

Inspection date	19 October 2018
Previous inspection date	31 May 2016

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

- Staff complete good-quality observations and assessments. They use these effectively to plan appropriate activities for children.
- Children are happy, settled, emotionally secure and behave well. Staff sensitively help children understand what is expected of them. Older children are polite and well mannered and listen to staff and share.
- Staff promote children's physical well-being well. Children learn to balance along low beams and crates. They practise a range of skills in the well-resourced garden where they learn to scoop sand, push along balance bikes and climb up steps to go down the slide.
- Children who have special educational needs and/or disabilities are supported very well. Staff provide children with individually tailored support and develop effective partnerships with a wide range of other professionals. This supports a shared and consistent approach to children's learning and development.

It is not yet outstanding because:

- Monitoring of staff practice is not always sharply focused on raising the teaching skills of individual staff to the highest levels.
- On occasions, staff do not use all available opportunities to challenge younger children's language and vocabulary.

What the setting needs to do to improve further

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

- focus more precisely on staff's teaching practice to increase the potential for children to achieve the best possible progress
- enhance opportunities to challenge children's language and vocabulary further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, risk assessment and policies and procedures in relation to safeguarding children.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Shan Jones

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff know how to identify when a child may be at risk of harm and what action to take. They implement and follow robust policies and procedures. The manager supports staff well through staff meetings, appraisals and staff attend extra training to develop their practice. There are effective procedures in place to closely monitor access into the nursery. Staff keep external doors locked and they individually welcome parents and visitors into the nursery. The manager deploys staff well to supervise babies and children carefully. Managers act on the views and comments of parents and others to maintain a good service. Parents value the service the nursery provides. They remark that the nursery is welcoming and homely.

Quality of teaching, learning and assessment is good

Overall, teaching is good for all children and babies. Staff provide plenty of sensory and natural materials, encouraging children to experiment and investigate using all their senses. Children imitate real-life situations when playing in the home corner and enjoy taking part in dressing-up activities. Babies and young children develop strong attachments with their key person. They use staff as a secure base to explore their surroundings. Staff encourage children to think critically and solve problems. For instance, children work together to place cardboard tubes in the correct order of size. Staff use these opportunities to extend children's mathematical skills. They talk to children about concepts, such as 'tall' and 'short'.

Personal development, behaviour and welfare are good

Staff manage children's first time at nursery well; they tailor the settling-in procedures to the individual needs of each child and their family. Staff find out about children's established routines and follow these, promoting continuity of care. Babies engage happily in a game of peekaboo, feeling safe and secure with their key person. Staff value children's ideas and praise their achievements, building high levels of self-esteem. Children relish the responsibility of tasks, such as helping to tidy away and to sweep the floor, gaining good independence.

Outcomes for children are good

Children and babies make good progress from the time they start at nursery. They listen attentively and follow instructions well. They learn to identify and write the letters in their name and take pleasure in choosing their favourite books. They develop key skills in readiness for school and their future.

Setting details

Unique reference number	EY386826
Local authority	West Sussex
Inspection number	10066729
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	47
Number of children on roll	64
Name of registered person	Playpen Childcare Limited
Registered person unique reference number	RP907218
Date of previous inspection	31 May 2016
Telephone number	01403 750308

Giggles Nursery registered in 2008 and operates from a purpose-built building in Horsham, West Sussex. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The setting employs 13 staff, 11 of whom hold early years qualifications at level 2 or above. The setting is in receipt of funding for the free early years education of children aged two, three and four years.

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