

Inspection date	19 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Procedures to ensure that staff disclose any information that may affect their suitability to work with children are not thorough or robust enough. Children's safety is, therefore, compromised and their well-being is not guaranteed.
- At times, activities on offer do not meet all children's needs and some quickly become disengaged. Staff are not alert to refocusing children's attention on to sufficiently challenging or positive activities, which means learning opportunities are sometimes lost.
- Babies and younger children's communication is not promoted sufficiently as they play or take part in routines, such as mealtimes.
- Staff supervision has yet to be used effectively to support staff improvements.

It has the following strengths

- Children enjoy their time at nursery. They are confident in their surroundings and are beginning to develop independent, self-care skills according to their stage of development.
- Partnerships with other providers including schools are strong and benefit all children, especially at transition time.
- Parents share very positive feedback about children's experiences at nursery. Staff value the strong partnership and this helps to encourage parents' active involvement in children's learning at home.
- The nursery provides effective support for children with special educational needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ implement effective procedures to ensure that all staff disclose any information that may affect their suitability to work with children	02/09/2016
■ develop the planning of challenging and enjoyable experiences that take into account the individual needs, interests and stages of development of each child	14/10/2016
■ improve teaching for babies and younger children, to promote their developing communication skills and confidence in speaking.	14/10/2016

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

- improve supervision of staff to enhance their skills and support their practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery owner/manager, her business partner and the deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views by reading written feedback and speaking to parents during the inspection.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. There is no procedure in place to ensure staff's ongoing suitability. This puts children's welfare at risk. Staff supervision is carried out. However, it is not used effectively to improve their teaching practice. Despite these weaknesses, staff know how to identify and report any child protection concerns they may have and are aware of how to keep children safe as they play. Staff have opportunities to attend training. Monitoring of children's progress is undertaken and in doing so those falling behind are identified. The provider has attended training and has systems in place to ensure those receiving extra funding are supported suitably to make progress in their early years. Self-evaluation is carried out and the views of all involved in the nursery are sought.

Quality of teaching, learning and assessment requires improvement

Children arrive happily and are keen to play with their friends. They enjoy being outside where they can investigate their natural environment by spending time digging in the soil or looking for living creatures, such as frogs. Babies and younger children have opportunities to explore and find toys that interest them. Staff provide activities, such as dough and younger children are keen to roll and manipulate it using their hands and suitable tools. Staff look at books with younger children, encouraging them to lift flaps and turn pages. However, staff do not model speech well enough during these activities or respond enthusiastically as young children point at the pictures and attempt to talk. Equally, during snack times, babies' utterances are not always responded to and chances to help babies develop confidence in speaking are not acknowledged by staff. Pre-school children have a range of activities available to them. Some engage well with craft activities with older friends and demonstrate their keenness to practise early writing and drawing on large pieces of paper. However, others are not able to sustain concentration or find something that captures their interest sufficiently, and at times become bored and boisterous. Observations and assessments are carried out by staff but these are not always used effectively to inform children's next steps in learning.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised because the provider has failed to undertake robust background checks for staff. A key-person system is in place and children are happy and confident at nursery. Children's health is promoted by the provision of nutritious meals and children have fresh air and exercise outside in the garden and when taking walks in the local area. Staff remind children about being kind to one another and how to minimise risks to others as they play with toys. For example, children are reminded about not throwing toys.

Outcomes for children require improvement

Children are not yet making good progress overall. However, well-established partnerships with local schools and other providers help older children as they move to school with confidence. Children demonstrate basic skills in independence and self-care, and even young children learn to wipe their own hands after meals.

Setting details

Unique reference number	EY474882
Local authority	Lincolnshire
Inspection number	1001529
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	40
Number of children on roll	59
Name of registered person	Giggles of Gedney Hill Limited
Registered person unique reference number	RP533456
Date of previous inspection	Not applicable
Telephone number	01775 666202

Giggles Galore was registered in 2014. The nursery employs 11 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 6.30am until 7.30pm. The nursery also opens on Saturday from 8.30am to 1.30pm. The nursery offers funded early education places for two-, three- and four-year-old children.

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.

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Manchester
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