

Inspection of Little Giggles Private Day Nursery & Preschool - Leigh

Grasmere Street, Leigh, Lancashire WN7 1XB

Inspection date: 4 May 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children arrive at nursery each day to be greeted by the smiling and caring staff team. All children are welcomed with open arms and show they feel safe as they enter happily. Newer children receive additional support from their key person on arrival, which helps them settle quickly. Babies enjoy exploring. They practise pulling themselves to stand to reach items that interest them, which helps develop the skills for their first steps. They show their independence and developing coordination as they feed themselves with cutlery at lunchtimes. Toddlers immerse themselves in messy play, whether exploring texture and creating large paintings using brushes and spray bottles, or developing new skills such as using scissors to cut paper. Toddlers enjoy the challenge in their outdoor play as they climb on apparatus and jump off to land safely. This helps to develop their balance and their understanding of taking appropriate risks in their play. Pre-school children learn about animal habitats and discover insects while using magnifying glasses during a bug hunt. Children's embedded love of books and reading is plain to see. They independently select books and ask to have them read by staff. This enhances their communication skills.

As a result of the COVID-19 pandemic, staff have placed even greater focus on supporting children's personal social and emotional development alongside their communication and language development. This has proven a great success as children are confident communicators and are very kind and considerate of their peers. They share toys and resources with little prompting, follow instructions from staff, and wait their turn patiently.

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

- Leaders have a clear understanding of the learning and developmental needs for all children. This vision is shared by staff and can be seen in the quality education children receive. Staff keenly focus on developing children's social skills, resulting in a calm and harmonious atmosphere. Staff praise and motivate children to keep trying, even when an activity is difficult. This helps to build children's resilience. Staff sing to and read to children on a regular basis, so children hear lots of varied and interesting vocabulary. Staff gently correct any mispronunciations in children's speech. The impact of this is seen in children's strong communication skills and their well-pronounced speech.
- Support for children with special educational needs and/or disabilities (SEND) is a strength. Staff work closely with parents and outside agencies to understand precisely what support children need. Information on progress is shared frequently. This collaborative approach ensures that the needs of children with SEND are well met and that they make good progress from their starting points.
- Staff focus firmly on the importance of supporting children's health. This is seen

in the education related to oral health, the nutritious home-cooked meals provided and the emphasis on children challenging themselves during outdoor play and leading active lifestyles. Staff do not always enhance this further by sharing information with parents about healthy drink choices. This leads to some children bringing soft drinks into the nursery.

- Children have lots of opportunities to develop their emerging independence. From an early age, children learn to put on their own shoes and coats. They enjoy being involved in daily routines such as tidying away after play. They understand the importance of handwashing and do this with little prompting at key times. All of these skills help prepare children for the next stage in their learning.
- Overall, the staff manage the routines of the day effectively. They spend lots of time helping children learn and support them in their play. However, there are some instances where transitions between activities are disjointed, such as at lunchtime. Children develop their self-help skills by serving their own meals. However, at times, staff keep children waiting for extended periods to eat, meaning that they become restless.
- Leaders ensure that staff receive regular supervision meetings. These focus on how children are progressing and on staff's professional development and well-being. Staff talk about the setting being a lovely place to work where they can rely on their colleagues. They explain how the leadership team is very supportive and always there for help and advice.
- Parents are highly complimentary about the nursery. They particularly praise the improvements they see in their children's developing confidence and independence. They explain how children's speech has developed rapidly, and how they get lots of ideas on how to help their children learn at home. Parents know their child's key person and talk about the detailed and frequent information they receive on how their child is progressing.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with the required training and development to give them an in-depth knowledge and understanding of their safeguarding responsibilities. Staff can identify potential indicators of abuse and know the procedure to follow should they have any concerns about a child. Staff are clear about what they would do in the event of an allegation being made against a colleague. They have a good knowledge of other safeguarding matters, including radicalisation and extremism, criminal exploitation and female genital mutilation. Strong partnerships with parents mean that staff are alert to any changes that may result in increased vulnerabilities in family circumstances. Leaders ensure that recruitment and vetting of new staff are rigorous.

What does the setting need to do to improve?

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

- enhance partnerships with parents further so that children's health is even better supported
- review how mealtimes are organised to reduce the length of time that children need to wait for their food.

Setting details

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| Unique reference number | 2561567 |
| Local authority | Wigan |
| Inspection number | 10210184 |
| 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 | 161 |
| Number of children on roll | 83 |
| Name of registered person | Little Giggles Private Day Nursery Limited |
| Registered person unique reference number | RP902765 |
| Telephone number | 01942 601 208 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Giggles Private Day Nursery & Preschool - Leigh registered in October 2019. The nursery provides care from 7.15am to 6pm all year round, except bank holidays and a week at Christmas. The nursery employs 11 staff, of whom nine are qualified at level 3 and above.

Information about this inspection

Inspector
Richard Sutcliffe

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 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 interactions between staff and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their view on the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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