

# Giggles 4 Kids Ltd

25c Elliott Road, West Howe Industrial Estate, BOURNEMOUTH BH11 8LQ



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 5 April 2019     |
| Previous inspection date | 29 November 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

### This provision is good

- The manager and staff provide high levels of help for children and families who may need extra support to thrive. They work closely with others, including health visitors and the children's centre, to ensure that their needs are met.
- Staff have a comprehensive knowledge of safeguarding which is kept up to date. They work closely with other agencies and parents to protect children who are at risk of harm. Staff complete safety checks twice a day to ensure the environment is safe and children help to risk assess the outdoor area.
- Children are confident and motivated to learn. They enthusiastically take part in activities and make good progress from their starting points.
- Managers involve staff, parents and children in evaluating the quality of the provision and giving ideas for improvements. For example, parents and children have been involved in planning for the refurbishment of the bottom garden area.
- Staff know children well. They make ongoing observations of their progress and use these to help them identify each child's next steps. They use these, as well as children's interests, to plan interesting activities and provide spontaneous learning opportunities.
- Children are well behaved. Staff encourage them to share and take turns, and children respond well. Staff provide effective support for those children who need extra help to manage their feelings.
- Staff do not make the most of routine activities, such as snack time, to help children learn and socialise.
- Staff do not consistently give explanations to help the children understand the reason for rules, such as using 'walking feet' indoors and sitting down while eating.

## What the setting needs to do to improve further

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

- provide more support for children to learn and socialise during routine activities
- ensure that staff consistently give explanations to help children understand the reasons for the nursery rules.

### Inspection activities

- The inspector talked to staff, parents and children at appropriate times during the day.
- The inspector observed staff's interaction with children both indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector had a meeting with the manager.
- The inspector sampled records, policies and procedures.

### Inspector

Catherine Sample

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are knowledgeable about all possible signs that a child may be at risk of harm and take prompt action to refer concerns to the appropriate agencies. The manager has made significant changes to improve the monitoring and supervision of staff. She now makes frequent observations of staff's practice in order to raise the standard of teaching and monitors the quality of their observations and planning. Staff make good use of training to extend their skills. For example, following training on the characteristics of effective learning, they now have a better understanding of how to inspire children and develop their curiosity. The manager monitors the progress of each child as well as groups of children. After identifying that boys were not attaining as well as girls in literacy, the staff have encouraged parents to read more with them at home and have provided resources in the garden, such as lettered logs, to help develop their literacy skills.

### Quality of teaching, learning and assessment is good

Staff use effective teaching methods to help children learn. They focus on building children's natural curiosity and desire to learn. They provide interesting resources, such as real tea bags for the role-play area and numbered pebbles and large balance scales outdoors, to extend children's mathematical thinking. Staff make good use of questions to help children think. For example, they ask them to consider what they need to make dough. Staff support children's imaginative play well. They follow the children's lead and extend the activity as they encourage them to walk sideways like a crab and discuss how a plane lands.

### Personal development, behaviour and welfare are good

Children generally settle well on arrival and those that are distressed are supported to feel secure. Staff stay nearby and make effective use of distraction to engage them. Staff allow new children to explore freely as they get to know the setting. Children are confident to approach newcomers and proudly show off their work, such as a signed drawing of the fairy tree in the garden. They show concern for others. When a child slips over, another asks if he needs a cold compress. Children find out about other countries, using resources such as displays of children and fruit from around the world. Staff value children who come from different backgrounds and are learning English as an additional language. For example, they use visual cues and words in their home language and make links, such as talking about Faberge eggs from Russia, when discussing Easter.

### Outcomes for children are good

Younger children enjoy exploring. They experiment with banging different implements in the water tray and enjoy the sensation of the water splashing. Older children enthusiastically join in with making play dough. They talk about what they will need and get the right number of spoons required for everyone to take part. Younger children enjoy listening to stories and looking at books. Older children confidently make choices about what songs to sing and then patiently wait their turn to be a bear looking for a honey pot. Children are well prepared for the next stage of their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY416369  |
| <b>Local authority</b>                           | Bournemouth, Christchurch & Poole   |
| <b>Inspection number</b>                         | 10089043  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 1 - 4   |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 67  |
| <b>Name of registered person</b>                 | Giggles 4 Kids Limited  |
| <b>Registered person unique reference number</b> | RP906842  |
| <b>Date of previous inspection</b>               | 29 November 2018  |
| <b>Telephone number</b>                          | 01202331952   |

Giggles 4 Kids Ltd registered in 2010 and operates from a children's play centre in Bournemouth, Dorset. The nursery is open weekdays from 8am to 6pm, all year round. It receives funding for the provision of free early education for children age two, three and four years. There are 12 staff members employed to work directly with the children, all of whom have relevant qualifications.

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