

Little Giggles Private Day Nursery Ltd

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



Inspection date	16 August 2018
Previous inspection date	28 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- Strong leadership and management have successfully improved outcomes for children. Since the previous inspection, leaders and managers have focused on areas of greatest need and made significant improvements. The dedicated staff team is highly motivated and children at this nursery are happy and motivated to learn.
- Most aspects of the educational programme are delivered well, which stimulates children's curiosity and excitement. For example, the newly introduced transient art project provides children with lots of hands-on experiences as they manipulate and arrange different objects. Children have created some innovative pieces of artwork using peacock feathers, stones and other natural objects, which supports their creativity.
- The systems for monitoring children's progress are working well. Managers previously identified that boys were making less progress than girls in mathematics and took prompt action. All staff have undertaken additional training and there is a big emphasis on promoting mathematics throughout the nursery. As a result, all children, especially boys, take part in activities that help them to develop their mathematical skills.
- Staff caring for babies are nurturing in their approach, which contributes to babies' good sense of belonging. At times of transition, such as home time, staff talk to each parent about their baby's day and activities they have enjoyed. This information is complemented with a written daily care report that provides information on sleep times, nappy changes and meals.

It is not yet outstanding because:

- Children have limited opportunities to learn about technology and how this can be used for different purposes.
- On occasions, staff fail to introduce new words to help children widen their vocabulary.

What the setting needs to do to improve further

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

- strengthen the educational programmes further by ensuring that children have more opportunities to explore technology
- help children to build their vocabulary, for example, by introducing new words during everyday activities and routines.

Inspection activities

- The inspector held a meeting with the leadership and management team to discuss improvements made since the previous inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to the provider, head of education and staff about children's learning and progress.
- The inspector carried out a joint observation with the head of education.
- The inspector reviewed parents' questionnaires.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management is good

The leadership and management team has introduced a rigorous programme of training and support for staff. All staff have accessed an abundance of courses, such as training to motivate boys, and plan meaningful activities. Staff have particularly welcomed the support from the newly appointed head of education. As a team, they have successfully focused on improving the quality of teaching to a good standard. Safeguarding is effective. The safety of children is given high priority at all times. Staff keep up to date with changes in guidance. They also work closely with external agencies to ensure that children and families get the support they need. Staff help children understand the importance of keeping themselves safe and caring for their environment. For example, pre-school children do their own risk assessment before playing outside, and all children go litter picking in the local community.

Quality of teaching, learning and assessment is good

Good teaching ensures that children are motivated to learn. All children, including babies, are active learners and develop a can-do attitude. Babies have lots of uninterrupted time to explore their environment. They show delight and accomplishment as they successfully pull themselves to standing using the sturdy low-level furnishings. Toddlers work cooperatively to build an impressive train track. They carefully fit the pieces together, which supports their mathematical development. They also introduce dinosaurs and proudly declare they have made a 'dinosaur park'. Their hard work is rewarded with lots of praise, which boosts their self-esteem. Activities are pitched at the right level and staff use good questioning that encourages children to think. However, staff place less emphasis on helping children to widen their vocabulary. For example, children use a wide range of mathematical resources, such as spirit levels, in the outdoor area. However, they do not know the names of these tools.

Personal development, behaviour and welfare are good

Children have good opportunities to make sense of their world. They enjoy looking for bugs in their well-resourced outdoor play area, which helps them to learn about nature. Children are also encouraged to be kind and considerate to others, which is reflected in their good behaviour. Children visit the elderly for singing and dancing sessions, and they take part in charity events to raise money for those who are less fortunate. These valuable learning experiences help children understand about similarities and differences between themselves and others.

Outcomes for children are good

Children who have special educational needs and/or disabilities make good progress because of the support they receive. The special educational needs coordinator works with all staff to ensure children receive the right level of support. They also work in partnership with parents and external agencies, and actively support children's transitions into school. Although assessments of what children know and can do are working more effectively, managers have not identified a slight gap in children developing their skills in technology. However, children's progress in mathematics is accelerating and overall, children are making good progress.

Setting details

Unique reference number	EY407651
Local authority	Tameside
Inspection number	10067772
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	101
Number of children on roll	140
Name of registered person	Little Giggles Private Day Nursery Limited
Registered person unique reference number	RP902765
Date of previous inspection	28 March 2018
Telephone number	0161 336 6257

Little Giggles Private Day Nursery Ltd registered in 2010. The nursery employs 20 members of childcare staff. Of these, one holds a qualification at level 6, one holds level 4, 14 hold level 3 and two hold level 2. The nursery opens from Monday to Friday all year round. Nursery and holiday club sessions are from 7.15am until 6.30pm. Out-of-school sessions are from 7.30am until 9am and 3pm until 6.30pm.

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