

Giggle and Grow

Giggle & Grow Day Nursery, St. Marys House, Horsedeg Street, OLDHAM, OL1 3XE

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| Inspection date | 13/03/2014 |
| Previous inspection date | 20/02/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- Partnerships with parents is an integral part of the provision and effectively promote children's continuing care and development.
- The key person finds out from parents about their child's routines, likes and dislikes. This enables staff to plan familiar activities and it helps children develop secure attachments.
- Observations and assessments are completed and used to inform activity plans, as well as to show parents the progress their children are making across all areas of learning.
- Staff have secure understanding of the safeguarding and welfare requirements and therefore children play in a safe and welcoming environment.
- Self-evaluation enables staff to identify and prioritise aspects of the provision to be developed. As a result, peer observations will be introduced to improve the quality of teaching and learning.

It is not yet outstanding because

- There is scope to improve the pace of some activities and to ensure adult interventions are always timely and appropriate to further enhance outcomes for children.

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.

Inspection activities

- The inspector looked at the premises in relation to health and safety.
- The inspector observed staff's practices and their engagement with the children throughout the inspection.
Children's activities were jointly observed and discussed with a senior practitioner who has attained early years professional status, in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector discussed issues arising from the nursery's self-evaluation form and improvement plan.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.

Inspector

Cathleen Howarth

Full report

Information about the setting

Giggle and Grow Day Nursery re-registered as a limited company in 2010 on the Early Years Register. The nursery serves the local area and it is accessible to all children. It operates from a converted two-storey building close to Oldham town centre. Parents use the car park at the rear of the building. There are six base rooms used by children and an outdoor play area adjoining the premises. The nursery is open Monday to Friday from 7.30am to 6pm and it is closed over the Christmas period.

Currently there are 110 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The two owners manage the nursery. They are supernumerary and both have attained relevant qualifications at level 6. They employ 28 members of staff to work directly with the children, including the deputy manager who has attained Early Years Professional Status. 26 members of staff have appropriate early years qualifications ranging from level 2 to 6. There is one member of staff currently working towards a qualification at level 2. Apprenticeships and student placements are included in the ratios.

The nursery obtains support from the local authority and it is a member of the National Day Nurseries Association. It has been awarded the highest food hygiene rating by the local authority.

What the setting needs to do to improve further

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

- enhance opportunities for children to have uninterrupted time to talk and think and consistently help children, to do what they are trying to do, without taking over or directing to further improve learning.

Inspection judgements

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

Parents are asked to provide information about their child's starting points when their child starts at the setting. This information is used consistently to plan activities to support

children's next steps. Parents are routinely kept informed of their children's progress towards the early learning goals. For example, through children's record of achievement, or learning journey; parent evenings and contact sheets. The information that is shared with parents is used effectively to promote children's learning at home and at the setting. For example, children practice writing their name at the setting and parents know how to reinforce this at home.

All children are working comfortably within the typical range of development expected for their age, taking into account their starting points; including English as an additional language and other considerations, such as special educational needs and/or disabilities. Overall, the quality of teaching is effective, although one activity was over-directed by a member of staff and children were not given enough time to think before answering the open questions, which hinders children's overall learning and development. However, there is a system in place to monitor and improve the quality of teaching and learning. The deputy manager observes staff's interactions with children and parents and attainable goals are agreed to ensure teaching is focused on meeting the individual needs of children. The educational programmes have depth and breadth across the seven areas of learning. Children's development in the prime areas of learning is promoted well and interwoven in all activities, including provision for outside play. At registration, preschool children talk about the weather and how to prepare for outside play. Therefore, children are purposefully involved in planning for their learning and they are clearly acquiring the skills, attributes and dispositions they need to be ready for school, or the next stage of their learning. Children experience a variety of learning opportunities to match their different learning styles, building upon what they already know. For example, outdoor play is always linked to children's learning in other areas, such as seasonal changes and their growing independence. When children play outside they improve their skills of co-ordination, control, manipulation and movement. They clearly enjoy their time at the setting and activities are challenging and interesting. Children effectively develop communication and language skills, so that they are able to express themselves confidently, fluently, clearly and appropriately in a range of situations. They listen, question and respond to others with care and sensitively respecting the views and ideas of others. Familiar and newly introduced vocabulary is skilfully introduced, such as, 'Easter' and 'daffodils'. Children develop communication and negotiation skills and coherently express emotions and feelings. For example, at the end of registration children were invited to choose from a wide range of stickers for good behaviour. The lead practitioner asked each child in turn to explain why they had picked that particular one. Staff effectively model skills involved in play, such as, filling and emptying water jugs. They interact meaningfully with the children, asking questions and making suggestions to support their learning. They are clearly familiar with individual children's key vocabulary and they purposefully support children in their use of key words. For example, through colour, number and shape recognition. They read with children from fiction and non-fiction books, and they attractively display children's artwork for parents to view.

