

Giggles Pre-School

Daventry Community Centre, Ashby Road, Daventry, Northamptonshire, NN11 0QE

Inspection date

22/09/2014

Previous inspection date

25/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The manager and staff observe, assess and plan for individual learning effectively to ensure that children are challenged to reach the next stage in their development. Therefore, children are making good progress.
- Partnerships with parents have been effectively developed. They are provided with information about their children's learning and well-being through daily verbal discussion with the staff and written records.
- Children are fully safeguarded because the staff team are aware of their responsibilities in the event of a child protection concern. Children are well supervised at all times and the environment has been made safe through minimising risks.
- There is good capacity for continuous improvement. The manager and staff accurately identify their strengths and areas for improvement. This ensures positive outcomes for children and their families.

It is not yet outstanding because

- Staff do not always encourage children to wash their hands after having their nappies changed on the changing mat. Therefore, they are not consistently learning skills in self-care and the spreading of germs is not always effectively minimised.
- Staff do not always fully support children's knowledge with regard to healthy eating. For example, staff sometimes offer less healthy alternatives when children refuse the main snack prepared for them.

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 observed activities in the playrooms and the outside learning environment.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from documentation completed by them.

Inspector

Hayley Lapworth

Full report

Information about the setting

Giggles Pre-School has been registered since 1997 on the Early Years Register. It operates from the Community Centre in Daventry. Children are cared for in two base rooms. An outdoor play area is available at the rear of the centre. It is a voluntary committee-run group with close links to the Community Centre Association. There are currently 13 children on roll, all of whom are in the early years age group. It provides funded early education for two-, three- and four-year-old children. The pre-school is open term time only each week day from 9am to 12noon. Children attend for a variety of sessions. There are three staff employed to work directly with the children, all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- fully extend hygiene practices to prevent the spreading of germs, for example, by ensuring all children wash their hands regularly and specifically after having their nappies changed
- consistently support children's knowledge with regard to healthy eating by providing equally healthy alternatives when children refuse the main snack prepared for them.

Inspection judgements

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

Children are making good progress in relation to their starting points. Staff have secure knowledge and understanding of the learning and development requirements and the teaching is good. They are aware of the prime and specific areas of learning and plan accordingly, taking into account children's age and level of development. Children's key persons complete planned and spontaneous observations of the children's learning and make assessments about what the children know and can do. As a result, they accurately identify what children need to do next in order to make further progress. This information then informs the following weeks planning, taking into account children's emerging interests. All children have opportunities to participate in a good variety of both child-initiated and adult-lead activities. Staff are aware of how children learn and their preferred areas of play. For example, they identify many of the children especially enjoy learning in the outdoor environment. Parents' contributions towards their children's learning and development are valued. For example, at the onset of care parents are asked to share what they know in relation to their children's current stage of development. As a result, staff can plan activities they know the children will enjoy, helping them to settle into the pre-school. Through verbal discussion and home link books, staff encourage parents to

share their observations of their children's learning at home. Parents are also invited to progress meetings with their children's key person to discuss their children's development in relation to the seven areas of learning. Therefore, parents are fully informed and can be effectively involved in their children's learning. The pre-school continually reviews the resources they have in order to ensure they can continue to provide resources appropriate to children's interests and stage of development. Consequently, children remain engaged in the activities provided and enjoy their time in pre-school.

Children's personal, social and emotional development is effectively enhanced. They make choices throughout the session about what they want to play with, with whom and if they wish to participate in group activities. For example, they decide if they want to join their peers in digging and looking for spiders and worms. Therefore, they are making decisions for themselves. Children are regularly praised by staff regardless of how big or small their achievements may be. For example, they are praised for attempting to put their shoes on their feet and for pouring milk from a bottle to a cup. As a result, children are becoming independent and confident in their surroundings. The children relate well to the staff and are learning about how to be kind, share and respect one another. For example, children riding on bikes and scooters in the outdoor area are asked to think about other areas in the garden they could use, in order not to disturb other children playing a game of hopscotch.

Children's language and communication skills are successfully enhanced. Staff value what the children have to say and show a genuine interest in their home life. For example, they ask them to tell them about the mop fair they went to at the weekend, and if and when their cat is having kittens. Staff also engage in conversations at snack time. For example, they chat with the children about the foods they like and dislike and the drinks they have before they go to bed at home. Therefore, children are learning how to converse with adults and share their experiences. Children are also given a range of opportunities to talk with one another. For example, snack time is organised as a social occasion where children can sit and eat with their friends. This practice contributes and supports children in preparation for school. Literacy skills are also promoted well. Children self-register on arrival by identifying their own names and are encouraged to begin to learn what signs say and mean. For example, at snack time staff display signs that say 'please take two crackers'. As a result, they begin to understand that print carries meaning and are introduced to using numbers during their everyday routines.

