

Inspection of Little Giggles Private Day Nursery

Little Giggles Private Day Nursery, THE HOLLYWOOD HOTEL, 12 Bloom Street,
Stockport SK3 9LA

Inspection date: 8 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are extremely keen and motivated learners. They play and explore with curiosity and enthusiasm. Staff make learning fun. The environment is child focused and children make independent choices from the interesting activities and resources available to them. Babies show they are happy and content. They have their own base room and dedicated outdoor play area. This means babies can play and explore safely. They confidently take their first few steps unaided. Babies chuckle and giggle as they are transported around in the 'turtle bus'. Staff provide new experiences outside of the nursery environment, as babies are taken to explore the wider community.

Children's well-being and emotional security are given high priority. Leaders have adapted the curriculum due to the COVID-19 (coronavirus) pandemic. Staff have prioritised children's mental health and have supported infants and parents during the transition into the nursery. Leaders have ensured that staff have received training to enable them to promote the personal, social and emotional development of all children. As a result, children are secure, arrive happily and settle well.

Children's behaviour is excellent. They know the rules and expectations, as staff use carefully considered behaviour management strategies. For example, older children know 'it is good to be green'. Children quickly learn that their positive behaviour will be commended and rated on the behaviour chart. Younger children use exemplary manners. As they play alongside each other and staff, children use their hands and sign words, such as 'more please' and 'thank you'.

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

- Experienced leaders work well together and the enthusiastic manager leads a team of dedicated and passionate staff. Leaders have planned an ambitious curriculum to help all children to flourish. However, the provider's vision for what they want children to learn is not always consistently or precisely implemented across the nursery. For example, staff follow themes and plan activities which are pitched too high for some children's stages of learning. At these times, staff do not ensure that children have developed secure knowledge or have mastered a skill, before trying to introduce them to something new.
- Children are developing a keen interest in books, rhythm and rhyme. The nursery library is accessed by all children. Books are looked at, carefully explored and pages are turned, throughout each session. Children listen intently to stories that staff enthusiastically bring to life with the introduction of real props, such as mud, sticks and grass. Children recall a story, repeat familiar phrases and move their bodies as they 'swish through the grass' and 'squelch through the mud'. Babies snuggle into their key person and listen to a soothing rhyme. Two-year-

old children delight as they hear a story and participate in an activity about tooth brushing. Children take turns to 'brush teeth' in the replica mouth toy and show their developing awareness of oral hygiene.

- Staff work in harmony with outside agencies to ensure children who need it most, get the best support possible. Additional funding is used well. For example, to provide individualised support for children with special educational needs and/or disabilities (SEND). Funds were also used effectively to pay for staff training in this area. As a result, children get the help they need. Children with SEND are flourishing in this nursery.
- Parents are eager to share their compliments and positive experiences about the nursery. Parents value the online communication. They say that even though they have been unable to enter the premises, due to the restrictions of COVID-19, their children cannot wait for their nursery day. However, not all parents are aware of how they can help to extend or support their children's learning at home.
- Children behave very well. They are valued and respected. Older children join a pre-school parliament and are involved in decision making. Staff ensure that children who are unable to communicate verbally, have a voice. For example, picture cards are used to support children to make choices. Staff give verbal indicators, such as a five-minute warning, so that children are aware of routines. Children have a strong sense of belonging, are clear about what is going to happen and are fully included.
- Staff comment that they are highly regarded, as they are told every day. Staff receive regular treats and rewards. An example of this is when staff are presented with a 'cup of kindness'. Leaders have reduced the level of paperwork to lessen staff workload. The online application system to communicate with parents is an example of how leaders have acted to reduce the burden on staff. Staff are well supported and receive a wealth of training. Leaders have begun to provide more individualised professional development to staff, to further enhance their skills. The manager is looking at ways to utilise the skills of more experienced staff, to be able to achieve an outstanding level of practice.
- Staff provide opportunities for children to develop early writing skills, using an abundance of sensory materials. Cue cards and text are displayed in all areas. Staff use these prompts to question children. Staff encourage listening and speaking, to help to support children's communication and language skills. However, staff are less skilled in supporting children who speak more than one language to make the best progress possible. Staff have not recognised the benefits of using children's home languages, in addition to English, to support their communication.

Safeguarding

The arrangements for safeguarding are effective.

An extremely strong safeguarding culture is embedded across the nursery. Leaders ensure that all staff are aware of their role and the important part they play in keeping children safe. Staff are aware of some of the lesser known but highly

important areas of child protection. These include, how to spot signs of induced illness, children being groomed or signs that they are at risk of modern slavery. Staff are confident in the procedures to follow, should they be concerned about the conduct of a colleague. Vulnerable children in particular are well protected. Staff monitor attendance and act swiftly if they establish a child has failed to attend. Security cameras and an exceptionally secure entry system contribute towards the safety of the premises.

What does the setting need to do to improve?

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

- improve support for staff so that they can all build on what children know and can do and help children to fully benefit from and engage in more purposeful learning
- help all parents to understand how they can contribute towards children's learning at home
- develop staff understanding of how best to support children who speak more than one language, to use their languages and further promote children's communication and language skills.

Setting details

Unique reference number	EY473831
Local authority	Stockport
Inspection number	10207637
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 9
Total number of places	156
Number of children on roll	157
Name of registered person	Little Giggles Private Day Nursery Limited
Registered person unique reference number	RP902765
Telephone number	0161 429 8060
Date of previous inspection	31 January 2018

Information about this early years setting

Little Giggles Private Day Nursery registered in 2014. The nursery employs 19 members of childcare staff. Of these, 13 hold recognised early years qualifications at level 3 or above. The nursery opens from 7.15am until 6pm, Monday to Friday, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The quality of teaching was observed indoors and outdoors. The inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery manager and the intent of the curriculum was discussed.
- The inspector evaluated two activities with the nursery manager.
- Regular meetings were held with leaders.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed self-evaluation and checked evidence of the suitability of staff.
- Parents were spoken to.
- Children and staff were spoken to throughout the inspection.

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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