

Giggles Day Nursery- Isleworth

R.O.W.E Community Centre, Unwin Road, Isleworth, Middlesex, TW7 6HY



Inspection date

8 May 2018

Previous inspection date

19 May 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

- Children are happy and settle quickly in a warm and welcoming environment. They build strong relationships with their key person and are confident independent learners.
- Parents are fully involved with children's learning and regularly updated about their child's progress. They are encouraged to play an active role in their child's learning.
- All children make good progress and those with additional needs make very good progress. Secure partnership working with outside agencies, parents and other professionals ensures children receive support as early as possible.
- A strong focus is placed on promoting children's early communication and language skills. Children learn in a language rich environment from well-trained staff who praise and encourage their efforts. This has a positive impact on children's confidence and self-esteem.
- The manager leads a hard-working team that is committed to providing quality care and education for children.

It is not yet outstanding because:

- At times, the organisation and structure of the routine limit opportunities for children to extend their learning through their self-chosen activities.
- Systems to monitor the progress different groups of children make are in their early stages and are not secure enough to identify and recognise any differences in achievements across the different areas of learning.

What the setting needs to do to improve further

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

- review the organisation of the day, including access to the outside learning environment, to provide more opportunities for children to extend their learning through their self-chosen play
- strengthen systems to monitor the progress different groups of children make to gain a secure picture of, and address any differences in, achievement across the different areas of learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outdoors.
- The inspector spoke with managers, staff and children at suitable times throughout the inspection.
- The inspector looked at a range of documentation, including evidence of staff suitability, the safeguarding policy and procedures and records of the progress children make.
- The inspector spoke to some of the parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Sejul Shah / Gill Wallace

Inspection findings

Effectiveness of the leadership and management is good

Leaders are passionate about their role and have identified clear areas to develop to further improve the provision. The manager knows the staff well and provides suitable training to further enhance their skills to improve outcomes for all children. For example, staff have taken part in a language project which has improved their skills in questioning and developing children's communication skills. Managers monitor individual children's progress well to ensure next steps in their learning are identified and monitored. Safeguarding is effective. The manager and staff are able to identify safeguarding concerns and follow child protection procedures to promote children's welfare.

Quality of teaching, learning and assessment is good

Staff use a wide range of communication tools to share information and teach children. They regularly observe what children know and can do and use this effectively to plan challenging and exciting experiences for children based on their interests. For example, they plan a wide range of sensory activities for babies to explore, including play with rice, sand, spaghetti, and scented water containing real lemon and orange slices. Staff question children and allow them time to think about what they want to say before responding. For example, when looking at a round cushion, staff ask the children what else they can think of that is the same shape. They leave time for children to look around and reflect on the question before confidently being able to identify a number of objects.

Personal development, behaviour and welfare are good

Staff are sensitive to children's needs and acknowledge their efforts through lots of smiles and praise. As a result, children are very secure and emotionally well prepared for the next stage in their learning. Staff support all children through transitional times with consistent strategies. For example, they shake a tambourine to get children's attention, use Makaton instructions to show when an activity has finished and clear simple language for the children to follow. Children know the routine, anticipate what will happen next and are prepared for their next learning experience. Children fully participate at meal and snack times by making healthy, varied, independent choices and serving themselves.

Outcomes for children are good

Children are happy to learn and show good levels of enjoyment and concentration. For example, children are able to recall learning from an earlier group time, counting out five children and singing 'Five little speckled frogs' by themselves. Babies are given the skills to make independent choices in play from low-level resources and exciting activities. All staff model language well and children are confident in communicating their needs. Older children are progressing well towards school readiness, being independent, confident, curious and sociable.

Setting details

Unique reference number	EY412523
Local authority	Hounslow
Inspection number	1094409
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	28
Number of children on roll	34
Name of registered person	Giggles Day Nursery Limited
Registered person unique reference number	RP910265
Date of previous inspection	19 May 2015
Telephone number	02087580355

Giggles Day Nursery-Isleworth registered in 2010. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are six members of staff. The manager has qualified teacher status, three staff hold qualifications at level 3 and one member of staff has a level 2 childcare qualification. One member of staff is working towards an early years qualification. The nursery is in receipt of funding for free early years education for children aged two, three and four years.

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