

Inspection of Hugs and Giggles Nursery

101a Headstone Lane, HARROW, Middlesex HA2 6JL

Inspection date: 21 January 2022

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The quality of the provision has declined significantly since the previous inspection. The provider has failed to meet a number of requirements of the early years foundation stage. As a result, children's well-being and learning are compromised.

The curriculum is ineffective. Children are not well supported to make the progress they should in their learning. They do not have access to a purposefully planned environment or well-considered activities that take account of their learning needs. Leaders have not acted quickly enough to address the key staffing issues which they have identified. Consequently, children's progress is hampered because leaders fail to ensure the correct adult-to-child ratios are in place. In practice, staff spend much of their time comforting children who are upset. As a result, the learning needs of the quieter children are not supported. Overall, children spend time playing with toys, but activities are not planned to help children learn important skills for their future learning.

The key-person system is not effective. Young children new to the setting, do not build secure bonds with key staff and struggle to settle. Staff are genuinely kind and caring towards the children. However, their time is dominated by managing the routine to meet the basic needs of the children.

Children receive praise when they listen and are generally well behaved. They respond to clear instructions, such as to wash hands for lunch. Most children enjoy listening to stories. However, strategies to help children whose speak English as an additional language are ineffective. As a result, not all children are given the same chance to respond to questions during story time.

Parents report they are happy with the nursery. They are particularly pleased with the level of support staff provide. During the COVID-19 pandemic, parents have not been able to enter the premises. However, staff make time to provide daily verbal feedback during collection times. The manager works well with other agencies to meet the specific individual needs of children when needed. Overall, ineffective arrangements for staffing means that staff fail to keep required records to secure children's health and safety and learning.

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

- The quality of education is poor. Children show a desire to learn, but staff do not pitch planned activities accurately to help children learn. For example, older children practise writing letters. However, staff do not understand how children learn or check that children have already learned the necessary skills such as, pencil control. As a result, children struggle to achieve the planned outcome and

lose interest which hinders their learning.

- Staff do not ensure the environment is organised to meet the different needs of the age range of children attending. For example, young children do not have an area with appropriate resources specifically for their needs to support their emotional well-being and interests. This is because the rooms designated for specific ages of children are not always used.
- Children enjoy using a range of resources. For example, building train tracks. However, children do not have reliable chances to develop their concentration. Even when staff supervise activities, children lose interest prematurely and wander off. This is because staff do not know the learning needs of children well enough to cultivate their curiosity during play. Consequently, children do not learn how to engage and persevere in tasks and develop skills for their future learning.
- Children's communication and language skills are not planned for sufficiently well. Young children do not access the range of books freely as they are not accessible. Some staff are skilled at reading stories changing their tone to tune into the characters in the books. Many children initially listen with interest. However, the size of the group is too large for children to extend their vocabulary. Staff spend their time managing the needs of upset children which distracts learning.
- Staff do not take advantage of the well-equipped outdoor area to provide children with good opportunities to learn to be active. Children enjoy actions songs but do not learn to control their movements and develop agility.
- Risk assessments are not effective to keep children safe. Staff do not ensure they follow their procedure to undertake daily checks so that they can identify and reduce risks to children. For example, children occasionally bump into furniture which is too close together.
- Systems to monitor the setting are ineffective. Leaders have failed to assess the impact of poor staffing levels on children and staff. They do not provide staff with sufficient coaching to ensure their knowledge of good practice is current. They have not made sure staff complete the required assessment records for children aged between two and three years. This means staff cannot be sure that children's progress is on track.
- Staff interact positively with children during nappy changing times. At these times, staff maintain conversation and engage children in songs to reassure them.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have a secure understanding of their role in protecting children from the risk of harm. Some staff lack basic knowledge of signs that a child may be at risk of harm. They lack knowledge of specific procedures, such as what to do if a child tells them worrying information about their safety. Some staff have more secure knowledge of how to identify and report a child may be at risk of harm. However, staff are unaware of the process they must follow in the event an

allegation is made. This puts children at risk. Staff supervise children closely when using the bathroom. However, they fail to keep the required records to keep children safe and healthy. For example, they do not keep an accurate record of children's attendance. Children are given medication without parents' written consent and staff do not keep a record each time a dose of medicine is given. This means they cannot be confident about what time medication was given to ensure children's health or share accurate information with parents.

What does the setting need to do to improve?

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

	Due date
make sure staff have a secure knowledge and understanding of the setting's safeguarding policy and procedures, including the 'Prevent' duty	11/03/2022
ensure the staff-to-child ratio is maintained at all times to ensure children's well-being	11/03/2022
implement an effective key-person system to ensure children's emotional security is consistently fostered to meet their learning needs	11/03/2022
take all reasonable steps to make sure risks in the environment are identified and reduced to keep children safe	11/03/2022
make sure children have access to a stimulating environment with toys and equipment organised to meet their individual learning and welfare needs	11/03/2022
put appropriate arrangements in place to support, coach and train staff to enable them to work as an effective team	11/03/2022
make sure the curriculum planning and implementation is effective and ambitious so that children gain the knowledge and skills to become successful learners	11/03/2022

<p>ensure all children become skilful communicators, and support children who speak English as an additional language to acquire proficiency in English</p>	<p>11/03/2022</p>
<p>make sure staff complete the required progress check for children age two years to ensure children on track with their progress</p>	<p>11/03/2022</p>
<p>provide children with daily opportunities for outdoor play so that they can access planned activities to expend their energy and develop their physical skills.</p>	<p>11/03/2022</p>

Setting details

Unique reference number	EY443930
Local authority	Harrow
Inspection number	10225350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	52
Number of children on roll	54
Name of registered person	Headstart Nursery and Learning Centre Ltd
Registered person unique reference number	RP531463
Telephone number	020 8861 3983
Date of previous inspection	27 October 2017

Information about this early years setting

Hugs and Giggles Nursery registered in 2012. The nursery operates from the grounds of Headstone Park, in the London Borough of Harrow. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open each weekday, from 8am to 6pm for 51 weeks of the year. A total of four staff, including the manager, are employed to work with children. Of these, four hold appropriate qualifications at national vocational levels 2 and 3.

Information about this inspection

Inspector

Malini Mandalia

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of the environment and the provision of learning with the registered individual.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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