

Giggles and Wiggles Ltd

Giggles & Wiggles, Mount Industrial Estate, Mount Road, STONE, Staffordshire, ST15 8LL

Inspection date

22/08/2013

Previous inspection date

14/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Children are motivated and keen to learn in this inclusive and welcoming nursery. They make good progress in their learning and demonstrate strong relationships with their peers and staff.
- Staff are particularly focused on promoting children's understanding of the wider world, which is enhanced by children's good use of very stimulating outdoor areas and a richly resourced environment.
- All children are very well supported by staff to manage and be well-prepared for new experiences, such as when permanently moving into a new playroom or moving onto school.
- Partnerships with parents, external agencies and other providers, such as school teachers, are very well established and make a very strong contribution to meeting all children's individual needs.

It is not yet outstanding because

- Staff do not always extend opportunities to even further promote all children's language and communication skills.
- Some children are not fully supported by some staff to achieve a high level of learning at times. For example, when children visit other rooms to play for part of the day.

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 observed activities in three playrooms. The Imps room, caring for children aged from birth to 12 months, the Pre-school room, caring for children aged from three to five years, and the Gnomes room, caring for children aged from two to three years.
- The inspector observed activities in the outdoor play areas, including the 'wildlife' corridor and completed a joint observation with the manager.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records, the nursery's self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

Giggles and Wiggles Ltd was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated close to Stone town, in Staffordshire and is privately owned. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 23 members of childcare staff, including the manager, cook and maintenance person. All childcare staff hold appropriate early years qualifications from level 2 to 5. In addition, one member of staff has an early years foundation degree.

The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 109 children attending, all are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports 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:

- enhance all children's language and communication skills by, for example, taking every opportunity to give older children time to think and answer questions and by encouraging younger children to imitate words and sounds
- improve the information sharing between all staff members about children's learning, so that when children visit playrooms other than their own to play, they are fully challenged and achieve a high level of involvement.

Inspection judgements

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

Children enjoy a caring, relaxed and richly resourced environment, which ignites their interests and curiosities. They benefit from seeing their work and photographs of themselves and their families displayed throughout the nursery. This develops their awareness of the similarities and differences between themselves and others. Children's learning of the world around them continues as they observe wonderful images of cultural, religious and community events throughout the indoor and outdoor environment. Staff seize the opportunity to enhance children's learning of the natural world in many different

ways. For example, all children have the opportunity to explore the 'wildlife' corridor outside. They develop their skills for climbing and enjoy hunting for bugs or observing insects in the pond. In addition, when cattle broke through the fence into the nursery car park recently, children watched with glee as staff contained the cattle until the farmer arrived. This experience led to discussions about the importance of keeping the cattle safe.

All children are very well prepared for school and supported in their next steps in learning because staff have a strong understanding of how children learn through play. All staff ensure the educational programmes have depth and breadth across all areas of learning. This ensures children are well-motivated and eager to learn. However, when decisions are made for children to visit other rooms to play, some staff are not proactive in finding out what the plans are for their learning. Therefore, at times, some children are not always being fully challenged or supported to attain a consistently high level of learning and development.

All staff frequently observe children at play and clearly record their findings in each child's individual learning profile. They successfully use the information obtained to complete thorough assessments of the good individual progress children make. Staff also complete the 'progress check at age two'. They work closely with parents to discuss and identify the achievements children have made and their future learning priorities. This provides everyone involved with a complete picture of children's overall learning. Staff also work closely with parents and other professionals, such as speech therapists, to meet the individual needs of children who have additional needs and disabilities. For example, to support young children to develop their language and communication skills, staff agree with parents to introduce Makaton signs into the nursery. In addition, a box of objects is used throughout the day by the children's key person to introduce and explore new words with them.

All children thoroughly enjoy exploring, investigating and being creative. For example, children in the pre-school room show a particular interest in 'fake baking'. Staff provide them with plentiful tools and utensils and they thoroughly enjoy combining different ingredients to observe the changes made. As a result, all children 'have a go', maintain their focus and develop their own ideas. Children develop their mathematical skills as they measure flour using the weighing scales. They learn to recognise numerals on the scales and consider concepts, such as 'more than' and 'less than'. Staff skilfully ask children open-ended questions and provide them with lots of praise and encouragement to convey their ideas. For example, children explain to staff what animals they might see at the farm and know that eggs come from chickens. Staff demonstrate their complete enthusiasm and join in the fun of learning. However, at times, some staff do not always give older children enough time to think, in order to successfully answer questions.

