

# Giggles Day Nursery (Skelmersdale) Ltd

1 Inskip, SKELMERSDALE, WN8 6JT



## Inspection date

Previous inspection date

15 February 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The owner/manager demonstrates a commitment to continually improving the service she provides for children. Her vision is shared effectively with the staff. The nursery is well organised and provides a firm foundation of high-quality care and learning for the children.
- The key-person system is effective. Children and parents are warmly welcomed and good relationships have been established. Staff are gentle and affectionate with the children. The care provided is responsive to the needs, routines and feelings of the children. This helps them to feel safe and secure and promotes their physical and emotional well-being.
- Staff have developed good relationships with parents and external agencies to help them support children with unique health and learning needs.
- The well-planned environment provides the children with plenty of things to capture their curiosity, indoors and outside. Children delight in exploring a large selection of cardboard boxes. They create fairy towers and dragons and pretend to be delivery drivers and postal workers.

### It is not yet outstanding because:

- The recently revised arrangements for staff supervision and development do not yet fully focus specifically on what staff need to do to improve their quality of teaching.
- While there are some resources to represent the nationalities and ethnicity of the families of the children who attend. Staff have not explored fully how they can build on the ways they support children to extend their understanding of diversity.

## What the setting needs to do to improve further

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

- embed the recently revised systems for the monitoring of performance and provide staff with precise information to help them improve their individual teaching skills
- support staff to help children share experiences and explore the similarities and differences of families and communities beyond their own.

### Inspection activities

- The inspector viewed activities throughout all areas of the premises and the outdoor play area. He observed teaching and interactions between the staff and children and assessed the impact this has on children's learning.
- The inspector held meetings with the owner/manager and the deputy manager. He also carried out a joint observation with the owner/ manager.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of a number of parents spoken to at the nursery on the day of the inspection.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the nursery. He also discussed self-evaluation arrangements, staff's professional development and plans for future improvement.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Parents comment they are very pleased with the service their children receive. They comment on the good support staff provide. For example, they like the way staff take account of their wishes when preparing children to move groups within the nursery. Safeguarding is effective. Staff recruitment is robust and an induction programme ensures staff are familiar with procedures. Staff have a good understanding of policies for child protection and any steps they need to take to keep children safe while in their care. The premises is well maintained, staff are deployed effectively and they supervise children at all times. The monitoring of assessments of children's learning is secure and is used by the managers to ensure the progress of all children. Any additional funding to support those children most in need is used effectively to purchase equipment to promote children's literacy.

### Quality of teaching, learning and assessment is good

The staff ensure that the activities and equipment provide children with a broad range of experiences which generally spans all areas of learning. Planning and assessing for children's individual progress are good and staff identify activities that promote children's social skills and critical thinking well. For example, older babies are supported to take turns to fill tubs and jugs of water. Toddlers and pre-school children are supported to work collaboratively to fix boxes and tubes together. Staff's lively reading of stories helps older children to extend their language for talking and ability to sit and concentrate. Babies are encouraged to make lots of noises and sound words as they play. Staff's enthusiastic responses help babies develop their awareness about how the sounds they make ensure they gain a response. This helps them develop the foundation for future conversations.

### Personal development, behaviour and welfare are good

Staff support children to be independent. Babies are supported to crawl and stand. Older children confidently attend to their own needs, such as putting on their coats. Children are unrushed, which helps them to develop a resilience to keep trying. Staff sit with and support children to play. They provide children with polite and respectful models of behaviour. This helps children to be kind to each other and learn about the feelings and needs of their peers. Children have plenty of fresh air and exercise and they learn about good hygiene routines and healthy eating habits as part of their daily care.

### Outcomes for children are good

Children are supported to help them make good progress towards the next stages in their learning and life. They are prepared well for experiences, such as school. Children demonstrate they are eager and active learners, testing out and practising what they know and can do. They make marks on the ground with chalks and hop and count on a hopscotch frame. Older babies explore where a ball goes when they roll it down a tube and small babies chuckle with glee as they tap together plastic plates. Toddler and pre-school children enjoy imaginative play with the dolls and hiding in the larger boxes. Children are developing confidence to express their ideas and wishes within a group.

## Setting details

<b>Unique reference number</b>	EY488018
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1007365
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	43
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Giggles Day Nursery (Skelmersdale) Limited
<b>Registered person unique reference number</b>	RP528523
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01695 558392

Giggles Day Nursery (Skelmersdale) Ltd was registered in 2015. The nursery employs nine members of childcare staff. Of these, two have early years teacher status and seven hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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