

# Giggles 4 Kids Ltd

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

<b>Inspection date</b>	28/05/2014
Previous inspection date	17/12/2013

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

## The quality and standards of the early years provision

### This provision is inadequate

- Some staff have a poor understanding of their role as a key person and some teaching is weak, therefore not all children's needs are met appropriately.
- Staff do not communicate effectively with all parents to share information, particularly with regard to enabling children to use their home language in the nursery.
- Staff do not give babies opportunities to play in the outdoor areas to extend their learning experiences and promote their good health.

### It has the following strengths

- Older children develop independence in practical skills, which can benefit them as they start school.
- Staff provide a range of play and equipment and resources that enable children to explore a variety of materials using their senses.

## 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 the three activity rooms and in the garden area.
- The inspector spoke to staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector sampled records and documentation, which included children's progress records, safeguarding and behaviour management policies.
- The inspector took into account parents' views, obtained in person.

## Inspector

Brenda Flewitt

## Full report

### Information about the setting

Giggles 4 Kids Ltd opened in 2006 and has been under new ownership since December 2013. The nursery operates from three self-contained rooms in a children's play centre, which is situated on an industrial estate in Bournemouth, Dorset. There are enclosed outdoor play spaces available. The nursery is open weekdays from 8am to 6pm all year round. Children attend from the local area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 96 children on roll, 73 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 and those who are learning English as an additional language. There are 11 staff members employed to work directly with the children, most of whom hold, or are working towards, early years qualifications at level 3.

### What the setting needs to do to improve further

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

- improve staff's understanding of their key-person role to help children feel secure and to include effective sharing of information with parents and planning activities tailored to meet children's needs
- provide opportunities for children to use their home language in their play and learning in order to support their learning of English
- ensure that babies have regular opportunities to use the outdoor area

### Inspection judgements

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

Staff's understanding of the learning and development requirements for the Early Years Foundation Stage is inconsistent. While some staff have suitable knowledge and experience, others demonstrate limited understanding of how to help children make good progress in their learning. Although staff have started to implement changes in the assessment system for monitoring children's progress, these are not yet effective in ensuring that all children's needs are met. When children start at the nursery, parents are given forms to complete about their children's development and activities at home. However, if the forms are not returned, staff do not engage in conversation with parents

to seek the details they need about children's starting points or daily routines. Some staff regularly complete observations of their key children and use these to plan next steps in their development. However, this is not consistent throughout the nursery. Therefore, the key-person system is not effective as staff do not all know their key children well as individuals, or plan effectively for their progress. Staff caring for two-year-olds know about their responsibilities in completing the required progress checks, using information from parents in their assessment.

Staff provide a range of resources that encourage children to explore a variety of materials using their senses. For example, babies enjoy prodding, pulling and patting play dough using their hands and tools. Older children are excited about finding insects and bugs in the garden area as they lift wood and stones, or dig with spades to find the creatures underneath. Staff provide magnifiers so that children can investigate wildlife more closely. Children use their imaginations as they make mud pies and ride imaginary horses made from drainpipes. Children in the baby room, however, do not often have opportunities to play outdoors. Staff do not include outdoor play in their planning. This can result in young children being in one room for a full day without a change of environment or access to outside resources to explore.

Staff plan small group activities each day, which sometimes enable them to encourage children's particular next steps. However, some of these activities, particularly for the older children, are not tailored to children's development needs and lack stimulation. For example, staff ask children in a group to identify shapes, colours and numbers from pictures on cards. This means that the answers staff expect can be right or wrong and children lose interest when it is not their turn. Staff do not always provide children with explanations as to why they are asked to complete the task. This type of activity does not boost children's confidence or motivate them to learn.

