behaviour well.

They use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other. Children receive lots of praise and encouragement, which supports their self-confidence and esteem.

Children's specific health, dietary needs and allergies are recorded and understood by staff. Each child has an individual place mat which clearly shows their dietary needs. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Children are provided with a healthy and nutritious cooked meal provided by the nursery chef. All children are developing their independence as they serve their meals, making decisions about how much they would like to eat.

The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources available. Staff conduct daily checks on the premises, stemming from effective risk assessment procedures that identify any potential hazards in the environment. Staff are well deployed, which helps to ensure that children are supervised well and kept safe. Children learn to take appropriate risks in a safe environment. They soon understand the rules at nursery, such as why they do not run indoors, and adhere to these, so behaving in ways that are safe for themselves and others.

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

Since the last inspection the registered providers, manager and staff team have made considerable improvements to the service provided. All staff now have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Rigorous recruitment and vetting procedures check the suitability of all adults employed. Staff know and understand their responsibilities for safeguarding and are aware of the procedures to follow if they were concerned about a child. Policies and procedures have been updated; these now include procedures regarding what to do if an allegation is made against a member of staff and the use of mobile phones. There is a robust induction process for any new staff, including temporary staff members, which means that everyone working with the children are clear about their individual responsibilities. The registered providers have also tightened up the overall security of the nursery premises. This includes a secure entry system in place to prevent any unwanted visitors. The reception area is staffed all day and this system ensures all visitors' identification is thoroughly checked and that they sign in the visitors' book. These processes help keep children safe. Comprehensive risk assessments cover all aspects of the premises, garden and outings.

Overall, the nursery manager demonstrates a strong desire for maintaining quality in all aspects of care and education. Self-evaluation is used effectively to review practice and target areas for improvements, although the impact of taking snack time altogether has not been fully considered. Staff reflect on their practice and use their knowledge and understanding of the learning and development requirements generally well to ensure that

the majority of activities provided are exciting and challenging to children. Sometimes the most appropriate resources are not provided to support children's learning as well as possible in the programme for understanding the world. Overall, staff are well supported by good systems for supervision sessions and annual appraisals to identify weaknesses and identify training needs to improve their practice. Staff are keen to up date their professional development and this has had a positive impact on children's progress.

Relationships with parents and carers are positive. They feel welcome and are encouraged to share information to ensure continuity of care. Staff keep parents verbally informed about their children's day and provide a daily dairy that goes home. Parents' meetings are held regularly to ensure parents receive up to date information about their child's progress. Parents speak positively about the nursery. Their comments indicate they feel their children are happy and that staff are friendly and approachable. The nursery has contact with local schools. This communication supports children's continuity of care and transfer to school.

### **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 action. 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

<b>Unique reference number</b>	EY375125
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	939087
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Giggles Day Nursery Limited
<b>Date of previous inspection</b>	26/09/2012
<b>Telephone number</b>	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, which are usually the childminder's 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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