There is an established system in place for the children's key person to complete the progress check at age two in partnership with parents and other key people. Staff know to focus on the prime areas of learning, understanding early identification of need and early intervention is necessary to help narrow any identified gaps in children's achievement. Children's records of achievement, which include ongoing assessments are well-

maintained and used to plan a wide range of stimulating activities to reinforce and extend children's learning further.

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

Staff support children's transitions well. Parents are given time to settle their children who are new to the setting. The atmosphere at the setting is calm and welcoming and children soon feel comfortable in the new situation. A well-organised key person approach helps children to form secure attachments with those working with them. Children's growing independence is supported well by the consistent use of quality furniture and equipment. For example, the very young use low-level strong bucket seats to sit at the table to eat. Children in preschool use posture seats to promote good pelvic position, lower extremity position and trunk alignment for table top activities. Staff support children to play and learn together and to develop control over their actions. Consequently, children behave well for their age and stage of development. Staff consistently make their expectations of behaviour clear. For example, children know they are not allowed to run around inside, to avoid accidental injury. The environment is safe and welcoming. The layout of quality resources and equipment effectively promotes children's care, learning and development and children are fully engaged and motivated at all times.

There are ongoing opportunities to enhance and optimise children's emotional and physical health at the setting. Staff understand that getting a good start in the early years enables healthy all-round development and lays the foundations for long-term well-being. This is effectively promoted through the provision of good nutrition, fresh air, energetic play and opportunities for children to play quietly, rest and sleep. As a result, children are learning the importance of keeping healthy. They know to wash their hands before they eat their meals. Meal time is a social occasion when children relax and sit together around the tables. They chat about the food that is provided and staff seize every opportunity to encourage children to talk about food and nutrition. Children are clearly developing an awareness of the feelings and needs of others as well as the consequences of their actions. They use language of social interaction appropriately, such as, 'please' and 'thank you' and they are learning to share and take turns.

Personal care tasks, such as, nappy changing and toilet training are undertaken by staff in a caring, sensitive way and in accordance with parents' wishes. When the need arises, staff administer medication to children with written parental consent. Accidents and existing injuries are also recorded in partnership with parents to promote children's continuing care. Overall, working practices and procedures help to protect children, including risk assessments of the premises, resources and outings, such as swimming. This ensures appropriate adult to child ratios are maintained and it helps to minimise the risk of accidental injury. Measures like these, with consistent support from staff, enable children to make healthy choices, feel secure and encourage behaviours that effectively promote children's good health, well-being and promotes their understanding of risk.

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

The senior management team and staff share the same vision and this is consistently demonstrated through the systems, routines and practices that are embedded in the provision. For example, there are robust selection, recruitment and vetting procedures in place to safeguard children and this includes systems to support staff through induction, appraisal and their personal professional development. There are on going opportunities for staff training and this includes training to administer first aid, which promotes children's safety at the setting and on outings. The training and supervision of staff has a clear focus on welfare and safeguarding. As a result, the safeguarding and welfare requirements comply with the statutory requirements. Staff demonstrate a secure knowledge and understanding of child protection procedures. Other policies and procedures are understood and implemented, for example, promoting equality of opportunity. In the main, the quality of teaching and learning is effective and the learning and development needs of all children are consistently planned for. There is a system in place to monitor, review and improve the quality of teaching and learning.

Working in partnership with parents is embedded and this includes the continual sharing of information in children's learning journey's, which effectively enables parents and staff to reinforce children's learning at home and at the setting. Parent questionnaires have been completed and should the need arise; parents know how to address concerns through their child's key person. Feedback from parents is always valued and they make favourable comments about the setting, emphasising how pleased they are with their children's care, learning and development. Partnerships with other professionals are established and this includes support from the local authority. The nursery has taken part in various pilot schemes to promote best practice which is then cascaded throughout the borough. Trained and experienced staff clearly understand the importance of partnership working and they are well supported in their roles and responsibilities. This includes effective provision for children with special educational needs and/or disabilities. Self-evaluation demonstrates how staff reflect on explicitly stated goals and how they revise their work accordingly. This has been independently achieved through the completion of the Ofsted self-evaluation form. The recommendation raised at the last inspection has been fully addressed to enhance the overall provision for children. Self-evaluation has also improved practice in relation to meeting all the requirements of the Statutory framework. It clearly demonstrates staff's ability to make sustained improvements.

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

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| Unique reference number | EY409252 |
| Local authority | Oldham |
| Inspection number | 850985 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 74 |
| Number of children on roll | 110 |
| Name of provider | Giggle and Grow Ltd |
| Date of previous inspection | 20/02/2011 |
| Telephone number | 01616 284 140 |

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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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