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

Children's emotional well-being is successfully supported. Settling-in procedures ensure that both children and their parents are ready to separate from one another. This is because staff encourage parents to spend as little or as much time as they like settling them in. During this period, the children's key person spends time with the children and their parents getting to know them. The key person finds out about children's individual routines, likes, dislikes and their current stage of development. Children are effectively supported as they move on from pre-school and onto school. Teachers from local schools visit the pre-school and meet the children in familiar surroundings. This enables the

teachers to begin to get to know the children and develop a relationship with them. With parental permission staff share their knowledge of the children with the reception teachers. This helps the children settle, promotes a smooth transition into school and ensures a consistent approach towards their education and care.

The pre-school's handling of children's behaviour procedure is implemented in practice. Staff are currently reinforcing the children's understanding of how to be kind to one another, with a huge emphasis on helping them to share the most popular resources. Staff are also teaching some of the children how to make their needs known without screaming and becoming upset. Staff successfully use distraction techniques in order to diffuse squabbles between the children. For example, when two children are tugging on one particular toy they suggest, 'shall we go together and have a look for another special car just for you'. This practice supports them in readiness for the next stage in their lives, for example, moving to another provision or onto school.

Generally, good hygiene practices are promoted. All children are encouraged to wash their hands after messy play and prior to eating. Staff meet the children's care needs by supporting them with toileting and routinely changing their nappies. Children who use the toilets are encouraged to wash their hands before they leave the bathroom. However, staff do not always fully extend hygiene practices to include children who have their nappies changed at the pre-school. Consequently, a small number of children are not consistently learning skills in self-care and the spreading of germs is not always effectively minimised. Children are learning about healthy lifestyles and are provided with healthy snacks most of the time. For example, they readily tuck into malt wheat cereals, breadsticks and fresh fruit. However, children's knowledge of healthy eating is not consistently supported as less healthy alternatives are provided when children refuse the main snack prepared for them. Children learn about their own safety. For example, they are involved in practising the fire drill. As a result, they understand how to keep themselves safe in the event of an emergency evacuation.

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

The manager and her staff have a good understanding of the requirements to safeguard children. Staff attend safeguarding training to ensure their knowledge is kept up to date. They are aware of the signs and symptoms of child abuse and their responsibilities with regard to reporting procedures. The designated person for child protection acts upon concerns and reports them without delay. The pre-school's safeguarding policy includes the procedure to be followed in the event of an allegation made against a member of staff and is shared with parents. Risk assessments are effective and staff are well deployed. Supervision of the children is good and ratios of staff to children are met at all times. Recruitment and selection procedures ensure that all adults employed at the pre-school are suitable to work with children. For example, Disclosure and Barring Service checks are completed on all staff. Therefore, children are fully safeguarded.

There is good capacity for continuous improvement. Through the self-evaluation system,

management have identified the pre-school's strengths and areas for improvement. For example, they continue to place a huge focus on further developing the outdoor area. The pre-school has addressed all the actions and recommendations raised at the previous Ofsted inspection. Consequently, this has positively impacted on children's safety, behaviour, learning and development, organisation of the pre-school and partnership working with parents. There have been some changes in management and new staff have been recruited since the last inspection. The management team monitor the educational programmes and staff's practice through appraisals and supervision. As a result, children's learning needs are met. Staff are encouraged continue to progress in their own professional development through attending courses and through the manager sharing her knowledge in specific areas. Consequently, younger, less confident staff feel supported. Required policies and procedures ensuring suitable management of the provision are in place.

Inclusive practice is promoted. For example, staff monitor children's engagement in activities and intervene when children appear less engaged. Staff are aware of the importance of building relationships with other professionals and providers where children attend more than one setting, therefore, ensuring a consistent approach towards children's education and care. All parents using this pre-school feel welcomed by the friendly staff team. Parents say 'the pre-school isn't great to look at' but their children 'love coming, they run in and give the staff a hug on arrival'. Parents especially appreciate the one to one work staff do with their children, stating, 'they know their children really well'.

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	219950
Local authority	Northamptonshire
Inspection number	818154
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	13
Name of provider	Daventry Community Centre Committee
Date of previous inspection	25/03/2009
Telephone number	01327 877887

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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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