

Little Giggles Private Day Nursery

The Hollywood Hotel, 12 Bloom Street, STOCKPORT, SK3 9LA

Inspection date

Previous inspection date

27/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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

- Staff have a sound knowledge and understanding of safeguarding practices and they fully understand the correct procedures to follow in the event of a concern.
- The key-person system is well established and children have formed strong bonds with the adults who care for them. Partnership working is in place, parents contribute to children's initial starting points and care routines.
- Leadership and management aspire to improve outcomes for all. They include parents, carers and children in the self-evaluation process and have established links with a representative from the local authority to bring about change and improvement.

It is not yet good because

- Leadership and management do not always rigorously monitor educational programmes for older children. As a result, children become quickly disengaged and are not provided with sufficient challenge that promotes their critical thinking skills.
- Staff over-direct children's independent learning time, and do not always fully understand the significance of child-initiated learning. As a result, children's natural ability to explore and learn through trial and error is impeded.
- Systems to identify weaknesses in staff practice are not sharply focused. As a result, staff do not always receive perceptive support, training or guidance that is tailored to their individual professional development needs.

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 conducted a joint observation with the registered individual and a member of staff from the senior leadership team.
- The inspector sampled a number of policies, procedures and checked the suitability of all staff members.
- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector took a tour of the premises and spoke to parents and carers.

Inspector

Luke Heaney

Full report

Information about the setting

Little Giggles Private Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted public house, in the Edgeley area of Stockport. The nursery serves the local area and is accessible to all children. It operates from 11 rooms and there is a fully enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, one holds a level 4 qualification, nine hold appropriate early years qualifications at level 3, two members of staff hold a relevant level 2 qualification and three members of staff hold a level 6 qualification, including one with Qualified Teacher Status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 85 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of 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:

- develop the educational programme for pre-school children, to ensure they are provided with sufficient challenge, stimulation and motivation to fully maximise their critical thinking skills.

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

- improve the leadership and management of the setting's monitoring of teaching and learning, to ensure staff receive the appropriate coaching and support needed to improve and build on knowledge and experience of professional practice
- develop staff knowledge and understanding of the significance of achieving and maintaining a correct balance between child-initiated and adult-led learning, taking into consideration children's intrinsic curiosity to explore and learn through trial and error.

Inspection judgements

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage curriculum. As a result, educational programmes, cover the areas of learning and are of

general interest to children. Detailed information is obtained upon entry, and used effectively to establish children's initial starting points, that indicate children's personal preferences for toys, foods and inform care routines. Consequently, children settle quickly and explore their learning environments adequately. For example, babies splash in water; toddlers build towers, explore sand and look through sensory books. Pre-school children, fill and empty containers with water, paint and play with small world animals. The educational programmes on offer to children vary across the setting. They are generally age appropriate, include some emerging interests and provide children with opportunities to explore early communication and language acquisition. However, pre-school children are not always provided with sufficient challenge, perceptive support and tailored activities to keep them motivated, interested and eager to learn. As a result, children in pre-school do not always display the characteristics of effective learning, they quickly become disengaged and lack motivation to become competent learners. Consequently, children begin to demonstrate attributes of challenging behaviours because they are bored by the play and learning opportunities presented to them.

The monitoring of children's learning is in place, regular assessments are implemented and tracking of learning and development is sufficient. However, the monitoring of the impact teaching has on children's learning is not robust enough in identifying emerging weaknesses in teaching trends across the setting. As a result, the quality of teaching requires improvement, as staff too frequently over-direct children's learning. Consequently, children do not fully participate in self-chosen activities and their ability to naturally explore, learn through trial and error and display critical thinking skills are impeded. Observations are routinely implemented, they are evaluative, link to early years outcomes and provide children with next steps. New planning systems have been implemented by management and include opportunities for children to explore the seven areas of learning and develop speaking and listening skills, through focused activities, such as letters and sounds. However, further opportunities to provide older children with extensive challenge during activities are missed, as staff do not fully identify when children's learning can be accelerated and extended to achieve optimum outcomes. Summative assessments are conducted every three months and are shared with parents and carers. The progress check completed for children between the age of two and three years is conducted effectively and includes the views of parents and healthcare professionals.

Children who speak English as an additional language are supported well. As a result, they settle quickly and make reasonable progress, relative to their starting points. Staff provide support and interventions, such as bilingual communication books, use key phrases in home languages and use picture aids to strengthen communication. Further to this, there are a number of bilingual books, signs and resources that reflect difference and diversity. For example, children play with multicultural dolls and look at bilingual books. Staff have a sound knowledge and understanding of how to prepare children for next stages in their early education. Children are provided with role-play opportunities, such as wearing school uniform, enacting roles of teachers and key persons discuss the step-by-step process of transition with them. Consequently, this provides a platform for children to gain positive dispositions and attitudes to be ready for school. Children with special educational needs and/or disabilities are adequately cared for by the experienced special education needs coordinator. Individual educational plans are put in place and liaison with parents, carers

and health professionals is well rooted in practice.

