

Inspection of Little Giggles Private Day Nursery Ltd

Guide Lane Methodist Church & Sunday School, Guide Lane, Audenshaw,
MANCHESTER M34 5BZ

Inspection date: 15 July 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The curriculum does not meet the needs of all children at this nursery. Children who have, or may have, special educational needs and/or disabilities (SEND) are at a significant disadvantage compared to their peers. Staff do not know the needs of children with SEND well enough. As a result, expectations of what they can achieve are too low. Children's learning is further impeded because staff do not work in partnership with each other and outside agencies. This combination of weaknesses prevents children with SEND gaining the knowledge and skills they need for future learning.

The best examples of curriculum planning are in the baby room. Staff know the babies extremely well and plan meaningful learning experiences. For example, babies are able to reach out and explore lots of different textures, such as sensory books, which ignite their curiosity. Staff respond to babies' babbles as they speak to them softly. This approach helps babies begin to develop their early language and communication skills.

Despite weaknesses, children's health and safety are fully assured. All rooms are clean and well maintained to ensure children's comfort and good health. Furthermore, stringent hygiene procedures, such as 'fogging', are used to disinfect all rooms to minimise the risk of infection due to the COVID-19 (coronavirus) pandemic.

Children are happy in the nursery environment. They enjoy playing with their friends and build positive relationships with staff. Although staff are kind and nurturing, they do not know and understand basic information about their key children. For example, some staff do not know the languages children speak at home. This does not help children to develop a positive attitude to their individuality, including their home language and identity.

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

- Due to previous weak management, the provision for children with SEND is extremely poor. The previous special educational needs coordinator (SENCo) has failed to provide effective support for children with SEND and the staff who care for them. Although staff believe referrals have been made to outside agencies, there is no evidence that this has happened. Consequently, children are not getting the specialist support they need. Leaders have recently identified these failures and have taken steps to make improvements. They have appointed a competent manager and a SENCo who is knowledgeable and experienced. However, it is too early to see if these planned improvements are effectively implemented and successful. At present, children with SEND are at a significant

disadvantage.

- Staff caring for children with SEND have not identified what children know and can already do. This weakness is due to lack of communication between staff and the SENCo. When children move to a different room, information is shared about children's likes and allergies but not their capabilities. As a result, staff are not sure what activities to plan, which means children cannot build on their existing knowledge and skills. Overall, the curriculum does not meet their individual learning needs and this group of children are missing out on valuable learning.
- In contrast to the weaknesses for children with SEND, additional funding has been used well to support children who are eligible for the early years pupil premium. Leaders have purchased resources to help children learn letters and the sounds they represent. They have also invested greatly in the outdoor area to help children develop their physical skills. The learning environment supports many children to develop their literacy and physical skills.
- There are elements of positive practice throughout the nursery. Three- and four-year-old children use the interactive whiteboard as they recite the story of 'The Hungry Caterpillar'. They navigate through the program with skill and confidence. They also demonstrate high levels of engagement as they work together. The use of technology is planned and sequenced well to help children explore these programs in depth. Two-year-olds enjoy reading stories and handle books with care. During the inspection, children shared their favourite books, such as 'Room on a Broom' and proudly declared, 'It's about a witch on a stick'. Their vocabulary is developing well.
- Staff help children with their personal self-care. For example, staff clean babies' and toddlers' faces after snack, which keeps them clean and ensures their comfort. Pre-school children are encouraged to tend to their own personal care needs, which helps to support their growing independence. All children, including babies, enjoy wholesome meals and snacks, which helps them to develop a taste for healthy foods.
- Many parents speak highly of the nursery and the support their children receive. Lots of parents left positive comments about their children's graduation and expressed their gratitude towards staff. They also commented that they receive regular electronic communication, which keeps them up to date on their children's learning. However, partnership with parents of children with SEND is not as strong. Staff caring for children with SEND state they have no interaction with their parents. This means staff are unable to work with parents to provide their children with the extra support they need, which hinders their learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff take children's welfare seriously. They are fully aware of the procedures to follow to ensure children's safety and well-being. Staff are also aware of the whistle-blowing procedures should they have any concerns about adults caring for

children. The nursery has achieved an accreditation award because all staff are trained to administer first aid. Staff are deployed effectively, which means they can respond quickly in the event of an accident. Staff also implement the nursery's procedures for administering medication and all medication is stored safely. These safety measures help to promote children's health and well-being. Children have opportunities to learn about keeping themselves safe. For example, they know to hold the low-level banister when they come down the stairs in case they fall over. They also know they need to wear sun hats when the sun is shining. Overall, children are safe in the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure children with SEND have equal access to a broad curriculum	05/08/2021
ensure transitional arrangements within the nursery meet the learning and development needs of children with SEND	05/08/2021
make links with outside agencies so that children with SEND receive timely support to help them make good progress	05/08/2021
strengthen the key-person system to help ensure every child's care is tailored to meet their individual needs, and this must include seeking basic information about their home language and working in partnership with parents.	05/08/2021

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

- support staff effectively so they can meet the needs of children with SEND
- check the support provided for children with SEND is helping them to catch up.

Setting details

Unique reference number	EY407651
Local authority	Tameside
Inspection number	10202265
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 at time of inspection	0 to 10
Total number of places	101
Number of children on roll	107
Name of registered person	Little Giggles Private Day Nursery Limited
Registered person unique reference number	RP902765
Telephone number	0161 336 6257
Date of previous inspection	16 August 2018

Information about this early years setting

Little Giggles Private Day Nursery Ltd registered in 2010. The nursery employs 13 members of childcare staff. Of these, one holds a childcare qualification at level 6, one holds level 4, eight hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round. Nursery and holiday club sessions are from 7.15am until 6.30pm. Out-of-school sessions are from 7.30am until 9am and 3pm until 6.30pm.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- The area manager and inspector completed a learning walk around the nursery.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector met with the provider and area manager and considered the effectiveness of leadership and management.
- A meeting was held with the SENCO.
- The inspector spoke to parents during the inspection and also considered their written comments.

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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