

Wiggles & Giggles Day Nursery

634 Hagley Road West, Oldbury, West Midlands, B68 0BS

Inspection date	05/03/2014
Previous inspection date	01/06/2011

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		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 motivated and keen to learn in the carefully planned environment, demonstrating curiosity and interest in the varied activities. Consequently, they are making good progress in their learning and development, supported by the enthusiastic staff and managers.
- Parents are actively involved in their children's learning and development as they discuss activities they can help with. Also, they share their children's achievements from home, forging a strong sense of children's attainment being a true partnership.
- Safeguarding arrangements are effective as staff have a secure and confident knowledge of the child protection policies and procedures and work in partnership with any other agencies and professionals involved in supporting individual children.

It is not yet good because

- The systems for conducting staff appraisals and supervision are not yet fully embedded to ensure that all staff have swift access to relevant training, to extend and develop their skills and knowledge further.
- The current arrangements for mealtimes in one class can, at times, encroach on children enjoying the social experience, as the routine means children and adults are moving around while others sit and wait for some time to be served their meals.

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 practice in all areas of the setting, indoors and outside and carried out a safety check on the premises.
- The inspector spoke with children, staff and the manager during the course of the inspection.
- The inspector carried out joint observations with the manager and held a meeting with her and the special educational needs co-ordinator.
- The inspector took account of the views expressed by some parents spoken with during the inspection.
- The inspector examined a sample range of documentation, including some children's developmental and admission files, staff suitability and training records, risk assessments, policies and procedures.

Inspector

Patricia Webb

Full report

Information about the setting

Wiggles & Giggles Day Nursery was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed and is situated in two buildings on a site in Oldbury, Sandwell, near to main routes into Birmingham. The nursery operates from rooms in a purpose built single storey building and from a converted two storey house. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 25 members of childcare staff, most of whom hold appropriate early years qualifications at level 3. Additional housekeeping staff are also employed. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 96 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- implement the system for conducting staff appraisals and supervision to further support staffs' professional development, enabling them to swiftly access training to build on their commitment and enthusiasm as they improve their knowledge, understanding and practice.

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

- review the lunch time arrangements to reduce the waiting time for children being served their meal and offer a calmer environment conducive to children enjoying the social experience.

Inspection judgements

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

Children make good progress in their learning and development supported by enthusiastic staff who understand the different ways in which they learn. Consequently, children are well prepared for their future learning and starting school. Staff make good use of recognised language assessment tools to monitor children's communication and language development. Further support is offered through effective teaching as staff also implement non-verbal communication systems, such as Makaton sign language and the use of pictorial routines. This helps to ensure that every child and their family benefits from clear

communication. Generally, assessment is clear and accurate, as staff note children's strengths and identify the next steps for further development. Staff are developing a more consistent approach to the format for the progress check at age two, although, the relevant information is recorded and shared with parents. Staff have a sound knowledge and understanding of the Early Years Foundation Stage and there is some innovative teaching to support children's learning. For instance, children are encouraged to use resources, such as golf tees, tools, nuts and bolts, to experiment with and develop their dexterity. Staff understand how such activities promote hand and eye co-ordination and help children prepare for early pre-writing skills. There are some slight variances in teaching as newer staff settle-in to the ways of working in the nursery. The management is aware of these through the monitoring, although, training opportunities are not yet accessed swiftly enough to ensure all staff have the opportunities to extend their skills in response to particular interests and roles. However, staffs' enthusiasm, commitment and personal interest in their particular roles are contributing to children's individual support being identified and addressed well where necessary.

Children make choices about their play and activity. Babies crawl and toddle easily in the welcoming room, discovering their reflection in the low-level mirror. Giggles and smiles ensue as the babies wonder who it is in the mirror and staff point out facial features. Children develop a sense of rhythm and creativity as they enjoy the music and movements sessions delivered by an outside teacher. They participate in such activities indoors and outside, developing co-ordination and imagination as they then create their own music. Older children enjoy the involvement of staff in their play, for example, as they brush and style their hair in a pretend hairdresser's salon. Younger children select their favourite songs and action rhymes as they use the various resources in the 'nursery box'. They find the laminated pictures of the character in the song and then pick out the corresponding toys. For example, a child giggles with delight when choosing the picture of a spider and then finding the small soft toy spider as together the group sings 'Incey Wincey' with gusto. Effective questioning from staff encourages children's thinking as they make connections in their learning. A balancing activity outside is used well as the member of staff discusses the various pieces of the equipment to be connected to make the 'beam'. Children work out how to fit the pieces safely and extend the beam as they construct and build. Staff pick up on child's individual interests and use these effectively in the flexible planning. A toddler shows a clear connection to the small world animals. Staff use this to promote the language development and extend involvement and concentration.

Parents are actively involved in their children's learning and development. The manager regularly emails information and photographs of children playing, so that parents are well informed about activities. They share children's achievements from home on the 'wow' board, such as when a swimming certificate has been awarded or when a child has completed a pictorial number line from one to 40 accurately. Staff further establish two-way communication with parents and give them feedback at the end of each session about children's achievements.

