

# Giggles Day Nursery

268 Central Avenue, SOUTHEND-ON-SEA, Essex, SS2 4EE

## Inspection date

13/01/2015

Previous inspection date

23/09/2010

## 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

- Children are safeguarded well because staff know the procedures to follow if they have concerns about a child in their care.
- Staff provide children with interesting and stimulating experiences, both inside and outside, promoting all areas of learning, particularly children's physical development and health.
- The partnership with parents is positive. Parents play an active role in their children's learning due to the successful communication and support in place.
- Children's communication and language is strong. Staff use signing, gestures and expressions to support children's confidence in speaking and listening.
- Children with special educational needs and/or disabilities and those who speak English as an additional language receive consistent support due to staff working closely with other professionals.

### It is not yet outstanding because

- Some large group activities do not always focus on the challenges that some more able children require and the additional support that less able children require.
- The monitoring system does not always specifically evaluate the effectiveness of staff's teaching, to fully promote children's learning to a higher level.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out observations of play in the inside areas, as well as the outside play space.
- The inspector spoke to members of staff and children during the inspection and held meetings with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at documentation including children's records and evidence of suitability of staff working in the nursery as well as policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day and through the questionnaires completed by parents.

## Inspector

Claire Parnell

## Full report

### Information about the setting

Giggles Day Nursery was registered in 2010, and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a residential area in Southend, Essex and is privately owned. The nursery serves the local area and is accessible to all children. The nursery operates from an adapted house with four playrooms and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at levels 3 and 4. The remaining staff hold early years qualifications at level 2. The nursery opens Monday to Friday, from 9am until 4pm, with sessions from 9am until 12pm and 1pm until 4pm. Children attend for a variety of sessions. There are currently 35 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 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 further improve the quality of the early years provision the provider should:

- review the impact of large group time activities on children's learning to always provide them with challenges, support and experiences according to their levels of ability
- develop further the systems to monitor and evaluate the effectiveness of activities and the quality of teaching more precisely to maximise children's learning.

## Inspection judgements

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

Children are making good progress in all the areas of learning. This is due to all staff having a clear and robust knowledge of how children learn and how to provide stimulating and interesting experiences for all stages of development. In the main, the quality of teaching is consistently good, particularly within child-initiated play. For example, children take interest in books, looking at them independently and turning the pages to follow the pictures. Staff engage children in discussions about the storyline, the pictures they are looking at and how they relate to real life and their own experiences. However, on some occasions, large group activities do not always provide children with the level of challenge and support that they require. For example, older, more able children listen and answer all the questions that are asked, whereas some of the younger, less confident children do not fully engage with the level of this activity. This results in some of them losing interest and on occasions, interrupting the learning of others.

Children's development in communication and language is particularly strong. Staff use clear and simple language to support children's understanding. They successfully use strategies, such as repetition, eye contact, gestures and expressions to support children's understanding. Their speaking is successfully promoted through signing to embed children's confidence to express themselves verbally and through gestures. Children really enjoy choosing whether to play indoors or outdoors. They play with carefully selected resources according to their interests and stages of development. Staff use the resources outside, such as the role-play areas, to provide play that relates to experiences at home and in their communities, such as visiting the doctors and going shopping. Children with special educational needs and/or disabilities and those learning English as an additional language are making particularly good progress. This is due to the sensitive support they receive, close liaisons with other professionals and the introduction of pictures to support communication and decision making. Children are developing a keen interest in writing and making marks for a purpose. Children are encouraged to label their own pictures and to recognise their names through registration and circle time. This supports the skills required in readiness for school.

The nursery has established a successful assessment programme to monitor and track children's ongoing progress. Evaluative observations provide staff with ideas for children's next steps in their learning. Planning is clear and concise with learning identified for all individual children. Parents play an active role in the assessment programme. They receive regular written information about their children's progress, staff's plans for their future learning and ideas of how to support their learning at home. Parents contribute towards observations by sharing children's achievements from home.

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

Children are gaining the confidence and independence skills to make choices for themselves and to develop relationships with others in their play. They demonstrate positive friendships towards their peers as well as close attachments to all the staff, but especially their key person. This shows that children feel safe, secure and welcome in the nursery setting. Therefore, their emotional well-being is promoted well. Staff act as good role models, working well together. This helps children to negotiate and cooperate in their play. Children confidently explore their play environment, using opportunities to play both indoors and outdoors. They learn to take risks through daily routines, such as learning to negotiate the step to the outdoor area. They are confident to ask for help if they are unsure about the step. Staff are deployed well to provide the support children need. Children are emotionally prepared for their next stage in learning as staff support their transitions to school and other settings.

Children receive positive messages about healthy lifestyles and take part in activities and routines that promote the importance of fresh air, exercise and healthy eating. Children serve themselves at snack time and pour their own drinks. They independently put on their coats and take them off again, if they are cold or too hot when playing outside. Staff provide them with simple instructions and demonstrations to promote this independence. Children take part in dancing and physical exercise both indoors and outdoors, using space well to extend their movements and change direction.

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

Children are safeguarded well in the nursery. Staff have received training in the steps to follow if they have a concern about a child in their care. Children play in a safe and secure environment because daily risk assessments are carried out for both indoor and outdoor areas to identify any hazards. Careful consideration is given to children's security when parents and visitors enter and leave the nursery. Written policies and procedures are consistent with the care received by the children. These are updated regularly to demonstrate that staff are aware of the requirements of the Early Years Foundation Stage. Staff frequently complete checks and declarations to demonstrate their ongoing suitability to work with children. Children's records and documentation are completed appropriately to promote their welfare. Most staff hold an appropriate first-aid certificate to provide emergency treatment for children. All staff have qualifications relating to working with early years children.

A well-established monitoring programme assesses staff's practice and performance to identify improvements for individual staff and the team as a whole. This process includes the ongoing monitoring of the assessment programme to identify any gaps in individual children's progress. Staff evaluate activities carried out with children to identify improvements for future reference and what this would achieve. However, on some occasions, staff only evaluate the use of equipment and resources and not the more precise impact that this activity has on children's learning in order to develop teaching to the optimum. Staff meet as a team and with management on an individual basis to discuss training needs, identify successful practices and areas for improvement. Successful practices are shared to provide consistent approaches to children's learning through positive teaching. All previous actions and recommendations are successfully met and highly promote ongoing safeguarding and welfare for children. Parents are involved in the evaluation process and give feedback via questionnaires to provide ideas and suggestions to improve the service further.

The partnerships with parents and other professionals are successful. Parents and carers provide positive comments about the progress their children are making. They receive regular information about children's progress and are encouraged to contribute towards their development records. They know who their children's key person is and feel confident to approach them at any time with any concerns, information and ideas. Staff work hard to support parents' understanding of how children learn best and provide regular workshops in the nursery to promote this. Staff work closely with other professionals and schools to promote continuity for children. Staff visit schools and encourage teachers to visit the nursery to get to know children before they transfer to school. Staff share information about children's interests, preferred learning experiences and their achievements so far to provide schools with the information to support their ongoing learning. Staff liaise with other professionals to provide consistent practices, especially for children with special educational needs and/or disabilities. They regularly meet with parents and the other agencies to provide an agreed plan for individual children's ongoing development.

### **The Childcare Register**

The requirements for the compulsory 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>	EY406302
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	879546
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Kim-Marie Searle
<b>Date of previous inspection</b>	23/09/2010
<b>Telephone number</b>	01702 461908

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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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