Young children are provided with lots of opportunities to explore different media and materials. For instance, they enjoy sticking different collage shapes onto paper and are supported by staff to explore sand outdoors. Young children develop their physical skills as they learn to scoop up sand using spades and show interest in the noise made by plastic bottles that are filled with dried pasta. Young children confidently communicate their wishes through eye contact and by using their body language. For instance, young

children push resources away when they have finished and indicate they want to be picked up by lifting their arms. However, there is scope for staff to encourage young children to imitate sounds and words by, for example, engaging with them in turn-taking conversations.

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

All children and their families are supported very well to experience a smooth transition from home into the inclusive nursery environment. They receive a warm welcome from caring staff, which helps to develop strong and trusting relationships. Children who are new to the nursery and feeling anxious enjoy close interactions from staff and lots of reassurance. The effective key person system enhances the relationship with children and their families. Staff spend time exchanging important information with parents about children's lifestyles and individual routines, in order to tailor experiences and the nursery routine. As a result, children settle with ease into the nursery and feel very safe and secure.

Staff ensure children are supported to embrace new experiences with self-confidence, such as permanently moving into a new playroom or onto school. Parents and the child's key person complete an 'entry to any setting' sheet which provides the child's new key person with useful information about their unique characteristics and learning needs. Staff in the pre-school room are particularly passionate about developing very strong relationships with other practitioners, such as school teachers, when children move onto school. For example, pre-school staff visit all the local primary schools with children and together they create a photo book showing images of children in their new surroundings. Children benefit from looking at these books throughout the day and enjoy sharing them with staff and each other. This prepares children well and ensures that they receive continuity in their care and learning. Staff also find the photo books a useful tool to support children with additional needs, who struggle with any changes to their usual routine.

All children are learning to manage their feelings and behave well. For example, the pre-school children enjoy being selected to be the 'special helper' for the day and proudly accompany staff to check the outdoor play area is safe before going outside. This develops children's self-confidence and supports them to learn how to keep themselves and others safe. Children aged from two to three years benefit from sitting with staff to discuss the expectations for their good behaviour before participating in a 'graduation' party outdoors. They enjoy lots of positive re-enforcement from staff for 'good' sitting and 'good' listening. As a result, children listen patiently to each other as they discuss what events they are looking forward to and all children are fully included. During conversations children demonstrate their understanding of the boundaries set by staff as they explain that they must share the cars and 'don't snatch'.

All children are learning the importance of a healthy lifestyle. They enjoy sociable meal times and are provided with home-made dishes, such as spaghetti bolognaise, garlic

bread, cake and custard. Older children develop their self-care skills well as they carefully spread butter on their crackers and pour themselves a drink from a jug at snack time.

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

All staff show a very good understanding of their responsibilities to ensure the nursery meets the safeguarding, welfare and learning and development requirements. Staff are recruited and vetted rigorously, which helps ensure that they are suitable to work with children. They demonstrate a strong knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. The nursery maintains clear and concise records, policies and procedures, which are regularly updated and shared with parents and staff. Ratios are maintained well and staff are deployed effectively to ensure that children are supervised at all times. Clear and concise risk assessments are completed by staff and all hazards are identified and minimised. This results in children benefiting from a safe and secure environment both indoors and outdoors.

Managers work closely with staff to monitor their practice in the nursery and the educational programmes well. Staff provide each other with mutual support and work together as a team to promote continuous improvement. Regular supervision and appraisals give staff the opportunity to discuss their training needs and where they might need support, which contribute towards their professional development. This means that children's learning experiences are enhanced through the improvement of staff's knowledge and skills. Senior managers regularly check the planning and assessment of children's learning, so that each child's progress is closely monitored in order to plan focused next steps.

Staff use a self-evaluation document to identify the strengths of the nursery and have an action plan to promote future improvement. Plans include updating the knowledge of managers and leaders with regards to safeguarding by accessing more in-depth training and developing a covered outdoor area to which children have access in all weathers. The views of parents and children are actively sought and the quality of the nursery and experiences provided for children are improved as a result. For example, when pre-school children suggest they would like a den and tree house in the 'wildlife' corridor outside, it is quickly acted upon by the maintenance person. In addition, when some parents state, in recent questionnaires, that they are not familiar with their children's key person, they are provided with photographs of all staff which are displayed in the hallway. The manager also improves the communication with parents when children move permanently from one playroom to another. Parents spoken to on the day of inspection demonstrate their complete satisfaction in the service provided. They comment on the very good support they receive from the nursery to ensure that their children's individual needs are very well met. They feel their children benefit from consistency in their learning because of the good communication they have with the staff. They feel this is enhanced with the use of daily diaries, which detail what their children have done during the day and gives them the opportunity to share what their children have achieved at home.

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

Unique reference number	EY293756
Local authority	Staffordshire
Inspection number	915309
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	109
Name of provider	Giggles and Wiggles Ltd
Date of previous inspection	14/07/2009
Telephone number	01785 813528

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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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