

# Inspection of Giggles & Wiggles

Mount Industrial Estate, Mount Road, STONE, Staffordshire ST15 8LL

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Inspection date:

22 November 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

Outstanding

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

### **The provision is good**

Children settle quickly and feel secure in this warm, friendly environment. They have formed strong emotional attachments to the caring staff, who cuddle and comfort them as and when needed. Children confidently explore their playroom and engage with favourite toys. Toddlers cuddle up with staff and listen to their favourite stories. They use their senses to explore messy play with dinosaurs. Staff play alongside them, and children enjoy making animal sounds and movements. Children are kind and courteous towards each other. They share, take turns and use their manners. They tidy away enthusiastically and listen attentively to instructions. Staff have high expectations for children's behaviour. Consequently, children behave well.

Children show consistently good levels of excitement and engage happily in the well-thought-out activities that staff provide for them. They are developing their physical skills through their enjoyment of using outdoor equipment. Children are inquisitive learners. They visit the forest school regularly, where they take part in activities that invoke interest and encourage independence, risk and challenge. Children quickly engage in the experiences on offer and show a positive attitude to learning. They benefit from many opportunities to develop their independence, social skills and language in readiness for school.

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

- Staff implement a broad and balanced curriculum and sequence children's learning well. Children in all age groups benefit from staff who know them well and plan interesting learning experiences. Staff use the interests of the children to formulate a curriculum through which children learn and have fun. They place a strong emphasis on embedding children's prime areas of learning to provide a firm foundation for their future learning.
- Staff know the children well and can speak at length about their current levels of learning as well as individual needs. Children make good progress from their starting points. Staff use information gathered from parents and carers to provide targeted support that helps to fill the gaps in children's learning. Staff share information with parents and encourage them to continue children's learning at home.
- Staff sing songs and read books to children. They join in young children's play and spend time talking to them during activities and their daily routines. Staff listen to children and give them the time they need to express their own thoughts. However, sometimes, staff ask older children questions that only require a 'yes' or 'no' answer. This limits children's ability to fully explore their own ideas.
- Staff teach children about healthy food choices and oral health. Children develop

a good range of physical skills. For example, they move confidently in the large outside space. They push along on bicycles and cars and find new ways to move, such as hopping, jumping and climbing. Staff support children's developing self-care skills effectively and encourage good hygiene routines.

- Staff skilfully weave mathematical language into play. Younger children count alongside staff. Older children design a 'rocket' from plastic bricks. Staff talk about 'big' and 'small' and ask the children if they have 'more' or 'less'. Children confidently begin to use mathematical language in play. However, sometimes, in large-group activities, staff miss opportunities to extend learning experiences for quieter and less-confident children.
- Parents speak highly of the nursery and the support the staff provide. They report that their children love attending. Parents express how the staff are very inclusive of all their children's interests and needs, which are used to inform their learning. They comment that their children make good progress and are happy.
- The management team is highly reflective and strives for improvement. It considers the views of children and parents in evaluating the provision and works hard to strengthen the quality of education and care it provides. The manager ensures that staff have access to opportunities to attend training and complete a variety of online courses. This helps to ensure that all staff have opportunities to continue to develop their knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

The staff have a strong knowledge and understanding of safeguarding. They are aware of the possible signs and symptoms of abuse and know how to correctly report concerns about the welfare of children. They are confident about how to report concerns about other members of staff, including leaders. Staff attend regular training to make sure that their safeguarding knowledge remains up to date. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable to do so. Staff carry out regular checks of the indoor and outdoor environments to ensure that they are safe for children.

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

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

- enhance staff's questioning techniques to further extend older children's thinking and communication skills
- support staff to be more aware when quieter and less-confident children would benefit from their interaction, such as during large-group times.

## Setting details

<b>Unique reference number</b>	EY293756
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10234868
<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>	72
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Giggles & Wiggles Ltd
<b>Registered person unique reference number</b>	RP524997
<b>Telephone number</b>	01785 813528
<b>Date of previous inspection</b>	9 March 2017

## Information about this early years setting

Giggles & Wiggles registered in 2004. The nursery employs 18 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 10 hold level 3, one holds early years professional status, two hold level 6 and one holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Coomer

## 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 and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation of a teaching activity was carried out by the inspector and the nursery manager.
- The inspector spoke to children, staff and parents at appropriate times 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 setting.
- A meeting was held between the inspector, the provider and the management team.

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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