

# Inspection of Giggle and Grow Glodwick

141 Glodwick Road, Oldham, Greater Manchester, Lancs OL4 1AR

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Inspection date: 12 December 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children appear happy, settled and safe in this good-quality setting. The atmosphere buzzes with their excitement as they sing, dance and play ring games. Overall, staff have high expectations of children and provide them with interesting learning opportunities. Children behave well and show respect towards each other. They share resources and show positive attitudes towards their learning. Children display good perseverance while mastering new skills, such as learning how to ride a tricycle. They talk about the importance of keeping safe during their play and remind one another not to run too fast outdoors.

Babies giggle with delight while exploring gloop and clap their hands to the different sounds of musical instruments. Toddlers show good physical dexterity as they climb and balance on equipment outdoors. Pre-school children show good mathematical skills while discussing capacity during water play. They attempt to write their name and develop the necessary skills in readiness for their move on to school.

Children spend lots of time outdoors and become enthralled while searching for bugs. They play football, enact roles of princesses and are excited to perform at the Christmas play. Children have a strong sense of belonging, develop secure friendships and have a good understanding of the community they belong to.

## **What does the early years setting do well and what does it need to do better?**

- Strong leadership at all levels is a hallmark of this setting. Staff share the same vision and aspiration as leaders do for removing barriers to learning and helping children to flourish. Leaders aspire to be outstanding and their capacity to continually improve is good. Action plans are sharply focused and include the views of staff, parents and children.
- Overall, staff receive good levels of support and guidance during supervisory sessions and appraisal meetings. They attend training programmes and share good practice. Leaders reduce staff workload well and provide them with external professional help to support their overall well-being. However, leaders do not consistently ensure that staff receive incisive feedback about their interactions with children in order to raise the quality of their practice to an outstanding level.
- The support in place for children who speak English as an additional language is good. Robust intervention and close monitoring mean children quickly develop a good command of English. Children with special educational needs and/or disabilities receive personalised care and support. Staff work closely with other professionals to ensure children develop well and are provided with the best start to their early education.

- High priority is given to children's communication and language development. Staff use recent training to engage children in meaningful conversation and listen to them with genuine interest. Staff are skilled at introducing new vocabulary to children and teach them how to decode words. Children relish opportunities to teach their friends new words and are confident communicators.
- Overall, leaders have established a curriculum that builds on what children already know and can do. Staff use their good knowledge of child development to plan meaningful activities, which keep children interested to learn. Children make good progress and display positive attitudes towards their learning.
- Partnership working is strong. Links with external professionals, parents and the local authority are rooted in trust and respect. Parents receive regular updates about their children's developmental progress. They commend the staff on their loving and caring nature.
- Staff support children's understanding of the world very well. They teach them about the importance of respect, acceptance and tolerance. Children behave well, discuss different family units and talk about how their friends are special. They relish opportunities to visit the mosque, church and library.
- Overall, children's personal, social and emotional well-being are supported well. Staff provide children with good opportunities to be physically active and teach them generally well about healthy living. However, staff do not always follow good hygiene practices when tending to children's personal hygiene. For example, some staff do not wash their hands after wiping children's noses, which increases the risk of cross infection.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of the legal requirements of the early years foundation stage. They know when to notify Ofsted of any serious incident and understand their duties to comply with health and safety legislation. Recruitment and vetting procedures are robust. All staff undergo stringent checks to ensure that they are suitable to work with children. Accidents are dealt with effectively and staff are first aid-trained. Risk assessments are thorough, and the premises are safe. Staff have a good understanding of the signs of possible abuse. They know the referral procedure and understand the whistle-blowing policy.

## What does the setting need to do to improve?

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

- provide staff with more incisive feedback about their interactions with children in order to raise their practice to an outstanding level
- strengthen hygiene practices across the setting to promote the good health of children.

## Setting details

<b>Unique reference number</b>	EY481847
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10129228
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	153
<b>Name of registered person</b>	Giggle and Grow Limited
<b>Registered person unique reference number</b>	RP529718
<b>Telephone number</b>	0161 465 0929
<b>Date of previous inspection</b>	18 December 2015

## Information about this early years setting

Giggle and Grow Glodwick registered in 2014. The setting employs 32 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 2 or above. Four members of staff are unqualified. The setting opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Luke Heaney

### Inspection activities

- The leadership team explained the setting's organisation and curriculum during a walk around the setting.
- The inspector observed staff's teaching during indoor and outdoor activities and assessed the impact on children's learning and development.
- An evaluation of an activity took place with the manager and inspector.
- Discussions took place with staff and children at appropriate times during the inspection. The inspector met with a number of parents and took account of their views.
- The senior leadership team met with the inspector to discuss leadership and management in the setting.

We carried out this inspection 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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