

Inspection of Giggles Day Nursery

25 Essex Road, Dartford, Kent DA1 2AU

Inspection date: 13 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children of all ages are settled, confident and very happy at the setting. They are independent and are confident to choose their own play. Children are eager to join in with the challenging activities that staff carefully plan for them. For example, younger children enjoy learning about farm animals and go on to make animal pictures using materials, such as cotton wool. Older children make their own fire truck and use rope to make 'hoses'. They enjoy talking about being a firefighter and 'putting out fires'. Children learn about the different names of dinosaurs and explore 'dinosaur fossils'. They explore and investigate the world around them. For example, they learn about the life cycle of a frog and caterpillar. They categorise animals into the habitats in which they live, such as in the ocean or on land.

Staff are positive role models and children are polite and kind. They are caring towards each other and play together happily. Children are understanding of other children's differing needs and abilities. They develop a good understanding of the benefits of healthy lifestyles. They independently follow good health and hygiene routines and talk about the importance of oral health. All children have good opportunities to develop their physical skills and learn to move in different ways. This includes enjoying dance and yoga activities.

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

- The managers and staff establish secure and trusting relationships with all children. They get to know their individual personalities well, along with what makes them unique. Staff fully understand all children's individual needs along with any particular interests and preferred way of play they demonstrate. This helps staff to plan activities that they know will keep children interested and motivated to learn.
- All children have a very good sense of belonging and positive levels of well-being. They are keen to come into the setting and enjoy the company of staff. For example, babies giggle with excitement as staff interact with them using bubbles. Older children enjoy staff joining in their imaginative play and they give them a role in their game. This includes staff becoming 'fire fighters' and 'mermaids'. All children have a positive attitude towards their learning.
- Staff support all children to make good progress. This includes those children who have special educational needs and/or disabilities. For example, staff liaise closely with other agencies, such as speech and language therapists. They implement helpful ideas and strategies to support children. This includes using visual timelines and picture cards.
- The managers closely monitor the good quality of education and care that staff provide children. They routinely observe staff interacting with children and give them constructive and helpful feedback. Staff evaluate their practice together

well and discuss each day how well they engaged children in their learning experiences. They use their findings to support their future practice.

- All staff attend regular training. They have recently learned about the different ways to support children to understand how to manage their emotions. Staff have used their knowledge from training to support children in being able to express their emotions, which has had a positive impact on their behaviour.
- Overall, staff establish positive partnerships with parents, who speak very highly of them. Staff share a verbal summary of what their children have enjoyed doing at the end of each day. However, they do not yet use more extensive ways to support parents to fully understand how they can support children to learn at home.
- Staff help children to gain a good understanding of the similarities and differences of people's experiences and of different communities outside of their own. For example this includes a variety of festivals, languages, traditions and religious beliefs. Children learn about festivals from around the world, such as Diwali and they talk about other religious views, such as Jewish and Muslim beliefs.
- Overall, staff support children to build on their developing good communication skills. For example, staff use a wide range of words, providing children with language-enriched conversations. Children are confident to share their ideas. For instance, they make up their own stories as they enjoy imaginative play. However, at times, staff do not consistently give children enough time to think and answer the good questions they ask them. This does not fully support children's developing listening and speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure and confident knowledge and understanding of safeguarding and child protection. This includes fully understanding the signs and symptoms to be aware of that may highlight a potential concern. Staff know who to contact to seek advice and how to raise and follow up any issues. This includes managing any allegations against staff. There are thorough policies in place on how to manage children's behaviour and staff do so effectively. Children learn how to keep themselves and others safe. They understand what is expected of them and follow the rules and boundaries. Children learn how to use equipment, such as knives, to prepare snacks safely.

What does the setting need to do to improve?

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

- provide guidance for staff to understand how to share more information with parents, regarding how they can complement children's learning from the setting

at home

- support staff to consistently give children enough time to think about and respond to the good questions they are asked.

Setting details

Unique reference number	EY331794
Local authority	Kent
Inspection number	10228415
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	0 to 3
Total number of places	29
Number of children on roll	32
Name of registered person	Linda Ford & Joanne Wardale Partnership
Registered person unique reference number	RP526155
Telephone number	01322 289662
Date of previous inspection	17 November 2016

Information about this early years setting

Giggles Day Nursery and Pre-school registered in 2006 It is located in Dartford, Kent. The setting is open Monday to Friday from 7.30am until 6pm, all year around. The setting receives funding to provide free early education for children aged two and three years. The setting employs 12 members of staff, 10 of whom hold a relevant early years qualification at level 2 and above. This includes six members of staff who hold a relevant early years qualification at level 3, one member of staff who has a relevant early years qualification at level 4 and one member of staff who holds an early years professional status.

Information about this inspection

Inspector

Kelly Hawkins

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.
- The inspector carried out a learning walk with one of the managers. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, staff, children and parents at convenient times and considered their views.
- One of the managers and inspector carried out a joint observation during older children's free play.

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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