

Inspection date	31 May 2016
Previous inspection date	12 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide a wide range of enjoyable and challenging activities for children to explore. Staff guide children well, being careful not to control their ideas. Children are independent, enjoy learning and make good progress in preparation for school.
- Staff have warm and nurturing relationships with children. Children are extremely happy and settle quickly. Staff have a good knowledge of children's interests and routines, which helps support their emotional well-being.
- Partnerships with parents are good. Staff work hard to ensure parents feel included in their children's development and have introduced systems which meet the needs of all.
- Managers and staff are committed to improving staff practice and the provision for children. For example, staff have attended training on developing learning outside and have since added further resources to promote all areas of learning.
- Staff have good relationships with other settings that children attend. They share information about children's next steps and work collaboratively to support children's development.

It is not yet outstanding because:

- Staff do not always interact with children purposefully, to extend children's learning during child-initiated activities.
- Staff do not make the best use of all opportunities to further develop children's mathematical skills.

What the setting needs to do to improve further

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

- improve further staff knowledge and understanding of how to purposefully engage and interact with children during child-led activities
- strengthen further opportunities for older children to explore and use numbers during their play.

Inspection activities

- The inspector observed activities and staff interactions with children in the indoor environment.
- The inspector spoke to the managers, staff and children at appropriate times during the inspection.
- The inspector viewed a range of written documentation, including risk assessments and policies.
- The inspector tracked children's development and viewed their learning journals.
- The inspector spoke with parents to gain their feedback on the setting and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a confident knowledge of their responsibilities and the procedures they would follow if they had concerns about a child's safety. Managers ensure children's safety is the highest priority at all times. For example, risk assessments take place daily. Managers place high regard on training and research appropriate courses to help further improve staff knowledge and practice. Recruitment and induction procedures are thorough and ensure the ongoing suitability of staff. Managers work closely with staff and provide good support and mentoring. For example, they attend regular meetings and annual appraisals. Managers and staff have improved the assessment system since their previous inspection. They work together well to identify any gaps in children's development and address these quickly.

Quality of teaching, learning and assessment is good

Staff provide a stimulating environment that motivates children to explore. Detailed assessments clearly explain the progress children are making and what staff are going to do next to further support their development. Children of all ages enjoy being creative. For example, babies made marks with water and brushes while older children used paint and confidently gave meaning to their pictures. Staff skilfully question children to challenge their thinking skills and encourage discussion. For example, they asked children to think of the best way to fix their tent. Younger children enjoy feeling rice and listening to the sound it makes as it drops. Staff extended children's learning experience and developed discussion by taking them to the window to hear and feel the rain outside.

Personal development, behaviour and welfare are good

Children are happy, confident and settled. Staff tailor an individual approach for each family. They work closely with parents to gain information about children's routines and the best way to support their move to the setting and between the different rooms. Children have a genuine bond with all staff. They seek them out for comfort and to be part of their play. Children behave very well. They have an excellent understanding of what staff expect and are extremely well mannered. Staff promote children's physical well-being effectively. For example, children try different fruits from around the world and talk about how they are good for them. Children have daily opportunities to explore the outdoor area where they can practise their physical skills.

Outcomes for children are good

Children make consistently good progress and are well prepared for their next stage in learning. From a young age, children benefit from a language-rich environment. For example, babies enjoy listening to nursery rhymes. Older children demonstrate a confident knowledge of letter sounds which prepares them well for their move to school.

Setting details

Unique reference number	EY386826
Local authority	West Sussex
Inspection number	1028164
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	47
Number of children on roll	62
Name of registered person	Playpen Childcare Limited
Registered person unique reference number	RP907218
Date of previous inspection	12 November 2012
Telephone number	01403 750308

Giggles Nursery registered in 2008 and operates from a purpose-built building in Horsham, West Sussex. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The setting employs 14 staff, 13 of whom hold early years qualifications at level 2 or above. The setting is in receipt of funding for the free early years education of children aged two, three and four years.

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