

Gigglers Day Nursery Ltd

Gigglers Day Nursery Ltd, 7 Fletcher Street, Little Lever, BOLTON, BL3 1HW

Inspection date

Previous inspection date

18/06/2014

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

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

- The effective key-person system ensures that children's emotional needs are met. Consequently, children feel secure to explore the environment and play.
- Staff have a good knowledge and understanding of how to keep children safe. They have attended relevant safeguarding training and take appropriate action to minimise risks.
- Children's care needs are appropriately met because staff work closely with parents to share relevant information and ensure continuity. Parents speak positively about the care their children receive.

It is not yet good because

- The quality of teaching and staff interaction with children is variable, so children are not always effectively supported to make good progress in their learning.
- Babies are not always provided with a secure foundation on which to build their future learning, as planning does not focus sufficiently on all three prime areas of learning.
- The quality of teaching is not sufficiently well monitored to ensure that weaknesses in practice are identified and addressed.
- Adult-led group activities are not planned well enough to ensure that they engage and retain children's interest throughout.
- Staff do not fully support parents in guiding their children's development at home.

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 toured the premises.
- The inspector observed teaching and learning activities in four of the playrooms and the two age-specific outdoor areas.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector held meetings with the registered provider and deputy manager. She also checked evidence of the suitability and qualifications of staff working with children, a selection of documentation related to children's learning and welfare, and the nursery's plans for self-evaluation and improvement.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Joanne Parrington

Full report

Information about the setting

Giggles Day Nursery Ltd was re-registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This was following a change to its registration. It operates from a converted two-storey building in the Little Lever area of Bolton, Lancashire. Children under the age of three are cared for on the ground floor and pre-school children on the first floor. All children have access to a library and sensory room. There are two enclosed outdoor play areas. The nursery serves the local area and the wider community. It operates Monday to Friday, between the hours of 7.30am and 6pm, all year round, with the exception of Bank Holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 87 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities. The nursery employs 18 members of childcare staff, including the manager. Of these, nine hold appropriate qualifications at level 3 and three hold a level 2. A full-time cook is also employed. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that staff working with the youngest children focus strongly on all three prime areas of learning, so that they have a secure foundation for their future learning
- improve the effectiveness of staff practice to ensure that all staff develop the quality of their interactions with children in order to improve teaching and consistently promote children's good progress across all areas of learning
- improve planning to ensure that activities take full account of children's individual needs, interests and learning styles, and support them to make consistently good progress.

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

- explore further strategies to involve parents more in continuing children's learning at home
- consider the size of the group when delivering adult-led activities, to ensure that all children have the same opportunities to learn.

Inspection judgements

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

Staff have an adequate knowledge and understanding of the requirements of the Early Years Foundation Stage and provide an environment where children are able to independently choose from a wide selection of toys and resources. Resources are presented at a low level so children can access them freely. Children are familiar with the nursery's daily routines and follow staff prompts well. For example, when the toddlers and pre-school children tidy up, they help by putting things away and then gather together on the carpet when finished to sing before lunch.

The quality of teaching is inconsistent and requires improvement. Staff observe children and plan individual learning experiences. However, the weekly planning for all ages has too sharp a focus on the topic, rather than the individual interests or further development needs of the children. For example, all babies' individual learning interests are noted as the football World Cup. Babies finger paint on pre-printed French flags, which is not age appropriate and does not have any links to their current next steps or sufficiently focus on the prime areas of learning. All babies produce the same picture, therefore, they are not able to express their own creativity or practise a range of physical skills. The practice in the baby unit is inconsistent. Some activities offered are more age appropriate, but these are not organised sufficiently well to meet the development needs of all the children in attendance. For example, staff place flour in a large tray for babies to explore texture and make early marks with their bodies. However, as all the babies are encouraged to investigate at the same time, there is not sufficient space or resources for all the babies to fully explore. Staff's purposeful interactions are limited as they are busy trying to gain control of the activity. Many of the older babies lose interest and take themselves away and engage in their own play.

The organisation of activities in the two-to-three years room is slightly better. The activity groups are smaller and more manageable. Consequently, some staff interact more effectively. However, as with the babies, the planning shows children's next steps in learning, but the activities have too sharp a focus on the topic rather than following children's current development stages. All the children paint a pre-printed English flag, use the same tools and only have access to red paint. This does not support children's creative development, and because the staff do not use any props to support the activity, for example, pictures of flags, all the children produce the same end product. Practice in the pre-school is much better on the whole. Most staff are better skilled at tuning into children's needs and supporting their play well, reflecting on the characteristics of effective teaching and learning. Staff encourage children to explore and taste different ingredients and ask questions such as, 'What do you think might happen to our biscuits if we don't put the right ingredients in?' However, the group size for this activity is far too large and children are left to wait their turn in stirring the ingredients. As a consequence, they quickly lose interest.

