

# Inspection of Giggles & Wiggles

St. Martins Day Nursery, King Street, Talke Pits, Stoke-On-Trent, Staffordshire ST7 1QJ

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Inspection date:

31 January 2022

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## **Overall effectiveness**

## **Requires improvement**

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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

Good



## What is it like to attend this early years setting?

### The provision requires improvement

Despite inconsistencies in the quality of teaching, children are confident and secure in the nursery. Staff are caring towards children who form close bonds with staff and enjoy the company of other children. Children develop some skills for the next stage of their learning, including school. However, at times, some children's engagement in learning is low.

Younger babies are content and eagerly explore. They gain confidence in their physical skills and pull themselves up to a standing position. Babies enjoy crawling over different surfaces, such as cushions and climbing onto rocking toys. They concentrate while they use their hands to investigate and squeeze a chocolate scented mixture. However, at times, the range of activities for older babies is limited. They become bored, restless and climb on equipment, such as tables. This hinders the progress they make.

Staff support children's health effectively and follow suitable hygiene routines. Children learn about the importance of looking after their teeth and a healthy diet. Older children develop a sense of responsibility and help with everyday tasks, such as setting the table in readiness for lunch. They happily help staff to check that the outdoor areas are safe for children to use.

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

- The manager has identified some aspects of staff practice to improve upon. For example, she has worked with staff to improve the arrangements to prepare two-year-old children for their move to the older age group room. The manager has not, however, identified and addressed all areas for development, and the quality of educational opportunities for children is variable. For instance, when a child's key person is not present, other staff have a limited knowledge about children's learning priorities.
- Staff receive some training to improve their knowledge and skills. For instance, there is an effective induction for new staff to help them to understand their role and responsibilities.
- The provider's educational programme for children to learn how to manage their feelings and behaviour is not comprehensive enough. Although staff remind children about their expectations of good behaviour, they do not consistently help children to learn to regulate their feelings. Some children do not learn strategies for coping with a range of feelings, such as disappointment. In addition, staff do not understand how to teach two-year-old children the knowledge and skills they need over time, to help them to carry out simple tasks and follow instructions. This means that they cannot carry out some tasks, such as sitting at the table for lunch. This hinders the progress that some children



make.

- Children's levels of engagement and concentration are not consistently good, particularly for older babies and younger two-year-old children. When children play outdoors, they concentrate and engage well, using balance equipment and ride-on toys. However, staff do not plan the indoor environments as well. The environments and experiences indoors, for some children, are not interesting enough to consistently engage and challenge them. Consequently, children do not make the progress they are capable of.
- The manager does not effectively monitor staff practice to identify all weaknesses. She has not identified that some staff do not consistently use their observations of children's achievements to plan effectively in all areas of their learning. This means that some teaching does not focus successfully on promoting children's learning. That said, staff do have a sound understanding about some aspects of children's learning. They work closely with professionals who support children with special educational needs and/or disabilities (SEND). They implement some successful targeted support for children with SEND.
- Older children develop some understanding of letters and their sounds. However, staff do not ensure that children are secure in the earlier stages of their literacy development before they introduce more advanced knowledge and skills.
- Staff communicate effectively with parents about their child's day. Parents appreciate the support that staff provide to them.
- Staff provide effective opportunities for children to learn and use new words. Younger babies listen to staff. They confidently use sounds and actions to communicate. Staff encourage older children to have thoughtful discussions. For example, through discussion, children consider why wheels on a car are round and not square.

## Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children well, including at mealtimes and when children are asleep. The manager deploys staff effectively and ensures that they meet the adult to child ratios. The manager and staff carefully consider ways to minimise risks to children. They follow appropriate measures to manage accidents that children have and report these to parents. The manager and staff have a secure understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. Leaders keep up to date with their knowledge of local safeguarding concerns and train their staff on a regular basis. Staff know what to do should they have concerns about the conduct of a colleague.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**



	Due date
improve the arrangements for monitoring staff practice, including how staff use their observations and assessments of children's achievements to build on what they know and can do	31/03/2022
improve the educational programme to help children to learn to manage their feelings and behaviour	31/03/2022
plan stimulating learning experiences and environments for children, to increase their engagement in learning and to help them to make good progress.	31/03/2022

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

- develop staff's understanding of the essential knowledge and skills children need in literacy and how to teach these over time, to help children to acquire early literacy skills
- review the arrangements for the key-person system to ensure that in the key person's absence, other staff in the room know about and can effectively support children's learning.



## Setting details

<b>Unique reference number</b>	EY558126
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10220727
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Giggles & Wiggles Ltd
<b>Registered person unique reference number</b>	RP524997
<b>Telephone number</b>	01782 777169
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

Giggles & Wiggles was registered in 2018. The provider employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The provider receives funding to provide free early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss



## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.

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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