

Kinder Giggles Nursery & Pre-School (at New Century)

New Century House, Victoria Road, Hyde, Cheshire SK16 4XS



Inspection date	31 July 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The management team does not ensure there is a wholly effective induction process for new staff to make a strong start in their roles.
- The manager does not implement robust monitoring of staff practice or target support to improve their teaching. For example, some staff do not consistently challenge and support children in their learning and development. This limits some children from making the progress of which they are capable.
- Staff do not enhance opportunities for children to learn about diversity and the wider world around them.
- Staff do not make the most of opportunities to enhance children's early writing skills.

It has the following strengths

- Staff supervise children and meet their personal care needs well. Babies and younger children benefit from warm and nurturing interactions with staff.
- Staff work well with other professionals and provide support for children who have special educational needs (SEN) and/or disabilities, and those who receive additional funding.
- Partnerships with parents are good. Staff share regular information about children's care and daily activities. Parents comment positively on how well their children settle in and enjoy their time at nursery.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure new staff have robust inductions and a clear understanding of their roles and responsibilities	03/09/2018
improve the monitoring of staff practice and target support to raise the quality of teaching.	24/09/2018

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

- increase opportunities for children to develop their awareness of diversity in the wider world around them
- enhance the opportunities for children to develop their early writing skills.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and completed joint observations with the manager and owner.
- The inspector held meetings with the owner and manager. She looked at relevant documentation, such as evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Farzana Iqbal

Inspection findings

Effectiveness of leadership and management requires improvement

The monitoring and supervision of staff practice is not wholly effective. The manager does not provide staff with precise feedback and support to improve teaching to a consistently good level. However, there are some training opportunities in place for staff. The owner has a clear idea of the improvements they need to make, although these changes are not embedded to a good level. The management team follows secure recruitment procedures to help ensure that adults working with children are suitable. However, the induction process for new staff is not wholly effective to ensure they have a secure understanding of their roles and responsibilities. Despite this, staff are generally deployed well to meet children's individual needs. The management team ensures the premises are secure and staffing levels meet the ratio and qualification requirements. The arrangements for safeguarding are effective. The manager and staff know how to recognise and report any concerns that they may have about a child's welfare. They receive regular training and updates on child protection.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently strong. Some staff do not ensure children receive adequate challenge and extension in learning opportunities to help raise outcomes for all children. However, some staff are more skilled at enhancing children's learning experiences. Generally, staff know about children's interests and their development. They use observations of children to plan some enjoyable activities. For example, children engage in imaginative play and pretend to make meals in the mud kitchen. They learn to count, order and group some objects to support their mathematical skills. Babies enjoy a calm environment and curiously explore textures. For example, they keenly explore various objects in flour and watch floating bubbles with amazement. Children have few opportunities to develop early writing skills and learn about diversity in the wider world.

Personal development, behaviour and welfare are good

Staff are positive role models for children and sensitively remind them of behavioural expectations. They praise children's efforts and promote their good behaviour. Children develop the confidence to engage in social play with their peers. They are thoughtful and considerate. For example, they happily pass each other spades and share resources when playing in the mud kitchen. There is a strong focus on helping children develop their balance, coordination and physical development. Children enjoy freshly cooked, healthy meals and snacks, which meet their dietary requirements well.

Outcomes for children require improvement

Most children make typical progress for their age and stage of learning. They are confident and motivated to learn. Children generally gain the basic skills they need to move on to the next stage of their learning, including school. However, the weaknesses in teaching and learning mean some children do not make the progress of which they are capable. Older children develop some independence with their self-care, and follow the daily routines well.

Setting details

Unique reference number	EY536614
Local authority	Tameside
Inspection number	10056918
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 4
Total number of places	68
Number of children on roll	49
Name of registered person	Kinder Giggles Limited
Registered person unique reference number	RP536613
Date of previous inspection	Not applicable
Telephone number	0161 338 5977

Kinder Giggles Nursery and Pre-School (at New Century) registered in 2016. The setting operates from 7.30am until 6pm on Monday to Friday, all year round, with the exception of bank holidays. There are 11 members of childcare staff. Of these, one staff holds a level 6 qualification, five staff hold an appropriate qualification at level 3 and three staff hold an appropriate qualification at level 2. The manager has early years teacher status.

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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