

Inspection of Wiggles And Giggles Day Nursery

Unit 4360, Waterside Centre, Solihull Parkway, Birmingham Business Park,
BIRMINGHAM B37 7YN

Inspection date: 20 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive and flourish in this warm and welcoming learning environment. They have fun exploring the wide array of fabulous activities on offer. Young babies press and squish paint under cling film and see what happens when they mix it. Older babies explore the outdoors on their walk in the rain. They splash in puddles around the ponds as they go on a 'bear hunt', looking for ducks and bears. Toddlers enjoy pouring and scooping cereals mixed with oats and hear what noise it makes when they roll toy cars over the mixture. The pre-school children relish the opportunity to play with the indoor market they have helped to create. They use real fruit and vegetables and plan what they need to buy to make their own Christmas dinners. Staff are warm and welcoming. The open-plan environment means that all children see the staff within the nursery, as well as their peers and siblings. There is a real close-knit family feel and this helps children feel safe and secure. Transitions from one room to another are supported by this, as children already know the staff. Even so, their key worker goes and spends time with them in their new room to ensure it is a smooth transition. Staff are excellent role models and as a result children's behaviour is very good.

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

- The provider, who is also the manager, and her staff team ensure every child's individual need is catered for. Each child is treated as unique and staff plan an interesting and well-thought-out curriculum for them. Consequently, children are making good, and in some cases rapid, progress in their learning which will support them for their eventual move to school.
- Staff support early communication skills well by introducing new words and encouraging children to copy these. However, on occasions, there are missed opportunities to further extend the language development of the older children. Staff occasionally ask questions which require only a single word answer, and do not always allow enough time for children to respond.
- Children are learning about differences and similarities between themselves and others. The provider and her staff team ensure the setting is fully inclusive. Children with special educational needs and/or disabilities are supported extremely well. Resources have been brought to ensure that they can experience playing alongside their friends. For example, in the pre-school room, telephones with long tubes have been extremely useful in providing an opportunity for a child to listen and hear their friends. The setting is also supporting a deaf student in gaining experience with working with children. As a result, all children are learning British Sign Language.
- Staff feel very supported and valued. The provider supports staff professional development in gaining qualifications and accessing training courses. This benefits children with the learning experiences on offer. All staff contribute to

the planning of activities. Precise and meticulous assessments are carried out which enable swift action to be taken where any gaps in learning are identified.

- Parent partnerships are excellent. The provider and her staff team ensure every parent feels valued. They get to know their children very well, discussing what each child knows and what they can do, and this enables them to plan activities for each child to support their learning. Parents say that the setting, especially the staff, 'is amazing'. However, to support and extend children's learning even further, the provider is considering how she can support parents to contribute to their child's learning at home.
- Fresh air plays an important role at the setting. All children spend time outdoors using the exceptional facilities on offer. Physical skills are promoted by equipment such as climbing apparatus, slides and hoopla hoops in the enclosed outdoor play area. Nature walks are organised around the ponds and children have experiences with the park rangers such as bee keeping. All children learn about the world around them as families of ducks and geese nest outside their windows in springtime. Toddlers enjoy watching the squirrel as he comes to fetch acorns which have fallen from the trees.
- Children's independence and self-care skills are promoted through a variety of activities. Younger children are encouraged to pour their own drinks and drink from open-lidded cups. Older children help themselves to their lunch, which is freshly cooked. Children learn about the importance of being healthy as they wash their hands after activities and before food. They talk about the food they eat and that it makes them healthy and strong.

Safeguarding

The arrangements for safeguarding are effective.

The provider and her staff team place children's safety and well-being as a high priority. All staff know what action they would take if concerned about a child in their care and have a good understanding of the types of abuse and other wider safeguarding issues. Whistle-blowing procedures were fully understood. Staff said they would not hesitate to take action if required. Children are learning how to keep themselves safe and are allowed to take managed risks. Staff model how to use equipment safely. Effective risk assessments are place, especially outdoors where there is open water nearby.

What does the setting need to do to improve?

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

- build on children's early language skills even further by asking more open-ended questions and allow children time to think before they respond
- extend children's learning even further by providing opportunities for parents to be more involved in their children's learning at home.

Setting details

Unique reference number	EY545296
Local authority	Solihull
Inspection number	10103843
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	80
Number of children on roll	73
Name of registered person	Wiggles And Giggles Day Nursery Ltd
Registered person unique reference number	RP545295
Telephone number	0121 4481758
Date of previous inspection	Not applicable

Information about this early years setting

Wiggles and Giggles Day Nursery registered in 2017. The nursery employs 21 members of childcare staff. Of these, two are qualified teachers. One member of staff holds an appropriate early years qualification at level 6, one at level 5, 10 at level 3 and four at level 2. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round except bank holidays and two extra days at Christmas. The nursery provides funded places for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- The inspector completed a learning walk with the provider and discussed their curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector spoke to a number of parents during the inspection and took account of their views and written feedback.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working 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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