

Giggles 4 Kids Ltd

Giggles, 25c Elliott Road, West Howe Industrial Estate, BOURNEMOUTH, BH11 8LQ

Inspection date	17/12/2013
Previous inspection date	14/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are confident, settled and secure and form strong relationships with the caring and friendly staff team.
- Children enjoy opportunities to explore and investigate as they play.
- Parents are fully involved and included in their children's learning at home helping to provide consistency in their experiences.
- Staff have a secure understanding of safeguarding procedures, helping them to keep children safe from harm.

It is not yet good because

- Planning and assessment systems do not consistently successfully identify children's progress and help staff to quickly identify and address any gaps in the children's learning.
- Staff do not always use information provided by parents about children's starting points or from their own observations, to plan activities that will challenge and support children in taking the next steps.
- Younger children and babies have limited opportunities to engage in play outdoors to benefit their development.
- In some play areas there is limited use of signs, posters and resources to fully encourage children's early literacy skills.

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 the playrooms and the outside learning environment and took account of the provider's self-evaluation.
- The inspector held meetings at appropriate times with the manager.
- The inspector looked at children's assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Samantha Powis

Full report

Information about the setting

Giggles 4 Kids Ltd opened in 2006 and re-registered under new ownership in 2010. The nursery operates from self-contained rooms in a children's play-centre on an industrial estate in Bournemouth, Dorset. Children have access to outdoor play spaces for activities.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 105 children on roll, 64 of these are in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The nursery supports children with special educational needs and/or disabilities. The nursery is open weekdays from 8am to 6pm all year round. Children attend from the local area.

There are 14 staff members employed to work directly with the children. The manager holds a level 3 qualification in childcare and the deputy holds a level 6 qualification. All but one of the remaining staff team hold level 3 or 4 qualifications in childcare.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make better use of the information gathered by staff through their observations and the details gained from parents about children's starting points, to monitor the progress children are making, plan for their next steps and help to identify any gaps in their learning
- plan purposeful play activities which reflect individual children's interests and learning needs to support them all in taking the next step in their learning

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

- provide more opportunities for the younger children to engage in outdoor play activities
- increase the use of text and mark making tools in play areas, to further encourage and support children's literacy development.

Inspection judgements

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

Children are happy, settled at the nursery and enjoy their activities. They play confidently, and enjoy exploring the resources on offer. For example, staff in the baby room provide treasure baskets, which motivate the babies to reach out and use all their senses to explore the different objects. Older children enjoy learning in the outdoor play area, where they dig the soil, fill the compost bin with leaves and learn to balance carefully and jump from the logs. Although younger children go on outings outside in the buggies, they have few opportunities to use the outdoor spaces to engage in play to support their physical development further. Children demonstrate their increasing confidence levels as they perform their Christmas play in front of an audience of parents and family members. With support from staff, they tell a story of a 'Present Hunt' acting out parts of the story and joining in with songs. Children look proud as parents clap and cheer, boosting their confidence and self-esteem. Children have access to the resources used in the performance, and later in the day independently act out the routine, taking on new and different roles. This effective use of resources by staff supports children in using their imaginations to act out new and familiar roles. This means that overall, children acquire the skills they need to progress to the next stage in their learning.

Babies and younger children enjoy listening to a story shared with staff. Sometimes children copy the repetitive text in the book, 'Ho, Ho, Ho' one of the younger children repeats, smiling and giggling as they do so. Staff have identified that many of the older children are interested in letters and sounds and sometimes engage children in games that help them to link these. Although children are encouraged to have a go at writing their own name, their literacy skills are not always fully encouraged, as there are few examples of text on displays and writing tools are minimal in areas such as role play to further support their development. Children learn about the wider world and develop a respectful awareness of difference through accessing toys and engaging in activities that raise their awareness of diversity.

Staff have an adequate understanding of the Early Years Foundation Stage Framework learning and development requirements. They are building their confidence in using the newly implemented systems for planning and assessment. This means that there is some inconsistency in how staff use the information from parents and from their own observations to plan activities which support and challenge children's individual needs. Although staff complete regular observations, the system is not fully embedded to support all staff in using this information to identify the progress children are making or any gaps in their learning. This means that although children enjoy their activities, they do not always receive sufficient challenge to ensure they make good progress.

