

Inspection of Giggles 'n' Squiggles Discovery

Discovery Centre, Columbia Way, King's Lynn, Norfolk PE30 2LA

Inspection date: 31 January 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are cared for in a safe environment. The careful deployment of staff helps to keep children safe when playing outside. However, risk assessments are not yet robust enough to identify some risks to children when using the back garden space. Nevertheless, children have appropriate opportunities to support their physical development inside and outside.

Not all children receive the education they deserve. Staff follow children's lead in play and provide children with time for them to explore to their satisfaction. However, there are inconsistencies in the quality of interactions that promote children's learning. Some staff tend to ask closed questions and overlook opportunities to extend children's learning in line with the provider's curriculum. Despite this, children are confident talkers who enjoy sharing books and singing songs.

Children are happy and settled. They form good bonds with staff and show that they feel safe and secure. Children confidently choose what they do, such as building castles using different-shaped building blocks. They develop resilience to try again and persevere when they are not always successful. Children receive lots of praise and encouragement to do things for themselves. They put on their coats and shoes when they play outside. They wash their hands using warm water after using paint, glue and glitter and before eating meals and snacks.

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

- Staff do not always follow the provider's risk assessment procedures to check for potential hazards in the environment. On the day of inspection, the required daily checks for one of the outdoor areas had not been completed effectively. Staff had not ensured that the gate leading to a space used by members of the public was secured.
- The quality of teaching is variable. Some staff do not recognise how and when to extend children's learning. They do not always use what they know about children's interests to challenge and inspire their learning. For example, when children are absorbed in filling containers with stones, staff tend to focus only on imaginary play. They do not help children to learn about mathematical language, ideas and concepts. Staff introduce an activity to help children learn about Chinese New Year. However, staff's interactions with children are limited to the use of craft materials. Children do not learn about the festival and its meaning and importance.
- There have been recent changes in staff working in the nursery. Staff are enthusiastic in their roles and are keen to learn more to improve their skills and help children achieve well. The provider is seeking support from the local

authority to help to improve staff's practice. She has a clear curriculum that is designed to help children gain the skills and knowledge they need to help prepare them for life in modern Britain and the move to school.

- Staff provide children with a calm and positive environment. They talk to children in gentle tones and show all children the utmost respect. Staff consistently seek children's consent before supporting their day-to-day care needs, such as changing nappies or wiping noses. Children listen to staff and follow simple instructions. They build good levels of self-esteem.
- Staff working with children with special educational needs and/or disabilities receive appropriate training. They work closely with parents and other professionals to understand children's specific needs and how to implement targeted support to promote their learning and development. Some staff are trained in Makaton and use this to support children's understanding and communication well.
- Parents are positive about the nursery and the staff. They state that they recommend the nursery to other parents and that their children are happy to attend. Parents comment about the progress their children make, especially in their communication and language development and self-confidence.
- The manager implements appropriate procedures to promote good hygiene for children. For example, children who take a nap during the day have clean bedding. Staff ensure children's specific dietary needs are met. Food is prepared by staff trained in food hygiene. Staff encourage children to try healthy foods, such as cucumber, sweet peppers and carrot sticks.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates about safeguarding and child protection. They know the possible signs of abuse and neglect and what to do should they have any concerns about a child's welfare. Staff have an appropriate understanding of a wide range of safeguarding concerns, such as the risks to children of being exposed to extremist views. The provider follows good recruitment processes to check adults' suitability to work with children and checks the ongoing suitability of staff.

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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improve risk assessment processes to ensure that staff and children are not exposed to risks and that staff understand their responsibilities to follow daily procedures to ensure the environment is safe for children, in particular regard to the outdoor space	28/02/2022
develop and support staff's understanding of the curriculum to improve interactions with children in order to provide them with appropriate challenge in their learning and development.	30/04/2022

Setting details

Unique reference number	2561736
Local authority	Norfolk
Inspection number	10221096
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	44
Number of children on roll	57
Name of registered person	Thom, Emma Margaret
Registered person unique reference number	RP516639
Telephone number	07510365505
Date of previous inspection	Not applicable

Information about this early years setting

Giggles 'n' Squiggles Discovery registered in 2019 and operates in King's Lynn, Norfolk. The nursery operates each weekday from 7.30am until 6pm all year round. The nursery employs 11 members of childcare staff, of whom seven hold appropriate early years qualifications at level 3, including the manager. The nursery provides funded early education to eligible two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children and staff spoke to the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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