

Wiggles & Giggles Day Nursery

634 Hagley Road West, Oldbury, West Midlands, B68 0BS



Inspection date

Previous inspection date

10 April 2015

5 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The safeguarding of children is given high priority. Managers ensure that all staff implement policies and safe working practices effectively. This supports children's health, safety and well-being.
- Teaching quality is good. Staff's qualifications and secure knowledge of the learning and development requirements have a positive impact on the learning experiences they provide.
- Support for children who speak English as an additional language and those with special educational needs and/or disabilities is strong. Additional support is sought from a team of external professionals when necessary.
- Children have strong attachments to the kind and caring staff. Children are confident to seek support from them when required. Children's behaviour is good.
- A culture of continuous improvement is fostered. Management has a good understanding of the strengths and weaknesses of the nursery and involves staff, children and parents in the setting's self-evaluation.

It is not yet outstanding because:

- Systems for gaining information from parents about children's starting abilities are not fully developed to assist the staff in planning as well as possible for children's individual learning when children first start.
- Occasionally, children are distracted from listening to, and concentrating on, adult-led activities due to background music which, at times, is loud.

What the setting needs to do to improve further

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

- strengthen information obtained from parents when children first start to identify children's starting abilities and stages of development more precisely
- enable children to listen and concentrate without distraction during adult-led activities, for example, by reducing the volume of background music.

Inspection activities

- The inspector looked at children's assessment records, planning documentation, a range of other documentation including policies, procedures, risk assessments and self-evaluation.
- The inspector discussed the children's progress with their individual key person.
- The inspector viewed evidence of the suitability and qualifications of the staff working with the children.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector observed activities indoors and outside, and the quality of teaching.
- The inspector conducted a joint observation with the manager.

Inspector

Karen Laycock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff observe and assess children during play and routines. They note their current interests and abilities. This information is used to plan challenging and stimulating activities, and to identify their individual learning priorities. Consequently, all children make good progress in their learning and development. As a result, children are well prepared for their moves throughout the nursery and to school. Staff provide children with a variety of resources including hammers, nails, screws, golf tees, pliers and potatoes. They teach children how to use the tools safely. Children enjoy conversation with each other as they discuss what they are making. Children are engaged in the activity for long periods. This means they are motivated and active learners. Staff make good use of these opportunities to promote children's mathematical skills with discussions about pattern, shape and size. Staff introduce new vocabulary, such as, balancing, technical and equally. This promotes children's communication and language. Children's thinking skills are promoted as staff ask thought-provoking questions, such as 'Why are they falling over?' However, occasionally, children are distracted by background music which is sometimes loud during adult-led activities. Staff have regular conversations with parents and exchange details about children's ongoing learning and development. However, staff do not ask parents about children's starting abilities. This does not support staff in their initial planning for children's learning. This reduces the opportunity to get children off to a rapid start in their learning.

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

Staff introduce lively conversation about healthy food as they ask children about different foods. Children draw on previous discussions as they inform their peers that 'potato skin is good for you'. Older children take part in fun keep-fit exercises indoors, and play jumping and running games outside. Babies and toddlers laugh and smile as they crawl, and walk up and over obstacle courses, obviously pleased with their achievements. Babies have great fun as they crawl after balls and explore natural materials outdoors. Children are served snacks and meals that are freshly prepared and include a variety of fruits and vegetables. As a result, children learn about healthy lifestyles. Staff encourage children to be independent. Older children serve their own food, learn to put on their own shoes and socks and use the toilet independently. Babies and toddlers are encouraged to feed themselves and choose their own resources from a good range of easily accessible toys.

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

The manager is a strong leader who has a very good knowledge of the Early Years Foundation Stage. There are rigorous recruitment procedures to check that staff are suitable for their role. The manager supports staff's professional development through appraisals, peer review and review of the activities and outcomes for children. Staff are supported to attend a variety of training courses and encouraged to use the skills gained to improve learning outcomes.

Setting details

Unique reference number	255157
Local authority	Sandwell
Inspection number	1010689
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	112
Name of provider	Wiggles & Giggles Limited
Date of previous inspection	5 March 2014
Telephone number	0121 422 0415

Wiggles and Giggles Day Nursery was registered in 1999. It employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 and level 6. The nursery opens from Monday to Friday all year round from 7.30am until 6.30pm. It provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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