The nursery develops strong relationships with parents. They receive detailed information about their child's day through discussion with staff and also from the daily diaries. Parents are able to look at children's learning folders when they choose, and some are benefiting from attending the newly implemented parent consultations. This gives key persons an opportunity to discuss in detail the contents of children's learning journeys,

and share with parents any ideas for children's learning at home. Although some of the newer parents complete information about children's starting points, effective use is not always made of this information to monitor or plan for children's progress. Staff complete, and share with parents, the progress check for children at age two years. Staff work closely with parents to promote consistency in areas such as behaviour management. They meet to discuss strategies to support children both at home and the nursery to help children develop their social skills.

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

Staff are very welcoming, caring and friendly, which means that children feel safe and secure and settle well at the nursery. The key person system works well in ensuring that they meet children's care needs and that regular information sharing takes place. Children are learning about appropriate boundaries and expectations with regards to behaviour. They respond positively to the regular praise and encouragement they receive from staff and feel confident in the familiar routines. Staff support children in learning to share and take turns, which helps them to work well with others. For example, when several children want to dress up as Father Christmas, a member of staff suggests they use the sand timer so they each have a fair turn. Children are encouraged to be increasingly independent. They chop up their own fruit at snack time and staff support them in putting on their own wet weather suit and boots before going outside to play.

Effective procedures help to ensure the environment and any outings the children take part in are as safe as possible. Staff complete daily checks throughout the building and outside areas. Staff follow appropriate procedures to make sure any other users of the building do not pose a risk to children's safety. For example, when children use the adjoining indoor play facility, which is open to the general public, additional staffing ratios are in place, to make sure children are supervised closely at all times. Children are starting to learn about safety. They talk about road safety as they walk down to the garden area. When asked, children remember they have to 'Stop, Look and Listen' before they travel across the zebra crossing. Staff follow positive practices and procedures to support children's health. Children enjoy healthy snacks and have access to drinking water throughout the day. Hand washing arrangements help to prevent the spread of infection and teach children positive practices to support their own health. Staff understand and respect children's individual medical or dietary needs to help maintain their health.

The premises are bright and welcoming to children and generally well resourced. The nursery offers separate areas to provide appropriate play space for children of different ages. Older children enjoy regular opportunities to play out of doors in the fresh air, but opportunities for younger children to benefit from playing outside are not so frequent.

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

The staff team are well qualified and meet regularly to share their ideas to promote consistency for the children. Staff receive an induction when starting at the nursery, helping them to gain an understanding of their individual roles. They have an adequate understanding of their responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. The manager has recently introduced new systems for self-evaluation, staff supervision and monitoring of the educational programmes. These have helped the nursery to address the actions raised at their last inspection when they received an inadequate judgement. Staff have improved risk assessment procedures and safety and security arrangements throughout the premises to support children's safety. Risk assessments are undertaken for specific activities, for example, if animals are brought into the nursery. Better use is made of the outdoor play space to support older children's physical development. They have reviewed the behaviour management policy and sought training for the whole staff team on behaviour management to promote consistency. The nursery have sought support and taken advice from the local authority childcare development officer, demonstrating their commitment to making improvements. However, these changes are recent. This means that although some improvements are evident, aspects in relation to the monitoring of the educational programmes to ensure these meet children's individual learning needs are not fully effective.

Staff have a secure understanding of the setting's safeguarding procedures to help promote children's ongoing welfare. They are clear about their individual roles and responsibilities and are confident in the steps they must follow if they have a child protection concern. Effective procedures are followed when recruiting and vetting staff. The manager completes thorough checks to ascertain staff suitability to work with children to help keep children safe. The manager is aware of and follows the requirement to inform Ofsted of any changes to the provision.

Parents state that they feel well informed and very welcome at the nursery. They enjoy the many discussions with staff and their child's key person, which helps them to feel reassured that their children are settled and happy. Parents state that they feel their views and opinions are valued, often seeing positive changes made due to their comments or suggestions such as the recent introduction of parent's consultations. Parents receive information about the setting, including written policies and procedures. This helps them to understand the aims and responsibilities of the nursery. A frequent newsletter ensures parents are informed about forthcoming events and activities such as the Christmas performance, which means they can be involved. Staff work in partnership with other settings and external agencies to support the needs of individual children, including those who may require some additional support.

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	EY416369
Local authority	Bournemouth
Inspection number	948313
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	105
Name of provider	Giggles 4 Kids Ltd
Date of previous inspection	14/08/2013
Telephone number	01202331952

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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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