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

Children demonstrate that they feel secure and are confident as they independently explore their environment. There have been some recent changes to staffing in the nursery, leading to the reassignments of some children's key persons. However, this has been managed well and in some cases, children, especially babies, have 'chosen' their own key persons as staff observe the way in which children make such connections. Consequently, children are settled and form secure emotional attachments. Babies' routines are discussed with parents when the child starts and at regular intervals, to help staff to ensure their changing needs are met. Babies are well supported by staff and as they progress into the older age group, they become confident in the daily routines. Appropriate care practices ensure children settle quickly, are happy and enjoy their time at the setting. Babies and older children separate from their main carers with ease, showing confidence in the care of the staff.

Children behave well in the nursery as staff act as positive role models. They are polite to each other and work well as a team. This helps children to learn about how to behave and co-operate with each other, which promotes their self-esteem. Staff also support children in challenging the behaviour of others, empowering them to express their feelings and bring about the desired improvement in such situations. Where individual children are identified as benefiting from additional support, this is carefully planned in close partnership with parents and any other agencies and professionals deemed necessary to assist children in managing their responses to strong feelings and emotions. Children become independent as they attend to their own health and care needs. Staff reinforce hand washing and the need for personal hygiene as they explain to children about germs making them ill. Children enjoy outdoor play and fresh air daily, running with gusto as they prepare for a sack race. They become aware of their own safety and that of others as they negotiate space with care, using wheeled toys safely, mindful of not running into each other. Children also participate in regular fire drills and have engaged in activities about safety. They have drawn and completed worksheets, describing the 'drop and roll' procedures explained to them during a visit from the fire service. Minor accidents and injuries are managed efficiently as staff hold first aid qualifications and the relevant forms are completed and shared with parents. The manager has recently reviewed the way in which incidents and accidents are recorded and analysed to inform risk assessments more methodically and note any areas for concern, which may arise.

Children enjoy health and nutritious meals cooked freshly on site. The cook works closely with staff to ensure that any identified dietary needs and preferences are met. Generally, children enjoy their mealtimes, developing skills in self-feeding and considering portion sizes. In one class, the recent increase in the numbers of children has impacted on their enjoyment of the social occasion of mealtimes. For example, children are being served their meals while others are still wandering to and from the toilets and staff are preparing beds for the afternoon nap. Some children become restless and fidgety as they wait for their meals to be served.

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

There have been some significant changes to staffing recently in the nursery. A new manager has been appointed and together with her deputy and room leaders, firm improvements are being made to develop the practice and ensure the safety and welfare of the children. Staff have a secure knowledge and understanding of the safeguarding arrangements and are confident in their response regarding the action they would take should they have any concerns about child protection matters. The new manager has been instrumental in reviewing the recruitment procedures for staff and new Disclosure and Barring Service clearances have been recently undertaken for all staff to ensure their ongoing suitability. Formal appraisals have not been carried out for some time, although, the manager is aware of the merits of embedding this process to drive further improvement. Staff views and opinions are sought as part of the self-evaluation process. Some concern was raised regarding the access to training and this has yet to be fully addressed. For example, professional training for the Code of Practice for the identification of special educational needs and/or disabilities has yet to be arranged, to further support the coordinator who is working with the area special educational needs coordinator. Children's safety is further assured as staff conduct rigorous risk assessments that identify and minimise hazards to them. They are supervised well as the nursery works above the minimum staffing ratios and the majority of staff hold level 3 qualifications.

The management of children's behaviour has recently been reviewed and issues relating to behaviour, such as biting incidents within the nursery, have been focused on. When such incidents occur, the management work closely and confidentially with parents to discuss any escalating concerns there may be about children's behaviour. In order to minimise risks to children, the manager and her senior team provide one-to-one support where necessary and use individual educational plans to support specific children as they learn to respond to emotions and feelings more appropriately. This approach is now reducing the incidents of biting and improving the children's sense of safety. The manager has also implemented a system to collate and analyse accidents and incidents more effectively and these records are kept confidential. This means that she is now better equipped to identify any areas for concern, including behaviour and any areas of possible hazard within the nursery, much more swiftly, promoting children's welfare and well-being more effectively.

The owners are now taking a more active role in the day-to-day operation of the nursery once more. They are supporting the new manager in her drive to bring about improvement in the nursery and build staff morale and training opportunities more effectively. Self-evaluation is being collectively completed as staff reflect on their practice and seek to improve, although, some arrangements, such as the appraisals, have yet to be fully embedded. Some staff taking individual responsibilities for particular aspects of practice, such as phonics, multi-cultural activities and behaviour management, are encouraged to share their practice and disseminate this during the staff meetings. Parents' express a deep appreciation of the way in which staff support their children. They cite the friendly and caring key persons and talk confidently about the various policies and procedures that staff have discussed with them to ensure their child's welfare and well-being. They know about the complaints procedures and how to contact Ofsted should they have any further concerns. They are happy with the way in which their children are prepared for the move through the nursery and the inevitable move to school. Staff work closely with parents to link with their assigned schools, visiting the schools, taking

photographs of the new environment and some of the personnel. This information is then shared with the children to reassure and support them effectively as they prepare for the next big steps in their learning.

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	255157
Local authority	Sandwell
Inspection number	955657
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	96
Name of provider	Wiggles & Giggles Limited
Date of previous inspection	01/06/2011
Telephone number	0121 422 0415

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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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