

Inspection of Hugs and Giggles Nursery

101a Headstone Lane, HARROW, Middlesex HA2 6JL

Inspection date: 14 July 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. Staff, including agency staff, have a very weak understanding of their safeguarding responsibilities to help to keep children safe and from harm.

The key-person approach is ineffective. Children do not form secure attachments to a designated key person. For example, staff consistently move between rooms. Furthermore, the manager has not carefully considered the impact of changes to a key person and unfamiliar visitors, such as many school leavers attending a work placement. This means children's emotional well-being is not promoted well.

Children's independence is not supported to a good level. Older children have very limited opportunities to independently make choices in their play and learning. They spend long periods of time sitting at tables with a small selection of toys. This hinders children's ability to become confident, inquisitive and motivated learners.

Younger children have few opportunities to explore natural objects to help them to explore and make sense of their world. The curriculum offers limited opportunities to challenge children and enthuse them to play and learn. Children, however, eagerly leave parents on arrival to join their friends. Older children keenly join in during circle time, sing songs and enjoy outdoor play. Children behave well.

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

- Leaders provide very limited support for the management team and the day-to-day running of the nursery. There are no arrangements in place for supervision meetings. This means staff do not have opportunities to confidentially discuss and raise any concerns. There are limited opportunities to help them to identify their strengths and to recognise areas that they can improve. Staff do not access professional development opportunities to help them to improve the quality of teaching, and learning opportunities available to children.
- There is limited improvement since the last inadequate inspection. The leader does not recognise the importance of self-evaluation and improvement. She has not acted swiftly to organise training on the request of staff. Induction for new staff and agency staff is ineffective. New staff start without induction to help them to fulfil their roles and responsibilities. Leaders do not ensure that agency staff understand safeguarding procedures for the nursery. Most staff have a very weak knowledge and understanding of their safeguarding and child protection responsibilities.
- The newly appointed manager works in partnership with the local authority early years team. Although, this is at its very early stages to address ongoing weakness identified during advisory visits. The leader and the manager have not

addressed many actions raised from previous inspection to help to improve practice and the provision.

- The curriculum planning is poorly designed to ensure all children experience broad, varied and stimulating experiences across all areas of learning and development. Even though the manager knows what she intends children to learn, this is not understood by most staff. They do not effectively implement the curriculum intent. Children do not have the best possible start to their education.
- Staff provide opportunities to promote older children's physical skills. Children benefit from allocated times outdoors to help to develop their large muscles and coordination. For example, children enthusiastically climb large equipment, throw and kick balls. Even though younger children explore outdoors there are very limited opportunities to enthuse and engage them in meaningful play and learning.
- Children are not well prepared for the next stages in their learning and when they move on to school. Staff do not effectively identify what children need to learn next to help them to make good progress from when they first start. They do not recognise those children who require targeted support. This means early intervention is delayed. Because of this, children with speech and language delay do not swiftly receive the support they need. Children do not make the best possible progress.
- Parents say they are happy with the care of their children. They report that staff value the languages children speak at home, such as staff ask parents for key words in other languages to help to promote children's uniqueness. They say the nursery provides a 'welcoming' and 'relaxed' atmosphere.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure that staff have up-to-date safeguarding knowledge. Staff do not receive training to enable them to recognise when a child might be at risk of radicalisation and female genital mutilation. Staff have a very weak knowledge of their safeguarding and child protection responsibilities. They do not confidently know who to raise their concerns to within the nursery and most staff do not know the external agencies to whistle-blow to and report a child at risk of harm. This has a significant impact on children's safety.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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take immediate action to ensure all staff, including agency staff, have a secure knowledge and understanding of the setting's safeguarding policy and procedures	04/08/2022
implement an effective key-person system to ensure children's emotional well-being is consistently promoted to meet their needs	04/08/2022
put in place appropriate arrangements for the supervision of staff to support, coach and train staff to enable them to develop their teaching skills and promote their well-being.	04/08/2022

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

	Due date
make sure induction procedures are robust to enable all new staff and agency staff to understand their roles and responsibilities	29/08/2022
ensure leaders provide effective support and further training to the management team, and their workload is realistic and manageable	29/08/2022
take immediate action to ensure children independently access a stimulating learning environment organised to meet their individual learning needs	29/08/2022
take immediate action to ensure the implementation of the curriculum intent is effective, so that children gain the knowledge and skills to become successful learners	29/08/2022
ensure that staff assess children's progress effectively in highlighting gaps in children's development.	29/08/2022

Setting details

Unique reference number	EY443930
Local authority	Harrow
Inspection number	10232444
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	59
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	21 January 2022

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 is open each weekday, from 8am to 6pm for most of the year. Six staff are employed by the nursery. Of these, one member of staff holds a level 6 qualification, three hold appropriate childcare qualifications at level 3 and two staff hold a level 2 qualification. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The inspector discussed any continued 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.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Several parents were spoken to by the inspector during the inspection and she took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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