

# Giggles 4 Kids Ltd

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

<b>Inspection date</b>	13/11/2014
Previous inspection date	28/05/2014

<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		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

- Staff provide a safe and welcoming environment where children are encouraged, and are confident, to make choices in their play and learning. Consequently, make good progress.
- Staff, parents and children share their ideas with management through good systems to monitor and evaluate the provision.
- Children develop secure attachments and become confident and independent learners because staff use an effective key-person system.

### It is not yet outstanding because

- Staff are not consistent in fully involving parents in their children's learning and sharing their achievements at home. Therefore, some parents are not clear about what information they should share with staff.
- Staff do not use consistent procedures to fully support children learning English as an additional language.

## 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 met with the registered person and the manager to discuss self-evaluation and took into account online documentation used to monitor practice.
- The inspector completed observations in the preschool room, the room for two- to three-year-olds, the baby room and the outdoor area; she spoke to staff and children at appropriate times during activities.
- The inspector spoke to parents and considered their written comments, in order to gain their views.
- The inspector viewed staff records, children's learning records, and safeguarding policies and procedure.
- The inspector completed a joint observation with the manager.

## Inspector

Lorraine Sparey

## 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. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 51 children on roll, all 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 12 staff members employed to work directly with the children, of these 10 are qualified in early years to level 3 and the remaining two, are working towards, 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:

- encourage parents to share their children's achievements at home and improve the staff's use of this information to fully inform assessments and the planning of activities
- strengthen the staff's consistent approach across the nursery for children who are learning English as an additional language, enabling them all to contribute.

### Inspection judgements

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

Staff use effective teaching methods to enable children to be motivated in their learning and development. Staff plan play and learning opportunities based on children's individual interests and abilities. Staff identify the next stages for individual children's learning and how they intend to provide activities to meet them. Staff evaluate activities and use this information to assess children's progress. They also use this information to complete the progress report for children aged two to three years. Staff include parents in the completion of the report. There are good systems to gather information about children's starting points to enable staff to plan from the onset. They have meetings with the parents to settle the child in, making the transition from home to nursery smoother. However, staff do not always consider different ways for parents to be involved in their children's learning.

Children are happy, settled and clearly enjoy their time in the nursery. They enthusiastically participate in music and movement sessions. Children excitedly anticipate what is coming next and are keen to join in following the instructions. This includes pretending to be aeroplanes or rockets as they move around the room. Children from the pre-school and baby room participate in the activity at different times. Older children listen well and watch the staff as they learn new skills. Staff join in the activity supporting the less confident children. The learning environment is welcoming and children benefit from the staff's knowledge of how to provide activities linked to their individual interests. Younger children enjoy making cakes to raise money for children less fortunate than themselves. They enjoy mixing and decorating the cakes. Children explore dough and sand and are keen to talk about their ideas. For example, children make models out of sand and a child says to the member of staff, 'What about a door?'. The member of staff suggests using different shapes to create a door. This promotes children's mathematical development.

Staff promote children's communication and language development well. Throughout the nursery, children are encouraged to communicate through babbling, gestures and talking on an individual basis and in large groups. Children listen with interest to well-read stories and are keen to share their knowledge of any familiar words. Staff complete the progress report for children aged two to three years. They involve parents well in the process and, as a result, provide an accurate picture of children's progress at this developmental stage

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

Children benefit from the effective key-person system, building secure relationships that enable them to have the confidence to feel safe and secure. Staff know their key children well and this enables them to meet their individual needs, comfort them when they are feeling insecure and support them in their growing independence. As a result, children build good relationships with the other children and the staff. Children are familiar with management who often spend time in the rooms and provide positive role models to staff and children. Staff support children's physical development well. Even the youngest children enjoy crawling, toddling and climbing in the well-resourced outdoor areas. Staff are skilled at enabling children to take controlled risks, which supports their understanding of keeping themselves safe.

Children are cared for in age-appropriate welcoming playrooms where they can freely choose from a broad range of toys and equipment. Staff promote children's independence, encouraging them to make choices in their play and learning. Staff follow children's lead building their confidence and self-esteem. As a result, children are well prepared for the next stage in their learning and the move to school. Children's behaviour is good given their age and stage of development. Older children in the pre-school room respond well to the simple rules that apply to them and the staff. This means the boundaries and expectations are consistent, enabling children to learn right from wrong. Children demonstrate good manners throughout the nursery and younger children respond well to the various strategies that staff use. At tidy-up time, staff encourage children to put the toys away and to try to do it before the music finishes. Children show a strong sense of

pride as they finish tidying up and the member of staff praises them and encourages them to choose a sticker to say 'well done'.

Children learn to value and respect differences. They celebrate a range of festivals throughout the year enabling them to explore and investigate other cultures; for example, Diwali, Halloween and Chinese New Year. This enables children to gain an understanding of the wider world. Children also visit places in the community, such as the library, to provide different play and learning opportunities. Children can choose their own books. In general, children learning English as an additional language are supported through staff obtaining keywords in the child's home language and providing books and other resources that reflect their first language. However, on occasions, staff do not provide a consistent approach making sure that children have time to think about their response to a question.

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

Management and staff demonstrate good knowledge and understanding of how to safeguard children, taking into account their health, safety and well-being. All staff receive training on safeguarding and first aid to enable them to identify possible concerns about a child's welfare. If children require first aid, staff know how to treat them quickly and there are first-aid kits to support them in this process. Staff know the policies and procedures to follow in reporting concerns, and management are clear about their role and responsibility to support children's welfare. This includes working with other professionals to support children in their care. There are good recruitment and vetting procedures that enable management to appoint suitable staff. The majority of staff are qualified in early years and the others are undertaking training to enable them to be clear about their role and responsibility. Management place a high emphasis on training and give staff the support they need to undertake their roles effectively. This includes a thorough twelve-week induction, regular supervision sessions and staff team meetings. These meetings help improve practice as they reflect on what staff are doing well and the areas they can improve to benefit children.

Management and staff have worked hard since their last inspection to improve outcomes for children. They have addressed the actions and recommendations and children have benefited from the changes. For example, the key-person system is working well and staff know their individual key children's abilities and personalities. This enables them to support children in building positive relationships because they feel safe and secure. Attendance at an Ofsted seminar for inadequate providers inspired them to work with the staff, looking at what they do well and areas they could improve to benefit the children. As a result, the manager now undertakes regular observations of staff working with the children and provides helpful feedback to support staff professional development.

Staff use good systems to monitor the learning and development requirements to make sure that children are making good progress. Management have recently appointed an early years foundation stage coordinator who is responsible for making sure staff are consistent in using the observation, assessment and planning processes to help all children

make good progress.

Staff build positive relationships with parents and carers. They regularly share information about children's time in the nursery. Parents report that they feel staff know their children well. Parents receive information through various methods, such as a written daily diary, newsletters, and when they drop off, and collect, their children. However, not all parents are aware of how they can share information about their children's achievements at home to enable staff to use this when planning the next stages in children's learning. Staff work well with other early years professionals to support individual children. This enables staff to discuss different ways of working with individual children to enable them to reach their full potential.

### **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

<b>Unique reference number</b>	EY416369
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	962901
<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>	51
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Giggles 4 Kids Ltd
<b>Date of previous inspection</b>	28/05/2014
<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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