

Inspection of Giggles 'n' Squiggles Daycare

King's Lynn Youth Centre, Providence Street, King's Lynn PE30 5ET

Inspection date:

6 December 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 are warmly welcomed into the nursery by staff who are friendly and approachable. Children are given the opportunity to take some responsibility for their own learning as soon as they arrive, finding their name card and placing this on their peg. There is a good balance of free-choice and adult-led activities. Provision is equally strong, both indoors and outdoors.

Children use their imaginations in the well-resourced role play areas. They explore and experiment with the sand, working cooperatively to fill up their trucks. They adeptly fill jugs with water and find out about cause and effect, seeing how fast the water flows out through the guttering. Children squeeze, roll and mould play dough as they make pretend 'Christmas pizza'. Children practise fine motor skills as they handle tongs and have a go at cutting with scissors.

Children have sociable snack times, which are well supported by staff. Children know to wash their hands first before they make healthy choices from the snack table. They pour their drinks into china crockery, practise using knives to spread butter on their crackers and later handle sharper knives when they cut up fruit. Children are supported to develop good levels of self-esteem. They learn to understand their emotions. Children know how to behave because staff act as good role models, supporting them to be kind to each other and to care for their environment.

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

- Since the last inspection, the staff team has changed and the provider is currently taking on the role of nursery manager. With support from the local authority, they have made a number of improvements. The manager is building a strong team. The nursery is well-led, with a focus on staff well-being. Staff receive regular training and effective supervision to continuously improve.
- The nursery kitchen recently suffered damage as a result of fire. Everyone safely evacuated the premises. The manager swiftly reviewed the situation and ensured that children's care and learning was not disrupted. She is providing alternative provision, for children aged under two years of age, at another Giggles and Squiggles setting. The learning environment has been appropriately adapted so that older children can continue to attend.
- Staff show a genuine interest in the children, talking to them about what they are doing. They use simple sign language and pictorial images to support those children who find it harder to communicate. Staff make good use of songs and rhymes as they play alongside the children. Children are quick to join in with familiar refrains. Staff read books to the children with enthusiasm and animation. They introduce new vocabulary and correctly repeat words that

children mispronounce.

- Children are offered good opportunities to find out about their own community and broaden their own experiences. They visit the local pond to feed the ducks. They take regular trips to the library, fostering a love of books, and build relationships with residents of a nearby care home when they meet up for events.
- Some staff create awe and wonder, skilfully capturing and maintaining children's attention as they carry out simple experiments and lead a fun yoga session. They introduce familiar and new concepts, building on what children already know and can do. However, this high level of teaching is not embedded throughout the nursery. At times, staff do not effectively sequence and extend learning for the most-able children. On other occasions, transitions between activities could be smoother and staff are a bit too quick to step in to help the children, when with some perseverance, children could do these tasks themselves.
- Children's progress is effectively tracked and staff are swift to identify those who are at risk of falling behind. Children with special educational needs and/or disabilities and children in receipt of additional funding benefit from additional attention in areas where they need support. However, there is less focus on helping children who are learning to speak English as an additional language, to help them make the best possible progress in their speech.
- Partnerships with parents and other professionals are strong. Parents speak highly of the nursery, with several returning to use the service for their second and subsequent children. Parents receive a wealth of information about their children's progress and what their children are learning. This includes ideas on how they can continue to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a secure knowledge of safeguarding. They recognise possible signs of abuse and know what action to take should they be concerned about a child's welfare. Staff complete regular training. Robust recruitment procedures are followed when appointing staff. Risk assessments are regularly carried out. Following an incident which resulted in a fire, all risk assessments have been appropriately reviewed. There are robust accident reporting procedures and most staff hold current paediatric first-aid certificates. Children are taught to keep themselves safe. Staff model how to use tools safely and talk about road safety as they cross the road.

What does the setting need to do to improve?

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

- enhance the quality of teaching so that all staff are confident to manage transitions effectively; support children to be as independent as possible and know how to consistently provide effective challenge for the more-able children
- enhance the curriculum for children who are learning to speak English as a second language, to ensure that when gaps in learning are identified, support is suitably targeted to help these children make the best progress possible.

Setting details

Unique reference number	EY496697
Local authority	Norfolk
Inspection number	10216699
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	2 to 8
Total number of places	60
Number of children on roll	46
Name of registered person	Thom, Emma Margaret
Registered person unique reference number	RP516639
Telephone number	07510365505
Date of previous inspection	12 November 2021

Information about this early years setting

Giggles 'n' Squiggles Daycare registered in 2016. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and level 3. 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

Dawn Pointer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and taken that into account in their evaluation of the provider.
- The inspector and the manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children, both inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager. The inspector considered relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with a number of parents and took account of their views.

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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