

Inspection of Little Giggles Private Day Nursery Ltd

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

Inspection date: 26 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy at the nursery. Babies explore their stimulating environment, which is safe and secure. Their safety is further assured because staff offer soothing words and provide lots of warmth and affection. Babies are extremely settled and contented. Toddlers develop their social skills, for example, as they sit down to eat their meals together. They are also beginning to learn routines, such as getting wrapped up warm before they go outside to play.

Pre-school children are confident and self-assured. They show respect for their friends, as they take turns listening to each other during story time. Pre-school children also engage in meaningful activities. They particularly enjoy experimenting as they mix colours, which helps to support their critical thinking. However, the quality of education across the nursery is not consistently good. There are still gaps in the curriculum. As a result, not all children, including those with special educational needs and/or disabilities (SEND), build up their knowledge and skills as well as they should.

Staff do not consistently follow effective hygiene practices when changing toddlers' nappies. This does not help to support their personal development and increases the risk of cross-infection.

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

- There have been changes in the management team since the previous inspection. These changes have had a positive impact. Leaders and managers have worked together and secured some improvements. For example, they have made prompt referrals to outside professionals to help children who need a little support. Leaders and managers also acknowledge that the quality of practice throughout the nursery is not consistently good. As a result, they have plans to make further improvements. However, these plans have not yet been implemented.
- The support for children with SEND has improved. The special educational needs coordinator (SENCo) has provided additional training to help staff to meet the needs of children with SEND. The SENCo and staff have also introduced visual timetables to help support children's communication. However, some children with SEND are not making the progress they could because the quality of education is not consistently good throughout the nursery.
- Babies settle quickly and demonstrate high levels of engagement. They eagerly explore textures of vegetables using all of their senses. Staff caring for babies speak to them clearly and respond to their babbles appropriately. For example, they sing to the babies and repeat words, which helps to develop babies' language and communication. The content and sequence of the curriculum for

babies positively supports their progress. However, toddlers' learning experiences do not help them to flourish. Staff caring for toddlers are not as confident in planning and delivering an ambitious curriculum. This does not help to build toddlers' knowledge and skills well enough.

- A strength throughout the nursery is how well books are used. All children have access to books. Pre-school children engage in lively conversations as they read the story 'Superworm'. They demonstrate good listening skills and learn the names of the author and illustrator. Pre-school staff are skilled storytellers and maintain a captivated audience. They also plan activities, such as making a wormery, to help children to consolidate their learning.
- Children form close attachments with their key person, which supports their emotional development. They benefit from lots of fresh air in the well-resourced outdoor play area. Children also enjoy wholesome meals and snacks, which helps them to learn about healthy food choices. However, toddlers' good health is not consistently promoted. During the inspection, staff changed several nappies without washing their hands or cleaning the changing mat. This lapse in procedures increases the risk of cross-contamination. In contrast to this weakness, the nursery continues to be 'fogged' each evening, which kills any germs and viruses. In addition, soft furnishings, such as bedding, are washed daily.
- Parents are positive about the nursery and speak highly of the staff team. They are particularly grateful that staff share ideas, to help extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff understand their safeguarding responsibilities. They undertake relevant training, which keeps their knowledge up to date. They also know how to report any concerns about a child's safety. The nursery's mobile phone and e-safety policies are implemented effectively. For example, all mobile phones are stored in the office. The interactive whiteboard has tight controls, which prevents children accessing inappropriate programs.

The leadership and management team ensures that staff are suitable to work with children. For example, appropriate recruitment checks are completed on all staff before they start to work at the nursery. In addition, all staff have an enhanced Disclosure and Barring Service check. Overall, children are safe and well cared for.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff implement effective hygiene practices during nappy changing routines, to help minimise the risk of cross-infection.	16/11/2021
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To further improve the quality of the early years provision, the provider should:

- support and extend children's learning by ensuring the curriculum is consistently ambitious and implemented effectively
- support staff to develop their knowledge and skills to help children, including those with SEND, achieve the best possible outcomes.

Setting details

Unique reference number	EY407651
Local authority	Tameside
Inspection number	10212601
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	104
Number of children on roll	99
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	15 July 2021

Information about this early years setting

Little Giggles Private Day Nursery Ltd registered in 2010. The nursery employs 16 members of childcare staff. Of these, two hold a childcare qualification at level 6, one holds level 5, one holds level 4, 10 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

- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The managers and inspector completed a learning walk around the nursery.
- A meeting was held with the SENCo.
- The inspector spoke to parents during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the management team and discussed improvements made since the previous 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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