

Inspection of Giggles Pre-School

268 Central Avenue, Southend-on-Sea SS2 4EE

Inspection date:

29 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are very excited when they arrive at the pre-school. Staff welcome them warmly. Children find their names and hang up their own coats and bags. This helps them to develop a sense of belonging. Children approach staff for help and reassurance. This shows that they feel safe and secure. However, children spend a lot of time in large groups or taking part in activities that do not account for their individual needs and interests. Staff ask them to leave activities that engage them, to take part in the next planned activity. Children are sometimes confused and ask staff, 'What are we making now?'

Children behave well and demonstrate that they understand the rules and routines of the setting. For example, they eagerly clean the table after snack. Children enjoy playing outside. There is plenty of room for them to run around and practise various physical skills. Children competently climb a slide and build with large construction pieces. They use their imaginations in the role-play areas and pretend to be elves in the well-equipped 'Santa's workshop'. However, towards the end of their time outdoors, they are asked to sit on chairs to play adult-led games. This limits their time to move around and be active.

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

- The deputy manager knows what she wants children to achieve before they leave the pre-school. However, staff do not plan engaging activities to help children master the skills they need first. For example, older children are asked to sit down together and write their names. This does not take into account their varied knowledge and abilities.
- The manager meets regularly with staff to identify training opportunities and discuss key children. However, staff do not receive targeted training to equip them to consistently deliver quality learning experiences for all children.
- Staff do not contribute their ideas about how additional funding can be used to benefit individual children. This means that they are unable to successfully assess the impact of the funding on their key children's learning and development.
- Children's artwork and creativity are not sufficiently valued. Staff are not consistently clear of the purpose of the activities they provide. Children are often asked to produce work purely for displays. This means that staff closely direct children's 'creations' and, as a result, children are unable to freely express their own ideas.
- Staff plan the routine around large group times and key group sessions. Therefore, children have limited opportunities to freely learn through play. They do not always take an active role in the planned sessions and, occasionally, lose interest. Some sessions, however, are more effective. Children enthusiastically

join in with Christmas songs. They play 'What's in the Bag?' and excitedly anticipate what will appear next. These activities build on children's language skills as well as promoting their ability to concentrate and pay attention.

- Children are well mannered and say 'please' and 'thank you'. They learn to share and take turns. Staff listen intently when children speak about what scares them. They validate children's emotions and talk through their fears. This supports children's emotional well-being.
- Staff use effective strategies to help all children understand the routine. They sensitively use 'now-and-next' boards to explain what is happening. Staff use sign language to enhance children's understanding of songs and instructions.
- Staff work closely with other professionals to support children with special educational needs and/or disabilities (SEND). Staff access a quiet room in the setting to work on a one-to-one basis with children. This allows them to provide more focused interventions and contributes to children with SEND making progress from their starting points.
- Children are becoming increasingly independent. They use steps to reach taps to wash their hands by themselves. Children practise pouring their own drinks. Staff encourage them to put their own coats on to go outside. Children smile with pride when they successfully achieve this.
- Parents praise the staff. They feel well informed and appreciate the support they receive on issues such as toilet-training and behaviour management. Parents say their children have made progress since being at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their roles and responsibilities to keep children safe. They are fully aware of the procedures to follow if they are concerned about a child's well-being. Effective recruitment procedures and ongoing checks contribute to staff's suitability to work with children. Documentation, such as registers and accident records, is monitored. This helps the management team identify any patterns of absences or injuries that may indicate a child is at risk.

What does the setting need to do to improve?

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

	Due date
support staff to undertake professional development opportunities to be equipped to offer quality learning and development experiences for children.	20/01/2023

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

- involve staff in decisions about how additional funding is spent to focus on children's individual needs and to successfully assess its impact
- support staff to have a higher regard for children's own choices, free play and creative ideas
- review the organisation of the session so that children's play and learning time are maximised.

Setting details

Unique reference number	EY406302
Local authority	Southend-on-Sea
Inspection number	10263498
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Searle, Kim-Marie
Registered person unique reference number	RP513708
Telephone number	01702 461908
Date of previous inspection	3 May 2017

Information about this early years setting

Giggles Pre-school registered in 2010. It is situated in Southend, Essex and is privately owned. The pre-school is open from Monday to Friday, 9am to 4pm, during school term time. There are six members of staff, including the provider, three of whom hold appropriate early years qualifications at levels 3 and 4 and one at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

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 deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector reviewed evidence of the suitability of staff working in the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022