

Inspection of Giggles & Wiggles

Pitfield House, Brampton Road, Newcastle, Staffordshire ST5 0QP

Inspection date:

5 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children form secure relationships with practitioners, who get to know children and build on their interests incredibly well. Practitioners confidently meet children's individual care needs. Babies receive emotional support and cuddles when they require it. Children consistently engage in the activities planned for them and are fully captivated by fascinating learning experiences. Children benefit from high-quality interactions with practitioners. They revel in singing songs throughout the rooms. Children learn about the importance of being physically active as they jump up and down to the action of the songs. Children also develop excellent concentration skills as they listen to practitioners tell stories in a fun and exciting way. Children are curious learners. During pre-school children's circle time, practitioners demonstrate an experiment with objects that float or sink. Children continue their learning by independently finding objects to test this out for themselves. Children behave very well and cooperate with routines. They learn to carry out tasks for themselves. For example, after enjoying messy activities children confidently wash their own hands. Children develop a fantastic sense of self-worth. They receive lots of praise as they make marks to symbolise the resources they play with in the garden. They are proud of their paintings. As a result, all children make excellent progress in their personal development.

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

- The nursery puts children's well-being at the centre of their practice. Practitioners support children to take part in healthy experiences. For instance, they take babies on walks to places in the community, such as the library, to get some fresh air. Furthermore, during lunchtimes, older children serve themselves. They readily choose vegetables they like from the wide selection.
- Partnerships with parents and professionals are excellent. Parents note that their children are very well cared for by the practitioners. Managers ensure that parents are partners in children's learning and feel part of the nursery community. They hold stay and play days, send out information leaflets, and have a library where families can borrow books to develop children's love of reading further.
- Children make significant progress in their communication and language skills. Practitioners talk to children, they ask challenging questions and give them appropriate time to respond. Younger children listen to new vocabulary and practitioners role model speaking skills well. Children also relish looking at books with practitioners. Children become successful communicators. For example, in pre-school children work together unaided as they discuss how to build towers in the construction area.
- Practitioners observe children and assess their development, and they plan meticulously to promote their learning. Practitioners take the time to think

about what they want children to learn. They ensure children take part in activities that challenge their skills and build on what they already know and understand. For instance, as younger children search through shredded paper to find plastic animals, practitioners count out as they find them. This helps to expertly promote early mathematics. Children are well prepared for the next stage in their learning, and, ultimately, for going to school.

- Robust systems are in place to monitor children's progress. Managers have recently adapted their systems to incorporate more information on the child's uniqueness as well as their development in to routine reports. Practitioners consistently ensure that assessments are accurate and relevant. They efficiently communicate their knowledge between them as children move rooms to ensure a smooth transition. This helps to promote excellent continuity in children's learning.
- Managers have exceptional processes to evaluate the nursery. The manager gathers the views of parents, children and practitioners to drive forward improvements. For example, they are currently in consultation with parents to further develop the outdoor space. Recently, they used their budget to further develop the outdoor space. The manager also receives support from the company's area manager. The close network of nursery managers work together to share best practice and provide a critical eye for each other.
- Practitioners receive extraordinary support from managers to develop their professional skills. Managers accommodate staff to attend further education and make allowances for any additional strains this has on the practitioner. The manager monitors practitioners' training regularly, and constructive targets are set to meet their needs. As a result, children benefit from the skills of highly qualified practitioners.

Safeguarding

The arrangements for safeguarding are effective.

The management team follow effective recruitment and induction procedures to ensure that all practitioners are suitable to work with children. Managers keep all necessary documentation, and they ensure all practitioners are well trained on relevant policies. For example, practitioners monitor children as they use the computers and have logs in place to reduce screen time. Managers also ensure that all practitioners receive effective training relating to safeguarding matters. Managers and practitioners have a clear understanding of the signs that may indicate a child is at risk of harm. They are confident with the procedure to follow if they need to report any concerns they may have.

Setting details

Unique reference number	EY358457
Local authority	Staffordshire
Inspection number	10116435
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	109
Number of children on roll	126
Name of registered person	Giggles & Wiggles Ltd
Registered person unique reference number	RP524997
Telephone number	01782 719300
Date of previous inspection	24 May 2016

Information about this early years setting

Giggles & Wiggles registered in 2007 and is located in Newcastle, Staffordshire. The nursery employs 31 members of childcare staff. Of these, 26 hold appropriate early years qualifications: one at level 2, 19 at level 3, one at level 4, four at level 5 and four at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The inspector and a member of the management team carried out joint observation of a planned activity.
- The inspector and manager toured all areas of the setting and discussed how the early years provision and curriculum is organised.
- Discussions were held with practitioners and parents during the inspection. The inspector also interacted with children at appropriate times.
- The inspector held a meeting with the nursery management team and looked at a sample of the setting's documents.
- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.

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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