

Little Giggles Private Day Nursery Ltd

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

Inspection date	26/11/2013
Previous inspection date	22/01/2013

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 educational programme is well planned by skilled and knowledgeable staff to cover all areas of learning and provide challenging, interesting and motivating experiences for all children. As a result, they make good progress in relation to their starting points.
- The well-embedded key person system helps children to form secure, emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Partnerships with parents, external agencies and other early years providers are very strong and make a significant contribution to meeting all children's needs.

It is not yet outstanding because

- There are occasions when activities do not always provide children with opportunities to independently explore an extremely wide range of media and materials to further enrich their creative development and critical thinking skills.
- On occasions, the management of children and organisation of meal and snack times in the pre-school room is not used to maximum effect in order to further enhance children's good social development.

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 children's activities in all playrooms.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents from written questionnaires.

Inspector

Julie Kelly

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 an enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, two hold an early years qualification at level 6, three hold an early years qualification at level 4 and 14 hold an early years qualification at level 3. There are three members of staff who hold an early years qualification at level 2. The nursery opens Monday to Friday all year round with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 177 children attending who are within the early years age group.

The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- extend children's good creativity and critical thinking skills, for example, by providing extensive opportunities for them to independently explore media and materials to enable them to express their own thoughts and ideas
- review the arrangements for the organisation of mealtimes so that all children are consistently provided with the space, time and opportunities to build on their existing good social skills.

Inspection judgements

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

Babies and children are happy and motivated to learn through the provision of interesting and challenging activities and experiences that meet their individual needs. As a result, all children make good progress in relation to their starting points, including children whose starting point is below expected levels for their age. Staff have a good knowledge of the

Statutory framework for the Early Years Foundation Stage and a clear understanding of how children learn. The indoor learning environment is well organised into areas of continuous provision to ensure all children have access to a broad and balanced curriculum. It is stimulating and exciting and well equipped with a wide range of interesting resources to promote children's natural curiosity and develop their exploratory skills. For example, babies explore textures and sounds as they investigate treasure baskets filled with an array of objects, such as, bottles filled with glitter, coloured water, pasta and rice. This means that they can learn using all their senses and develop their natural curiosity. Older children enjoy opportunities to explore a broad range of media and materials, such as, sand, water, shaving foam and paint. Staff provide children with open-ended resources, such as pieces of fabric to use for dressing up to help develop their imaginative skills. For example, children squeal with delight and excitement as they ask staff to wrap the gold material around their head. They explain that they 'want to be Rapunzel' and 'need their 'hair' in a plait'. However, there are occasions when the activities provided do not always give children the freedom to further enrich their creativity and critical thinking skills and express their own thoughts and ideas.

There is a sharp focus on helping children to acquire communication and language skills, supporting physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning, and eventually school. For example, staff teach children to adopt a 'can do' attitude and through positive praise encourage them to persevere with tasks they find difficult. Children demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. Communication and language is given extremely high priority and facial expressions, actions and gestures are used to maximum effect to illustrate and support language development for very young children. Children with special educational needs and/or disabilities who need additional help in this area of learning, as well as those who speak English as an additional language, are exceptionally well supported. For example, staff skilfully use pictures, props, puppets, symbols and sign language to reinforce their communication skills. Staff support babies' communication and language development effectively because they intuitively tune in to the individual sounds, words and gestures that they use to communicate. They repeat the sounds they use to further develop their understanding of two-way conversation. Babies thoroughly enjoy this one-to-one attention as they shout out sounds and babble and excitedly wait in anticipation for a response from the member of staff. Staff provide children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. Older children develop their large muscle control and coordination as they participate in a physical activity when they learn to move their bodies in different ways, such as, crawling, spinning, jumping and hopping.

Children's needs are significantly enhanced through strong, close and effective partnerships with parents. Staff value parents' input and obtain information on entry about children's learning and development which they then use as a starting point to plan for their future learning needs. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Learning journey records are maintained to a good standard and contain a wide range of

information, including photographs, detailed observations and examples of children's work. Parents are encouraged to complete and share home observations so that staff can plan activities that build on children's prior knowledge and skills and support their interests. They are given daily verbal feedback and diary sheets about what their children have been doing during the day. In addition, staff organise meetings when parents can share their children's learning, development and progress with their key person. Accurate and precise observation, planning and assessment procedures are in place to ensure children's individual needs are met well. This means that any gaps in children's learning are quickly identified and appropriate external support is provided to ensure they continue to make good progress.

