

Inspection of Hugs and Giggles Nursery

101a Headstone Lane, HARROW, Middlesex HA2 6JL

Inspection date:

23 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children play safely in this well-resourced nursery. Staff help to build children's speaking skills. They describe what children are doing as they play with them. Children hold simple conversations with adults. However, at times, staff do not teach children to recognise, understand or name their different emotions. Consequently, there are times when children struggle to say or describe their feelings when they are upset.

Children generally play well alongside each other. They have positive relationships with their key persons, who encourage them with lots of praise. Children develop independence as they confidently choose toys to play with. They listen to staff and respond well to reminders for aspects of positive behaviour. For example, children learn to share and take turns. This is because staff swiftly intervene when children take toys from their friends. They remind children that 'sharing is caring'. This helps children to develop valuable social skills for their future.

Children develop good small-muscle control as they knead dough and use coloured pencils to make meaningful marks. Outdoors, children have some opportunities to coordinate and develop control of their larger muscles. For example, they enjoy pushing walkers, riding tricycles and building with large blocks. Staff support younger children's imaginary play well. They extend children's ideas as they play with them. For example, as children pretend to bury 'Daddy Pig' in the middle of the sand, they reply to staff and say, 'because he is going away for a holiday.' Children display an interest in books. They sit alongside each other, carefully turning the pages and referring to the pictures with simple comments. This helps to build their early literacy skills.

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

- Since the last inspection, the recently appointed managers and nominated individual have devised a comprehensive plan of action. They model teaching and support and guide staff. They have simplified children's targets and next steps so they are more achievable for children. Although their efforts have led to some improvements, there are still inconsistencies in the standard of staff's practice. Some staff do not demonstrate that they understand or share the manager's agreed strategies to engage individual children.
- Drinking water is not always accessible for older children. The self-serve water station is stored beyond their reach. Moreover, the pump flask is stiff and difficult for children to operate. As a result, older children only drink at snack and lunchtimes.
- Managers fail to ensure that documents containing children's personal information are held securely. They leave the storage cabinet in which records

are filed unlocked. This potentially exposes children's confidential information to the risk of being viewed by unauthorised persons.

- Children show they are familiar with the nursery routines. Staff help children to understand the transitions throughout the day by referring to the visual timetable. Children enjoy taking responsibility for some tasks. For example, they put their personal belongings away when they arrive and help staff to tidy up after playing.
- Staff supportively introduce children to early mathematical concepts. They encourage children to count as they build with blocks. Children learn to recognise shapes during adult-led activities. Later, they show they remember what they have learned. As they mould dough, they compare their models to shapes they have learned to recognise.
- Children enjoy healthy meals at the nursery. They eat vegetarian spaghetti, couscous and Moroccan vegetables, for example. The managers have shared useful guidance with parents about the importance of nutritious, well-balanced meals. This has encouraged parents to provide healthy food and snacks in their children's packed lunches.
- Children develop some skills linked to their growing independence. For example, they put on their coats and line up patiently before going outside. Staff ensure all surfaces are routinely sanitised and promote good hand hygiene. Children willingly wash their hands before mealtimes and after using the toilet.
- Parents speak positively about their children's experiences at the nursery. They say they receive regular feedback from staff about their children's activities and overall progress.
- Staff feel they receive ongoing support from the managers. They say managers bring new ideas and a fresh approach to their teaching practice. The managers ensure that staff have opportunities to complete training and professional development courses. However, these efforts have not successfully addressed the inconsistencies in the standards of staff teaching.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the common signs that suggest a child may be suffering abuse or harm. They know how to contact the relevant safeguarding partners should they have concerns. Staff know their responsibilities and what they must do if an allegation is made against themselves or another member of staff. They carry out daily risk assessments of the nursery environment and children's activities. Staff ensure all hazards are identified so children can safely play. The managers ensure there are clear processes for the arrival and collection of children.

What does the setting need to do to improve?

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

	Due date
ensure drinking water is accessible to children at all times	30/11/2022
ensure children's personal records are stored securely so they are only available to those who have a right or professional need to see them.	30/11/2022

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

- revisit training to share agreed strategies effectively in order to engage individual children with staff so all children are included in activities and access learning opportunities as they should
- increase and improve opportunities for children to learn to name and recognise their own emotions so they can say how they feel.

Setting details

Unique reference number	EY443930
Local authority	Harrow
Inspection number	10250120
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	1 to 4
Total number of places	52
Number of children on roll	59
Name of registered person	Headstart Nursery and Learning Centre Ltd
Registered person unique reference number	RP531463
Telephone number	020 8861 3983
Date of previous inspection	14 July 2022

Information about this early years setting

Hugs and Giggles Nursery registered in 2012. The nursery operates from the grounds of Headstone Park, in the London Borough of Harrow. The nursery is open each weekday, from 8am to 6pm, for most of the year. Six staff are employed by the nursery. