

# Little Giggles Private Day Nursery Ltd

Guide Lane Methodist Church & Sunday School, Guide Lane, Audenshaw,  
MANCHESTER, M34 5BZ



<b>Inspection date</b>	28 March 2018
Previous inspection date	26 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
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

- Managers do not ensure that practitioners identify and take effective steps to minimise risks to children's health and safety. There are occasions when practitioners do not supervise children well enough.
- Practitioners do not use their observations of children's learning effectively enough when they plan activities. Consequently, children are not challenged and do not make enough progress in their learning.
- The manager's regular observations of teaching do not focus specifically enough on what individual practitioners need to do to improve and why.

### It has the following strengths

- The provider ensures that managers and practitioners attend mandatory training. All practitioners hold a paediatric first-aid qualification.
- Children play happily in the well-equipped nursery.
- Parents say they feel well informed about children's daily care and well-being. For example, they report that practitioners share written information with them about any injuries that children sustain and about the first aid that was administered.
- Practitioners in the out-of-school club are calm and well organised. Children choose from a wide range of activities that they help to plan. This promotes children's confidence and self-esteem well.

## 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:

	<b>Due Date</b>
■ ensure that robust systems are in place to assess and manage risks, so that the premises and equipment are safe for children	26/04/2018
■ ensure that children are always safely supervised when they play	26/04/2018
■ ensure that the planning of activities takes full account of what children need to learn next, so that children are challenged and supported to make progress.	26/04/2018

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

- build on the systems for assessing the performance of practitioners and focus more sharply on helping them to develop an expert knowledge of teaching and learning.

### Inspection activities

- We carried out this inspection as a result of a risk assessment following information received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider, a senior manager and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke with practitioners and children during the inspection. The inspector spoke to parents and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure that the premises and equipment are safe for children. For example, plastic boxes that are fixed underneath a piece of outdoor play equipment are broken and have sharp edges. Managers and practitioners have not considered the risks to toddlers who play in and drink the dirty water in the boxes. Practitioners who are supervising the toddlers do not notice this. However, practitioners know what to do if they consider a child may be at risk of abuse or neglect. Managers demonstrate good understanding of the changes to the provision that they must notify Ofsted about. They identify some general weaknesses in the quality of teaching and plan actions that lead to improvement. For example, as a result of recent in-house coaching, practitioners ask more questions that encourage children to think and solve problems. However, individual practitioners do not know precisely what they must do to improve their teaching, which does not improve quickly enough.

### Quality of teaching, learning and assessment requires improvement

Practitioners plan activities without taking account of what individual children are ready to learn next, therefore children are not challenged appropriately. For example, practitioners plan an early writing activity for a group of children. Some children cannot complete the task and others find it too easy. However, some spontaneous teaching by practitioners helps to promote children's learning. For example, practitioners read to two-year-old children. They eagerly set off to find props for the story and this helps to promote children's early literacy well. In another example, pre-school practitioners sing action songs with children. This helps children to understand words that match their actions.

### Personal development, behaviour and welfare are inadequate

Weaknesses in risk assessment procedures and in the safe supervision of children mean that their health and safety cannot be assured. However, relationships between practitioners and children are good. Practitioners in the baby room know children's individual needs and preferences well. Sleeping children are checked regularly. There is a well-established procedure to ensure that children with allergies are not exposed to certain foods. Children follow consistent routines and this helps to promote their independence and self-control. For example, at group time children learn to listen to other people and wait for their turn to speak. Children have daily opportunities to play in the fresh air.

### Outcomes for children require improvement

The quality of teaching is not yet good enough, therefore children do not make enough progress. However, children develop some of the skills and knowledge they need to start school. Children know the words and actions to songs and nursery rhymes. They listen with enjoyment to new and familiar stories. Children count and use numbers during daily routines. For example, pre-school children find out how many knives and forks they need for each table. Children pour out drinks and begin to serve their own food at lunchtime.

## Setting details

<b>Unique reference number</b>	EY407651
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1133341
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	101
<b>Number of children on roll</b>	162
<b>Name of registered person</b>	Little Giggles Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP902765
<b>Date of previous inspection</b>	26 November 2013
<b>Telephone number</b>	0161 336 6257

Little Giggles Private Day Nursery Ltd registered in 2010. The nursery employs 23 members of childcare staff. Of these, one member of staff holds an early years qualification at level 5, one holds a qualification at level 4, 15 staff hold qualifications at level 3 and four hold qualifications at level 2. A further member of staff holds early years teacher status. The nursery opens from Monday to Friday all year round. Nursery and holiday club sessions are from 7.30am until 6.30pm. Out-of-school sessions are from 7.30am until 9am and 3pm until 6.30pm. 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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