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

The effective and well-established key person system means that children form secure attachments and their emotional well-being is consistently supported. Babies and children are looked after by loving, caring staff who intuitively understand and respond to their physical and emotional needs. For example, staff recognise the signs that babies and toddlers display when they are tired and gently rock them as they put them in cots or on mattresses for a sleep. Key persons are responsible for meeting the intimate care needs of their key children. For example, they ensure that children's nappies are frequently changed and, therefore, they remain comfortable and content at all times. Staff use daily routines, such as, this as a valuable opportunity for learning, for example, they sing songs and finger rhymes and talk to children to further develop close relationships. Children are cuddled and comforted if upset and spend quality one-to-one time with their key person engaging in activities, such as, sharing stories and circle times. This enables babies and children to feel safe and secure within the nursery which consequently has a significant impact on their learning and development. Children settle well on entry into the nursery because staff find out about their interests, likes and dislikes and care routines from parents. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Consequently, children experience continuity and consistency of care and learning and are well supported with the transition process.

Babies and children demonstrate high levels of independence as they competently manage their own care needs. Their good health and self-care is securely embedded as they attend to their personal needs. For example, toddlers learn to use a knife and fork and pre-school children carry their own plates to the trolley when they have finished eating. This means that they gain the skills, abilities and attitudes they need in readiness for school. Staff role model good hygiene practices and teach children the importance of washing their hands before eating and after using the bathroom. Children learn about the importance of a healthy diet as they are provided with a broad range of nutritious and healthy snacks and home-made meals. However, there is scope to review the organisation of mealtimes in the pre-school room to enhance children's social skills as due to the large number of children being catered for it can become very noisy. Daily access to outdoors and visits to the local parks and fields ensures that children benefit from fresh air and exercise. Staff talk to children about the effects that physical activity has on their bodies to

teach them about the importance of staying healthy. Children and staff talk about how their heart beats fast when they have been jumping and hopping and that it slows down when they rest. Cosy areas within the indoor environment give babies and children opportunities to rest and relax and play quietly. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff help children manage their behaviour as they explain about sharing, distract children with resources and talk about feelings. A detailed behaviour management policy is in place which is consistently implemented by all staff. They provide clear and consistent boundaries and use positive praise and encouragement to teach children about appropriate behaviour. Children show a secure level of understanding of the behavioural expectations, demonstrating good self-control, as they listen to staff explanations, share resources and play collaboratively together. Staff respond to minor disagreements sensitively and calmly and encourage children to think about what they can do to resolve the situation. As a result, their behaviour is consistently good. Through effective daily reminders, staff reinforce the behavioural expectations, such as using quiet voices inside and being kind to each other. Children learn about keeping themselves safe as staff teach them the safety rules of the nursery, such as, walking indoors and tidying up resources so that they do not fall. Consequently, children's understanding of keeping safe is fully promoted, and ensures that they can play and learn in a safe environment.

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

Staff have a good knowledge and understanding of how to protect and safeguard all children and policies and procedures are known by all staff and implemented consistently. They have attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. An effective and detailed set of risk assessments and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and widespread security systems, such as closed circuit television cameras and locks on doors ensure that children are consistently protected from harm. Staff are well deployed to ensure that children are effectively supervised and that ratios are consistently met. Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that staff are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a targeted programme of professional development training to address underperformance and increase staff skills.

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. Furthermore, the

manager oversees and regularly checks children's learning journeys to ensure that they are up to date and that observations and tracking accurately reflect children's learning and progress. Through robust support systems, such as observation of practice, role modelling and mentoring, staff are expertly guided in their practice to achieve the high aspirations of the manager and senior management team. The manager and staff are passionate and committed to their work with children and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. The self-evaluation system is well documented identifying clear targets for improvement and the views of children and parents are listened to and acted upon. For example, following the return of recent questionnaires, staff inform parents about what they have done as a result of their comments. These include arranging parents' meetings and planning to install a new baby room kitchen area. Staff constantly evaluate their practice and the environment, through regular room and staff observations to ensure they continue to improve, as they strive to provide the best possible care and education for all children.

Partnerships with parents are strong make a significant contribution to meeting children's individual needs. Parents have access to a wide variety of organisational policies and procedures and information about what to do and who to contact if they have any concerns. The use of daily diary sheets, along with opportunities for parents to share verbal information with friendly, approachable staff, ensures that there are strong relationships between the home and the setting. Parents are highly complimentary about the nursery and the care and education their children receive. Written questionnaires state that parents appreciate the caring environment, trust the staff and children are happy and safe in the nursery. They comment that children make good progress, participate in exciting activities that they enjoy and that resources are fantastic. The nursery liaises exceptionally well with outside agencies and external professionals, such as speech and language therapists, the teacher of the deaf and health visitors. This means that all children receive appropriate intervention and as a result are well supported to achieve their full potential. Systems for effective working with early years providers that children also attend and local schools are well established and provide continuity and consistency for children's care and learning. Staff complete a transfer document to share with reception class teachers about children's learning and developmental needs which successfully supports them with the transition 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	939946
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	101
Number of children on roll	177
Name of provider	Little Giggles Private Day Nursery Ltd
Date of previous inspection	22/01/2013
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, 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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