

Inspection of Little Giggles Private Day Nursery & Preschool - Ince, Wigan

Former Town Hall, Ince Green Lane, Ince, Wigan, Lancashire WN3 4QX

Inspection date: 5 October 2021

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

What is it like to attend this early years setting?

The provision is good

At the start of the COVID-19 (coronavirus) pandemic, some practices were changed to limit cross-contamination. Children have adapted well to leaving their parents at the door and enter happily and confidently. Some practices, such as children serving their own snacks and lunch, are being re-introduced.

Overall, children have good opportunities to develop self-care skills and independence. Children are happy and behave well. They form secure attachments with staff who know them well. Staff place a strong curriculum focus on developing children's social, language and communication skills. They read stories to children and skilfully introduce new vocabulary as children play. Children have started to borrow some recently created story sacks to share a love of reading at home with their families.

Children have many opportunities to be physically active and explore safely. Babies and young children crawl over soft-play shapes. Outdoors, children develop their larger muscles and good hand-to-eye coordination in a range of ways. They run around, ride on balance bicycles and throw balls through hoops. Indoors, children develop control of their hands and fingers as they chalk, crayon, paint, manipulate dough and investigate objects, such as wooden and natural items. While playing imaginatively, children enjoy a range of sensory play, including bathing dolls in water and running toy construction vehicles through chocolate rice.

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

- Staff support children well to make a smooth transition to nursery and when they move up to the next room and on to school. They make good use of information about children's interests and abilities provided by their parents and their previous key person to ensure continuity in their care and learning.
- The leadership team and the nursery manager work closely to evaluate the nursery. Improvements since the last inspection include creating a sensory room and a dedicated club room for school-aged children. Staff make good use of the lights and calming music in the sensory room to support children's emotional well-being. In the outdoor area, the removal of potholes and resurfacing of the ground have helped to reduce accidents.
- Children practise early writing skills in many ways. In addition to chalking and painting, they draw with sticks in sand and soil. Staff encourage children to look at the marks made by the toy dinosaur's feet in the soil.
- Children develop good mathematical skills as they play. They count and identify colours correctly as they sort cotton reels into bowls. They match wooden shapes to their corresponding shape and colour on a printed picture to complete puzzles.

- Parents speak positively about the nursery and staff. They say that they feel well informed about their child's welfare and progress. They receive photographs and exchange information regularly through an electronic system. During the pandemic, an informative video tour has been added to the nursery website. This enables prospective parents, and those whose children are moving up to the next age group, to see each room and hear about the planned learning.
- Overall, arrangements for the supervision, coaching and mentoring of staff are good. Although some practice is not securely embedded, training is increasingly focused on the identified needs of individual staff and the nursery. Support is in place for staff who are new to their roles or have specific responsibilities.
- The curriculum is clearly sequenced to help children to build on what they already know and can do. A staff member recently identified as a curriculum lead is beginning to oversee the planning of activities for younger children. There has not been time for this role to be fully implemented or its success evaluated.
- Children behave well for their age and stage of development. On occasion, they become distracted and do not gain the most from large-group activities. This is when staff do not organise the group well enough before starting the activity.
- Children with special educational needs and/or disabilities and those who receive funding are supported well. Staff work closely with parents and the special educational needs coordinator to actively seek early help for children when needed.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting help to check the suitability of staff. Clear induction and supervision procedures enable the management team to monitor the ongoing suitability of staff working with children. Useful information is displayed in staff areas on a range of issues, including domestic violence, radicalisation and extremism. This information and regular refresher training help to keep staff aware of the signs that may indicate a child is at risk of harm and how to identify and report child protection concerns. Staff are made aware quickly of any updated procedures through a software program. For example, following a misadministration of medicine, staff received revised procedures, which were followed by refresher training.

What does the setting need to do to improve?

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

- embed the support for staff to improve the consistency of practice
- improve the organisation of large-group activities so that all children can engage in the planned learning.

Setting details

Unique reference number	EY555622
Local authority	Wigan
Inspection number	10111991
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 11
Total number of places	180
Number of children on roll	145
Name of registered person	Little Giggles Private Day Nursery Limited
Registered person unique reference number	RP902765
Telephone number	07791957878
Date of previous inspection	23 May 2019

Information about this early years setting

Little Giggles Private Day Nursery & Preschool - Ince, Wigan registered in 2018. The nursery employs 16 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3, one holds level 4, one holds level 5 and three hold level 6, of whom two hold qualified teacher status. The nursery opens Monday to Friday from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. An out-of-school club opens from 7.30am to 9am and from 3pm to 6pm during school term time, and from 7.30am to 6pm during holiday time.

Information about this inspection

Inspector
Lynne Naylor

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 leadership and management team and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence to demonstrate the suitability and training of staff.

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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