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

Children's emotional well-being is supported effectively, as the key-person system is successfully embedded and works well for all children. Key persons are warm and caring, and show children great affection and comfort. For example, when babies display signs of distress, key persons are quickly on hand, offer reassuring support and provide them with a warm embrace. Older children, wait for reassurance and approval from key persons when they achieve intended outcomes or become upset. Staff are allocated time to bond with children upon entry, which provides a sound foundation to establish secure attachments. Parents and carers are aware of their child's key person and speak highly of them. For example, one parent states 'my child loves coming to the nursery, the key-person system is brilliant, staff make me feel special and that my child is important and precious'. Learning environments are clean, fit for purpose and adequately resourced. Children access a range of toys and equipment that are age appropriate and accessible. Children's creative work and photographs are displayed around the setting, further adding personal ownership and belonging to their setting. Older children take pride in their environments as they tidy toys away and remind each other of safety precautions when going to the bathroom, such as not running or pushing one another.

Children's health and well-being is supported effectively. Children receive adequate outdoor play, take trips to the local park and talk about healthy eating. Children receive healthy, nutritious snacks and meals, which are catered to individual dietary requirements. Older children cover topics, such as 'healthy body, happy me week'. During this, children discuss the significance of exercise, and distinguish healthy and unhealthy foods. Children are developing good hygiene practices, as staff are good role models. Staff remind children to wash their hands, blow their noses and encourage older children to tend to their own toilet needs. Further to this, staff wear appropriate protective clothing when changing children and serving meals. Robust cleaning rotas are in place and staff wash their hands to minimise cross-infection. Children's independent skills are promoted well during routines, such as snack time. Children self-select cups, pour their own drinks and self-serve their own foods. Younger children sit together, try various finger foods and are given beakers to independently drink from.

Children's behaviour is generally good across the setting. A comprehensive behaviour management policy is in place and the named behaviour management coordinator, cascades her knowledge and experience to all staff members. Staff follow consistent behaviour management strategies, provide incentives, such as star of the day, stickers and certificates. Pre-school children occasionally display challenging behaviour, when directed activities or routines interrupt play experiences or are not of significant interest to them. Staff appropriately apply the behaviour management procedures and children respond effectively. Robust risk assessment and security systems are well rooted within the setting. Daily risk assessments are completed and comprehensive health and safety policies are in place and regularly reviewed. Visitors are asked for identification and asked to sign into the visitor's book. Furthermore to this, closed circuit television imagery is in place, which

adds to the robust safety systems in place to protect children and staff.

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

Staff have a sound knowledge and understanding of all aspects of safeguarding practices. Staff are fully aware of their responsibilities in the event of a concern about a child or the conduct of a colleague. They can correctly identify the signs and symptoms of abuse and fully understand the correct procedures and protocol to follow. Further to this, staff have attended safeguarding training and have a sound understanding of the professional bodies to contact if further support is needed, such as Ofsted or the local authority. A comprehensive safeguarding policy is in place and includes the use of mobile phones and cameras. A detailed whistleblowing policy is in place and staff are fully aware of when this policy should apply and the relevant stakeholders to inform, should a concern arise. Management have an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. However, systems for monitoring educational programmes for identified cohorts of children, such as pre-school children, lack rigour. Consequently, management have failed to identify that the delivery of programmes for these children, do not provide them with sufficient challenge or support to ignite intrinsic learning interests and aid them in achieving the best of outcomes. The monitoring of assessment is sufficient and implemented on a regular basis. Management use cohort trackers to identify potential gaps or correlations in learning and discuss next steps to put in place.

Management have not yet successfully embedded systems to support and coach staff during professional development programmes. For example, management have not identified the over-direction of teaching and its possible impact on children's learning and development. Consequently, opportunities are missed to identify areas of weakness in staff practice and provide perceptive support and training programmes to improve the quality of teaching. Current systems for monitoring teaching are ineffective in acquiring the bigger picture of all teaching practice. Management spend too much time focusing on communication and language elements of teaching, therefore they incorrectly prioritise improvements of teaching practice. The recent implementation of peer observations are yet to take effect or make a positive contribution towards improving outcomes and practice for staff and children. Staff appraisals are implemented on a regular basis, providing staff with opportunities to discuss any concerns or areas of development. However, systems for supervision are within their infancy and staff do not adequately receive the support and expertise of management in sharply focusing on areas of development and improving professional practice, such as teaching.

Self-evaluation is sufficiently embedded within the setting and management ascertain the views of parents, carers and children in this process. Management regularly meet to reflect on the services offered, outcomes for children and discuss aspects of the day to day running of the setting. Management have identified some areas of improvement and have action plans to meet these. However, not all aspects of self-evaluation are robust enough in identify improvements and effectively prioritise those which have the biggest

impact on children's learning. Although these aspects have not been identified, leadership and management show a continued drive for improvement and seek the assistance and advice from their local authority adviser. Partnerships with others are well embedded. Parental partnerships are a strength and parents speak highly of the setting and would recommend the services to friends and family. Partnerships with local schools and nurseries are within their infancy, but leadership and management show sound commitment and passion to ensure these links are securely embedded.

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	EY473831
Local authority	Stockport
Inspection number	949445
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	138
Number of children on roll	85
Name of provider	Little Giggles Private Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0161 429 8060

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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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