Staff work in partnership with parents and value their contributions. They gather information from parents about children's interests in an 'all about me' document. This

provides staff with an overview of children's starting points. From this and with the addition of staff's initial observations, a baseline assessment is created. Staff use these to plan initial activities which support children's next steps in their learning and development. Relevant support and guidance documents are used as a reference to allow them to identify if children are operating within the expected bands of development for their age. However, this information is not consistently used to plan effectively for children's future learning. Individual learning journals are accessible to parents and are available to be viewed at any time. Parents are encouraged to share information regarding children's further development at home. However, the pre-school is less effective in supporting parents to continue their child's learning at home. Parents speak highly of the nursery and make comments, such as 'I am really happy with the nursery, staff are always available to talk to'.

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

Children and their families are warmly welcomed into this friendly nursery. As children arrive, most immediately settle and confidently begin to explore the range of activities on offer. As a result, children demonstrate that they feel emotionally secure within the environment. The staff have a caring and approachable manner when dealing with the children who are new to the nursery and need a little encouragement to confidently leave their parents' side. Parents spoken to comment 'the way the staff encourage my child to leave me and go off and play is really good, I can go to work knowing my child is happy playing with his friends'. The gradual admissions process in place allows children and their parents to build good relationships with the staff. Pre-school children particularly are confident in interacting with visitors, which shows they feel safe and self-assured. The key-person system in place is effective at promoting children's well-being. Babies and younger children enjoy snuggling up to their key person, demonstrating they feel emotionally secure and happy in their care. Staff are caring towards children and discuss children's interests and individual needs with parents as they work together to develop baseline assessments. Parents and children are suitably prepared for the times of change as the nursery supports them in making the move within the nursery to the next age group and on to school. Staff share development records with the new key person, so they are well informed about children's needs. Additionally, teachers are invited to observe the children in the nursery so they have a good understanding of the child's needs before they start school.

Children are encouraged to learn about healthy lifestyles. They spend time in the fresh air each day. Babies and young children have separate direct access to the garden and although the space is limited, children can access a variety of resources. Children aged two, three and four years are encouraged to go out in the fresh air numerous times during each session to participate in physical activities, such as peddling bikes and climbing the frame to slide down. However, this is less well planned for babies to effectively support their physical skills. Some staff talk to children about the importance of putting on sun cream and wearing hats in the sunny weather. Pre-school children talk about how it will stop them from burning in the sun and that they need to drink plenty of water in the warm weather. Children learn about good hygiene routines, and from a young age they independently wash their hands. They all know they must wash their hands after using the

toilet, before and after eating and when they come in from playing outdoors. Discussions with staff support their developing understanding of the reason why; for example, to remove germs. There is a designated cook at the nursery who prepares freshly made meals which are balanced and nutritious. Dietary needs and preferences are discussed with parents and adhered to carefully to maintain children's health and well-being.

Children demonstrate good behaviour which is influenced by the positive role modelling of staff. Children's behaviour is managed effectively in the nursery because staff provide clear boundaries. On the rare occasion staff do have to intervene, they get down to children's level and talk to them calmly, explaining the importance of being kind to friends. Children are encouraged to take sensible risks in their play. They enjoy climbing the frame outdoors to reach the slide, and staff offer support when needed. Staff in the toddler room support children when using scissors and remind them to mind their fingers. As a result, children are developing an understanding of how to keep themselves safe. Staff use praise and encouragement and value the achievements that are made, therefore, promoting children's confidence and self-esteem. The staff model courteous language, such as 'please' and 'thank you', so children learn from their example.

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

Staff have a good knowledge of safeguarding procedures. They are aware of the safeguarding policy and the procedures to follow should they have a concern about a child's welfare. Safeguarding training is undertaken by all staff. Staff are deployed effectively; consequently, children are suitably protected. Procedures regarding the use of mobile phones and cameras in the setting are clear and are implemented effectively by the nursery. Robust safer recruitment and selection procedures are followed to ensure staff are suitably for their roles. For example, identity and Disclosure and Barring Service checks are completed and qualifications and references are verified. Staff induction processes are in place and staff are further supported through appraisals and supervisions to improve their practice. However, arrangements for the monitoring of staff practice are not sufficiently robust enough to identify when the quality of teaching is inconsistent and the activities provided are not purposeful, challenging and age appropriate. This means that areas for improvement are not addressed, and as a consequence, children's progress is hindered.

The provider and deputy manager have an adequate understanding in meeting the learning and development requirements. The deputy manager demonstrates an understanding of the importance of identifying any emerging gaps in children's learning so that they can be supported to make the best possible progress and has begun to use an 'e-tracker' to collate this information. Teaching practice is inconsistent between staff and rooms. However, staff carry out peer observations in order to strengthen practice.

The management team have some understanding of the strengths and aspects for further development of the nursery, and involve staff, parents and children to improve the service provided. Management gather staff views through discussions at monthly meetings. Parents are encouraged to make their thoughts known in a variety of ways, such as direct

conversations, questionnaires or the suggestion box. A system to support children with special educational needs and/or disabilities is in place. Staff work with external agencies to meet the individual needs of the children, and attend meetings to ensure consistency. Staff receive support from local authority advisers, and the nursery values input from professionals, such as health visitors and educational psychologists. The nursery forms links with other providers, in order to share information and support children effectively when the time comes to move on to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY473782
Local authority	Bolton
Inspection number	949154
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	87
Name of provider	Gigglers Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01204 576639

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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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