

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

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



Inspection date	26 March 2019
Previous inspection date	31 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager, together with excellent support from the well-qualified staff team, has worked extremely hard to improve the quality of the nursery since the last inspection. For example, arrangements for monitoring staff performance are now much more rigorous and this has helped to improve the quality of teaching throughout the nursery.
- Staff make good use of observations of children's play to accurately assess what children know and can do. Overall, they plan a wide range of challenging and interesting activities that help to motivate children to learn. Children make good progress.
- The key-person system is effective and well established. Babies and children make close relationships with all staff and strong friendships with each other. Children demonstrate high levels of emotional security and self-esteem.
- Partnerships with parents are a key strength of the nursery. Parents are provided with a wealth of information about children's care, learning and development and the progress they make. They are extremely well supported to help support children's learning at home. This helps to promote high levels of consistency and continuity of care and education for all children.
- Occasionally, staff do not always use highly effective strategies to help pre-school children to develop an awareness of their own emotions and how their behaviour affects the feelings of others.
- Staff do not plan some areas of the outdoor environment to maximum effect to help to enhance the learning of children who prefer to learn outside.

What the setting needs to do to improve further

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

- develop highly effective strategies that help children to become more aware of their own emotions and how their behaviour has an effect on others
- enhance the outdoor environment, to provide rich and varied experiences for those children who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities and the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. The manager makes good use of additional funding to maximise the positive impact on learning outcomes for children. Staff work extremely effectively with external professionals to ensure that they meet children's needs to the highest level. They benefit from the knowledge, expertise and experience of a qualified teacher, who role models good practice and helps staff to improve their teaching skills. The manager has effective systems in place to monitor staff practice. She observes staff regularly and carries out supervision meetings, to discuss and identify their future training needs. This helps to ensure that practice continues to improve and has a positive impact on learning outcomes for children. Self-evaluation is effective and an ongoing process. Action plans are well targeted and prioritised so that they have maximum impact on children's learning and progress.

Quality of teaching, learning and assessment is good

Babies thoroughly enjoy investigating flour with their hands, fingers, feet and toes. They make marks with paintbrushes and spend time filling and emptying buckets. This helps children to develop their small-muscle control and hand-eye coordination. Toddlers build on their experiences from home when they participate in a bathing dolls activity. Staff ask open ended questions, such as 'What do we need to do before we put the baby's clothes on?' and 'Why do we need to wash the babies?' This helps to develop children's thinking skills and understand the sequence of tasks. Children in pre-school use rice, lentils, spaghetti and oats as they pretend to make the dinner in the role-play kitchen. Children say, 'The food has to go in the oven to cook. You can't touch it yet because its hot'. Staff provide a running commentary to describe what children are doing. They introduce new words, such as 'passion fruit, avocado' and 'mango', which helps to extend their vocabulary. This has a positive impact on children's good communication and language skills.

Personal development, behaviour and welfare are good

Staff encourage children to do things for themselves whenever possible. For example, children self-serve meals, pour their own drinks and cut up fruit at snack time. They develop very good self-care skills from a young age. Children learn to respect each other, behave appropriately and work together in harmony. Staff teach children about the importance of eating healthily and participating in regular exercise. They explain that the carrots and onions in the curry are vegetables and that they are good for their bodies. Children are well mannered and polite and, overall, their behaviour is good.

Outcomes for children are good

All children make good progress. This includes children who speak English as an additional language and children with special educational needs and/or disabilities. Children demonstrate an excellent understanding of how to keep themselves safe. They learn how to use climbing apparatus and cut with knives safely. They develop a wide range of skills, abilities and attitudes that help to prepare them well for school.

Setting details

Unique reference number	EY536614
Local authority	Tameside
Inspection number	10067952
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
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	31 July 2018
Telephone number	0161 338 5977

Kinder Giggles Nursery & Pre-School (at New Century) registered in 2016. The nursery operates from 7.30am until 6pm from Monday to Friday, all year round, except for bank holidays. There are eight members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6 and three hold a qualification at level 3. The nursery provides funded education for two-, three- and four-year-old children.

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