

Inspection of Giggles 'n' Squiggles Discovery

Discovery Centre, Columbia Way, King's Lynn, Norfolk PE30 2LA

Inspection date: 30 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children happily leave their parents at the door and enter the nursery with the friendly and cheerful staff. They show that they feel safe and secure. Babies form close emotional attachments to their key person. They enjoy cuddles and reassurance when they are tired or upset, which successfully boosts their self-esteem. Older children make friends and enjoy their play with each other.

Children are interested and motivated learners who enjoy the activities, linked to their interests, that staff provide for them. They have good opportunities to develop their physical skills and take appropriate risks as they play and explore. Outdoors, older children are eager to balance along the wooden planks, swing on the rope swing and use large spades to dig in the sandpit. Indoors, they confidently climb up the wooden step ladder. Staff talk about staying safe and are close by to provide support when necessary. Young children have ample space to move about and are keen to practise their early walking skills.

Children are supported to behave well. They respond well to the constant praise they receive. Staff quickly and sensitively manage any unwanted behaviour. Children learn about emotions and are beginning to manage their own feelings.

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

- The provider has worked hard since the last inspection to address the weaknesses identified. New fencing has been installed around the back garden, which, along with vigilant staff, ensures that children remain safe and secure. The new manager monitors staff performance well. Staff have regular opportunities to complete training to further develop their understanding and knowledge. They receive regular feedback about their practice, which has had a positive impact on their teaching skills and outcomes for children.
- The manager has a clear vision of what they would like children to achieve during their time at the nursery. Staff know how to support children's progress. They provide regular opportunities for children to visit places in the local area, such as the library, community garden and park, to help enhance children's learning.
- Children's independence is promoted well. Children learn basic self-care skills, including the importance of good hygiene. Older children have a go at putting on their own coats and wellingtons before going outdoors. They scrape their plates when they have finished their cooked meals. Babies sit at low tables during mealtimes and are encouraged to feed themselves.
- Partnerships with parents are strong. Staff work hard to maintain effective relationships with all families. Parents express their thoughts and comment extremely positively on the nursery. They highlight the effective communication

they receive and explain that staff readily accommodate their children's needs.

- Staff notice when a child may need extra support with their learning. The special educational needs and disabilities coordinators work closely with staff to ensure they provide suitable activities for these children. Additional funding is spent well to enhance individual children's development.
- The manager encourages parents to share any issues they may have at home. She works closely with the local community to ensure that the whole family is well supported. This includes signposting to other services, when necessary.
- The provider ensures that staff are provided with a good range of support. Staff comment that their well-being is given high priority and state that they enjoy coming to work.
- Children's play and learning are sometimes interrupted. Staff do not recognise when young children are fully engaged in their chosen activities and interrupt them, for example, to change their nappy. In addition, staff do not give older children any notice of when it is time to tidy away the toys before lunch. This means that children are not able to complete activities to their satisfaction.
- Staff do not consider the impact of background noise and distractions in the environment on children's concentration and learning skills. For example, during the inspection, when children take part in a group singing activity before lunch, staff vacuum the carpet and others chat about which children are going home. As a result, children are not consistently engaged in meaningful learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider implements effective recruitment and induction procedures when employing new staff. All staff have a good awareness of their safeguarding responsibilities and understand their duty to protect children from harm. They follow procedures efficiently during a fire drill, to help keep children safe. Children know what is expected of them. Staff complete training in child protection to ensure that they recognise the signs and symptoms of abuse and/or neglect. They know what to do if they have a concern about children's welfare and can confidently discuss whistle-blowing procedures. Posters are displayed around the nursery to remind them of who to contact.

What does the setting need to do to improve?

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

- support staff to minimise disruption to children's learning so that children benefit from meaningful learning at all times
- continue to support staff to challenge and extend children's learning, to help them to achieve as much as they can.

Setting details

Unique reference number	2561736
Local authority	Norfolk
Inspection number	10226521
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	44
Number of children on roll	77
Name of registered person	Thom, Emma Margaret
Registered person unique reference number	RP516639
Telephone number	01553 605855
Date of previous inspection	31 January 2022

Information about this early years setting

Giggles 'n' Squiggles Discovery registered in 2019 and operates in King's Lynn, Norfolk. The nursery employs 12 members of childcare staff, of whom eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Children and staff spoke to the inspector at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspector during discussion, and the inspector took account of these views.
- The provider, manager and the inspector held a meeting together. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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