

Giggles @ Downs Barn

Cross and Stable Church and Community Centre, Downs Barn Boulevard, Downs Barn, Milton Keynes, MK14 7RP



Inspection date

6 June 2018

Previous inspection date

1 December 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

- The management team is ambitious. It has developed a supportive approach to staff professional development in the pre-school. It encourages visits to other settings, training and the achievement of formal qualifications.
- The quality of teaching is consistently good. Staff plan stimulating activities to interest and engage children. Staff know their key children well and the progress they make. They complete regular and precise assessments of children's learning to check children make good progress.
- Staff are positive role models. They use strategies to encourage children's good behaviour effectively. They support children to develop the skills needed to manage their own hygiene and personal needs.
- Children are well prepared for their next stage in learning. They develop good speaking and listening skills. They use excellent manners in conversations with their peers and adults.

It is not yet outstanding because:

- Although the management team monitors the progress of individual children well, it is not yet fully comparing the progress of different groups of children.
- Staff are well supported through appraisals and training. However, their professional development is not precisely focused on raising the quality of teaching and outcomes for children to a higher level.

What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- strengthen the monitoring of staff professional development to include a greater focus on raising the quality of teaching and children's achievement to a higher level.

Inspection activities

- The inspector spoke with staff and children during the inspection.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector held a meeting with the management team and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of the leadership and management is good

The determined management team reflects on its practice and actively seeks opportunities to improve the pre-school. For example, the manager coaches her staff on a daily basis. She helps them consider how they can improve their quality of teaching and adapt their environment to meet the needs and interests of the children. Systems for reviewing staff performance are in place. Staff report that they feel happy and supported in their roles. Safeguarding is effective. Clear procedures are in place for dealing with concerns about children's welfare. Staff show a clear understanding of how to keep children safe in a variety of situations. The management team follows robust recruitment processes, and has clear procedures for checking the ongoing suitability of staff.

Quality of teaching, learning and assessment is good

The manager monitors children's development closely. She identifies any gaps in children's learning and then adapts planning. For example, to improve mark-making, the staff recently changed the organisation of writing materials indoors and outdoors. The addition of paper and pencils in the home corner and reading area, and chalks outdoors, helped to increase children's interest in writing. Staff plan exciting and motivating activities for children. Following children's interest in a volcano, staff set up opportunities for children to make their own. Staff helped children to measure and add their own ingredients into a cup. Children then smiled and squealed with excitement as the ingredients fizzed over the outside of the cup like hot lava. Staff communicate with parents about their child's progress through termly parents' meetings. Parents report that they like this face-to-face feedback. Staff are improving support to enable parents to guide their children's learning at home. For example, families now borrow activity bags and book bags to use with their children.

Personal development, behaviour and welfare are good

The environment in the pre-school is well resourced, welcoming and stimulating. This encourages children to independently select their own toys and equipment. Staff complete regular risk assessments to ensure the building is safe for the children. Children follow good hygiene routines competently and experience sociable snack times. Staff have attended dental health and healthy eating training. They share their knowledge about healthy eating choices with children and their families. This has a positive impact on children's understanding of healthy eating.

Outcomes for children are good

Children make consistently good progress in their learning from their starting points. They acquire the knowledge and skills they need to prepare for their next stages of learning. Children are independent. For instance, they competently change their clothes ready for physical activity sessions. Children readily take turns and they learn to share well. They enjoy the sensory experience of handling shaving foam, spreading it over their own hands and clapping to make it fall like snow in the air. Children develop their concentration as they listen to adults and respond to instructions.

Setting details

Unique reference number	EY464848
Local authority	Milton Keynes
Inspection number	1132056
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	12
Name of registered person	Giggles MK Limited
Registered person unique reference number	RP906421
Date of previous inspection	1 December 2015
Telephone number	07592 658874

Giggles @ Downs Barn registered in 2013. The pre-school is one of two provisions owned by the provider. It opens Monday to Friday from 9.15am until 12.15pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff. Of these, one member of staff holds a relevant qualification at level 2, one has a qualification at level 3 two have qualifications at level 6 and one has a qualification at level 7.

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