Some staff encourage children's language and vocabulary as they join in their play. For example, as children play outside they hear staff name the creatures they find. They learn mathematical language relating to size such as 'big', 'small', 'taller' and 'higher'. Some individual activities encourage less confident children to speak. However, staff interaction with the children is inconsistent, as some staff supervise but do not get involved in children's play. This means that they do not consistently use opportunities to develop children's language, knowledge and understanding. Staff do not encourage children who are learning English as additional language to use their home language in the nursery. They do not always know what languages are spoken at home. This sometimes results in children who are due to start school not being able to communicate effectively and, therefore, they are not well prepared for the next stage of their learning.

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

Most children enjoy the time they spend at the nursery. Some children develop a sense of belonging as they see photographs of themselves and their artwork displayed in the nursery. However, due to many recent changes in staff, the key-person system is not well embedded. This results in some children becoming unsettled as they cannot form secure

attachments with one person. Parents do not always know who has been caring for their child or what their child's day has been like. This is because the communication is not effective in sharing important information.

Staff provide familiar routines and explanations so that children know what they expect from them. For example, children understand about lining up and listening to instructions when moving between inside and outside areas. Staff help children learn to take turns and share equipment. This encourages children to behave well. Staff teach children road safety and traffic awareness as they enter the car park or go on walks to the local shop. Children are involved in preparing food for snack time, using real tools. Therefore, children are starting to understand about their own safety. Staff regularly praise children for their efforts and achievements, which helps boost their self-esteem.

Overall, staff promote children's healthy lifestyles appropriately. They encourage children to practise good routines for personal hygiene. Children develop increasing independence as they learn to use the low-level toilet and hand-washing facilities. Staff provide healthy options at snack time, such as fresh fruit and vegetables. Older children visit the caf-style area, where they pour their own drinks and select food independently. These skills help to prepare them for the future. Older children have daily opportunities for fresh air and exercise as they play in the garden area. However, staff do not promote babies' health as well, because they do not enable them to play in the outside environment.

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

Staff have an appropriate understanding of the requirements to safeguard children. They know about child protection issues and their responsibilities in procedures to follow if they have concerns about a child. Some staff are not sure about recognising signs and symptoms of abuse, therefore, training has been booked to help increase their knowledge. The provider completes risk assessments for all areas of the premises, and for outings, to provide a safe environment for children to play. Cameras have been installed to enable the provider to monitor public areas, particularly the entrance and exit. This helps to ensure that children cannot leave unsupervised and that staff are aware of anyone entering the building. The provider is aware of the minimum required ratios, which they implement to help keep children safe. The manager is usually available to cover staff breaks and bank staff are employed to fill in for staff absences.

There are appropriate staff recruitment procedures for checking that staff are suitable to work with children. Any staff who are awaiting Disclosure Barring Service checks are supervised at all times in order to help keep children safe. Staff complete required records, which are stored appropriately to keep them confidential. The manager has introduced regular supervision meetings with staff, which includes discussions about ongoing suitability and training needs. For example, six members of staff have attended training on behaviour management, which they then shared with other staff to increase their knowledge. Consequently, children behave well. The provider's self-evaluation has started to identify some areas for development, which includes how staff complete children's

progress records. However, systems for monitoring staff effectiveness are not successful in making improvements when teaching is weak and staff practice is inconsistent.

The provider has partially addressed the actions and recommendations set at the last inspection. They have started to make changes to the observation, assessment and planning system, but these changes are not yet effective in promoting children's progress. Staff are providing more writing materials to enable children to use them spontaneously in their play. However, staff still do not provide babies with enough opportunities for outside play.

Staff provide parents with information about the nursery by way of written documents, displays and online websites. However, the methods of communication with parents are not always successful in sharing important information to ensure that every child's needs are met. Nevertheless, the provider encourages parents into the nursery and offers a venue for training courses, such as first aid. This encourages parents to develop their knowledge to be able to promote their children's health and safety in an emergency.

### **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

<b>Unique reference number</b>	EY416369
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	976172
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	63
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Giggles 4 Kids Ltd
<b>Date of previous inspection</b>	17/12/2013
<b>Telephone number</b>	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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