

# Giggles Pre-School

268 Central Avenue, Southend-on-Sea, SS2 4EE



## Inspection date

3 May 2017

Previous inspection date

13 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 work closely with the children in their care and help them to develop strong bonds. They are affectionate and caring. Staff enable children to build trusting relationships within the setting and this helps them to feel safe and secure.
- Staff work in partnership with parents and discuss children's development with them from the beginning. They conduct early assessments of children's development with parents, including a progress check for two-year-old children.
- Children make good progress in their learning and development. Staff provide enjoyable and imaginative activities that support children's progress across all areas of learning.
- Staff closely monitor children's progress and accurately identify any gaps in their development and learning. Staff work closely with parents to secure effective interventions and ensure that any gaps in children's learning close quickly, according to their abilities.

### It is not yet outstanding because:

- Leaders and managers are still in the process of embedding a targeted programme of continuous professional development for staff to help them to enhance their knowledge and skills to the fullest extent.
- Staff do not provide extensive opportunities for children to learn about people and communities outside of their immediate experience.

## What the setting needs to do to improve further

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

- enhance the programme of training for staff, in particular, so it's specifically tailored to their needs and aspirations, to help them to continuously develop their knowledge and skills
- provide a more varied range of opportunities for children to learn about people and communities outside of their immediate experience and help them to understand differences in society.

### 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 carried out a joint observation with the manager.
- The inspector held meetings with the manager and provider and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's progress records, policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers provide opportunities for staff to receive regular safeguarding training. This ensures that staff understand how to protect the children in their care. They regularly review their policies in line with local authority guidelines. Procedures for staff recruitment follow safe practices, and staff suitability and qualifications are checked. Overall, managers meet with staff regularly for supervision and support. Experienced staff coach new staff well and this helps to maintain consistency in staff practice and teaching. Managers monitor the development of individual children and discuss their progress with staff. Parents meet with staff regularly to discuss children's achievements and the next steps in their learning.

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

Staff regularly assess individual children's development. They use the information gained to plan challenging and interesting activities to encourage their continuous progress. Children's communication and language skills are good and they become confident speakers, including children who are learning to speak English as an additional language. Staff support children's emerging vocabulary and understanding effectively, such as through the use signing and symbols. Children develop a keen interest in books. For example, they listen intently and eagerly answer questions during stories. Children enjoy exploring and making shapes in sand. They practise their physical skills, for instance, when they jump through hoops and learn to pedal a tricycle or manoeuvre a car.

### Personal development, behaviour and welfare are good

Children learn how to make healthy food choices, such as when they make vegetable shapes from dough and eat fruit for their snack. They are independent. For example, they help to tidy resources, put on their coats and pour their drinks. Children enjoy imaginary play. For example, they pretend to make dinner and a cup of tea for staff. Children enjoy being outdoors, exploring activities in the garden. Staff encourage children to learn about the importance of following rules and teach them how to keep themselves safe. Children tell staff when it is safe to cross the zebra crossing on the playground. They learn to be kind to their friends. Staff set clear and consistent boundaries for children's behaviour and teach them to share and take turns.

### Outcomes for children are good

Children make good progress in readiness for school. For example, they try on school uniforms in a make-believe classroom and develop hand control in preparation for early writing skills, such as when threading laces. Children recognise letters in their name and find out that words printed in books have a meaning. They learn to count and identify colours and shapes. They enjoy weighing and measuring, for example, when cooking.

## Setting details

<b>Unique reference number</b>	EY406302
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	1094212
<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>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Kim-Marie Searle
<b>Registered person unique reference number</b>	RP513708
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	01702 461908

Giggles Pre-school registered in 2010. It is situated in Southend, Essex and is privately owned. The pre-school is open from Monday to Friday, from 9am to 12pm and from 1pm to 4pm, during school term time. There are seven members of staff, including the provider, four of whom hold appropriate early years qualifications at levels 3 and 4 and two at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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