

Inspection of Giggles Day Nursery

525 Oakwood Lane, Leeds, West Yorkshire LS9 6QY

Inspection date: 21 July 2021

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

What is it like to attend this early years setting?

The provision is outstanding

Children are excited to take part in a wealth of interesting activities. They are highly motivated, eager to join in and learn. Staff design rich and inviting calm areas, such as the sensory room. Young children benefit from environments which support the development of their vision through bold patterns. These allow children to focus their attention and levels of concentration. Managers share their ethos and curriculum planning with staff to ensure staff practice is consistent and of a high quality. Their dedication to the setting is evidenced by the superb rates of confidence which children develop. Children take part in activities that challenge and extend their learning. For example, children work together to create car ramps. They show high levels of concentration as they problem solve. Children learn how to raise ramps and predict which car will win the race.

Children's behaviour is exemplary. Children treat each other with high levels of respect and show trusting friendships. They congratulate each other on their achievements, spontaneously clapping and giving each other 'high fives'. Partnership working with parents is a key strength of this setting. Parents speak highly of the dedicated staff team. Despite the restrictions presented by the COVID-19 (coronavirus) pandemic, parents are continually involved in all aspects of their children's learning. The key persons' excellent knowledge of children's home experiences and language significantly enhances children's understanding and use of English. Many of the staff are multilingual and support children's home language, as well as English, exceptionally well.

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

- Staff are motivated. They have high expectations and ambition for all children. Teaching is finely tuned, with each child's needs known and understood by their key person. This results in individualised teaching that encourages every child to meet their full potential. Staff work seamlessly with a range of other professionals. Children benefit from the support of speech and language therapists, as well as the hearing and visual support team, to meet their diverse needs. Gaps in children's learning close rapidly, including for children with special educational needs and/or disabilities. This helps to prepare children to be ready for school.
- Children demonstrate high levels of perseverance and work collaboratively on chosen tasks. They communicate with one another as they play. For example, they talk about how balls can get down guttering tubes. Children work in a team to hold the tubes and balance them on stands. Staff provide high levels of encouragement. They extend children's knowledge of early mathematical concepts throughout their play. Children are highly motivated to succeed and have the time to make mistakes and learn from these. Children learn how to do

things on their own. They gain the skills to be highly resilient and make decisions for themselves.

- Staff support children to find ways to acknowledge and recognise their strong feelings, such as looking at photographs and pictures that show children's different emotions. As children become more able to express themselves, they learn to share how they are feeling. Older children who are leaving for school talk confidently about how 'excited and happy' they are as they create graduation bags filled with memories of their time at nursery.
- Staff promote healthy living superbly. Children engage in weekly outdoor sports, such as 'Rugby Tots', and learn about healthy foods during lunch times. They tell staff that pasta is a carbohydrate, and it gives them energy. They regularly drink water and encourage friends, who have not yet drunk enough, to drink more.
- The management team actively support staff well-being. For example, they meet staff at frequent intervals to discuss their practice and how they are feeling. Targets set for staff are highly focused on continually improving outcomes for children. Managers encourage staff to follow their interests and passions.
- Parents comment that staff are really interested in what children are doing at home. Parents are impressed at how staff plan for these interests in nursery. Parents are grateful for suggestions and strategies staff give them to support learning with their children at home. Additional funding is used impressively to enhance and enrich children's experiences. For instance, outside children have access to the new allotment area. They harvest their produce, such as root vegetables and soft fruits. Staff work collaboratively with professionals and parents to focus on children's specific needs.

Safeguarding

The arrangements for safeguarding are effective.

The management team uses an extensive induction for new staff to ensure that they are suitable to fulfil their roles. Safeguarding is given high priority, with staff fully understanding factors that can make children more vulnerable to abuse. Staff receive rigorous safeguarding training, including ongoing discussions and workshops on child protection. Staff have an excellent knowledge of wider safeguarding issues, such as preventing children being drawn into radicalisation or extremism. Children learn how to keep themselves safe. For example, children learn about staying safe in the sun and help to apply their own sun cream.

Setting details

Unique reference number	EY557532
Local authority	Leeds
Inspection number	10149292
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 4
Total number of places	60
Number of children on roll	132
Name of registered person	Giggles Day Nurseries Ltd
Registered person unique reference number	RP557531
Telephone number	0113 2496760
Date of previous inspection	Not applicable

Information about this early years setting

Giggles Day Nursery registered in 2018. The nursery employs 23 members of childcare staff. Of these, 16 hold appropriate early years qualifications between level 2 and 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are children on roll in receipt of early years pupil premium and also children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector conducted a learning walk with the manager of the setting.
- During a joint observation, the manager and the inspector evaluated the quality of education together.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A sample of documentation, including staff's suitability records and policies and procedures, was looked at by the inspector.

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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