

# Inspection of Giggles & Wiggles

Basford Private Pre-School Nursery, 9 Sackville Street, Stoke-On-Trent,  
Staffordshire ST4 6HU

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Inspection date:

25 July 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children thrive in this warm and friendly environment. Their sense of belonging is enhanced as they are greeted with an enthusiastic welcome. Staff are excellent role models who have extremely high aspirations for children. Highly effective strategies ensure children's behaviour and attitudes to learning are consistent and deeply embedded across the setting. As a result, children know and understand the rules and can explain why they are in place. For example, older children tell the inspector that a red face image is used if voices get too loud. Younger children join staff in gently clapping when it is time for a new activity or to tidy up. Children are engaged and develop a positive attitude to learning through these secure routines. Children are highly motivated to learn what keeps them safe and healthy. They independently put on helmets when riding bicycles and discuss healthy choices with staff and other children. Children consider risks and learn to keep themselves safe and healthy.

Children vote on what stories they will read and who will be the special helper of the day. Older children tell the inspector that they like helping others, and the joy of daily responsibility is demonstrated in their actions. For example, at lunchtime, children independently get paper towels to wipe up water that has been accidentally spilt. Children demonstrate pride and positively contribute to the setting. Babies actively crawl and climb on a soft assault course. They consistently hear and learn new words as they explore sensory textures and materials. Opportunities to develop communication are creatively resourced in every nook and cranny of this language-rich learning environment. Children benefit from frequently listening to stories that are passionately read with great intonation. They access story sacks and puppets to act out stories and squeal with delight as they anticipate what happens next. Children use emotional literacy to describe events of books. For example, when asked how 'Mr Bear' felt in a story when everyone ran away from him, toddlers say he is 'sad' and would 'cry'. They excitedly take turns to give 'Mr Bear' a big hug to make him feel better. Children actively develop their communication and understanding and emotional literacy.

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

- Leaders and staff are rigorous in developing children's vocabulary and communication. Children engage in thought-provoking conversations that challenge their thinking. For example, they discuss that water hydrates them. Children learn that yoghurt has calcium that helps make teeth and bones strong. Older children learn that the dentist chair reclines, and that bees pollinate flowers. As a result, children become confident talkers and make excellent progress from their starting points.
- Children make a positive impact on the community. They join staff-planned

activities to raise funds to buy a defibrillator that all residents can access. Children make bird feeders for the local parkway and take part in traffic surveys. Their presence makes drivers slow down as they wave at them. Children work with staff, parents and residents to collect donations for a local charity that supports disadvantaged and vulnerable families in the community. They learn about those who are not as fortunate as themselves and that their efforts have a positive impact on the world around them.

- Adult-planned activities are rich and innovative to ensure that learning is embedded. For example, children deeply explore the work of natural artists. They are inspired to create their own masterpieces in picture frames with flowers, pebbles, petals and sticks. Children discuss their imaginative designs and develop self-expression as they connect with natural materials.
- Partnership with parents is exemplary. Parents lavish praise for the setting as they tell the inspector how staff go above and beyond what is expected of them. They recognise that the setting uses additional funding to benefit children's learning. For example, parents know when funds are used to buy resources for a cosy and sensory area where children have space to process and express their feelings. Parents feel that they are well informed about their children's progress and say that children are happy and safe at the setting.
- Diversity and cultural differences are extensively welcomed and celebrated. Staff support children to learn English as an additional language. Leaders work with parents to share cultural resources with the children. For example, they roll Romanian eggs at Easter and taste traditionally made Polish soup. They provide story and rhyme sacks to promote traditional tales. Children's knowledge of the world is developing through shared cultural experiences.
- Staff know they are highly valued by the management team. Supervision meetings focus on staff well-being and workload, and leaders ensure that staff training is targeted. Regular training opportunities ensure that staff have a secure understanding of how to deliver high-quality care and education. As a result, children thrive and make progress, ready for their next steps.
- Children who are toilet training make progress through excellent care practices. They are regularly supported in the toilet and wash their own hands. They join staff in singing a 'washing hands' song. Children learn good hygiene practices and how to be independent.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have in-depth knowledge of child protection issues. They can confidently identify the signs and symptoms that may indicate that a child is at potential risk of harm. They know the referral and escalation process. Highly effective risk assessments are in place that ensure premises and resources are safe and suitable for children. All staff are trained in paediatric first aid. Stringent recruitment and vetting processes are in place. Staff are deployed effectively to ensure that children are well supervised and cared for.

## Setting details

<b>Unique reference number</b>	EY558129
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10194127
<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>	1 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Giggles & Wiggles Ltd
<b>Registered person unique reference number</b>	RP524997
<b>Telephone number</b>	01782 611547
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Giggles & Wiggles opened in 2018. It is open all year round, from 7.30am to 6pm, Monday to Friday. The nursery employs 13 members of staff, including a cook. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Angela Hayward

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager, operations manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 communication and language activity with the manager.
- 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.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.

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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