

Giggles of Lytham

Ballam Road, LYTHAM ST. ANNES, Lancashire, FY8 4LE



Inspection date

9 March 2017

Previous inspection date

22 November 2012

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not assured that suitability checks, in particular the obtaining of references, are completed consistently as stated in their recruitment policies and procedures.
- Staff do not always keep children safe. Risk assessments are not used effectively to identify hazards seen.
- The management team has not yet implemented new systems to track the progress of different groups of children, in order to build on children's good progress further.
- The existing arrangements for the monitoring of staff performance are not yet sharply focused on the impact of teaching, in order to help staff further improve their knowledge and skills to the highest level.

It has the following strengths

- Staff interact well with children during activities. They help to engage children in their play and children make good progress in their learning and development overall.
- Staff work hard to involve parents in their children's learning. They hold regular parents' evenings and encourage them to share information about their child's learning at home.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language are supported effectively. Children who are learning English are supported with key words, signs and visual clues to aid their communication skills.

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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ■ ensure that policies and procedures are implemented consistently with regard to the safe recruitment of staff when obtaining references | 31/03/2017 |
| ■ improve the risk assessment procedures, particularly when checking the suitability of the premises, to effectively remove or minimise any risks to children. | 23/03/2017 |

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

- embed the tracking of different groups of children and evaluate the impact that this has on outcomes for children
- build on the professional development of staff further by monitoring the quality of teaching and giving them opportunities to reflect on 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the area manager, compliance manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the written views of parents.
- The inspector had a tour of the nursery.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has not ensured that the setting's recruitment policy is followed robustly. References have not been obtained consistently for all staff. Despite this, all staff have undergone Disclosure and Barring Service checks and their continued suitability is checked regularly. The arrangements for safeguarding are effective. Staff have a satisfactory knowledge of the signs and symptoms of abuse and know who they should report concerns to. Staff generally use self-evaluation and help identify areas for improvement within the environment. They develop action plans accordingly to benefit the children. They have opportunities to discuss their training needs, however, the current supervision arrangements do not focus sharply enough on the quality of teaching. The progress of individual children is tracked effectively. However, systems to look at different groups of children are still in their infancy.

Quality of teaching, learning and assessment is good

The well-qualified staff team uses observations and assessments well to plan what children need to learn next. Staff in the baby room give young children a secure base from which they can explore. They provide children with a range of sensory activities and promote their investigation as they discover different textures. Toddlers delight in sharing their favourite stories and songs. They copy familiar actions and join in with enthusiasm. Older children are introduced to early reading and number as they fish for letters and numbers during a game and also develop their motor skills. Staff support children to become confident communicators. They ask questions about what children are doing, introduce new vocabulary and extend sentences.

Personal development, behaviour and welfare require improvement

Staff do not always use risk assessments effectively. During the inspection potential hazards were identified. These risks did not have a significant impact to children, and the management team acted promptly to resolve the issues. Staff implement a positive key-person system. Children settle quickly into nursery and are immediately engaged in their chosen activities. Staff suitably encourage children's independence and self-care skills. Children benefit from eating nutritious home-cooked meals. They have sufficient opportunities to develop their physical skills and use a range of equipment on a daily basis. Children learn to follow rules, share and play collaboratively together. Staff teach children good manners and use tools, such as sand timers, to help children regulate their play and understand when it is their turn.

Outcomes for children are good

All children make good progress. They enjoy their play and learn from the daily experiences provided and have ample opportunities to be creative as they select their own resources and materials to express their creativity. Children are well prepared for the next stage in the learning and for school. They begin to recognise their name and develop an understanding of mathematical concepts through everyday routines and activities. Children are confident and have good self-esteem as they develop a 'can do' attitude through positive interactions with staff. They are well prepared for school.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY260410 |
| Local authority | Lancashire |
| Inspection number | 1059652 |
| 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 - 4 |
| Total number of places | 78 |
| Number of children on roll | 78 |
| Name of registered person | Giggles of Lytham (Day Nursery) Ltd |
| Registered person unique reference number | RP527780 |
| Date of previous inspection | 22 November 2012 |
| Telephone number | 01253 732757 |

Giggles of Lytham was registered in 2004. The nursery opens Monday to Friday from 8am to 6pm for 51 weeks a year. The nursery employs nine childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education 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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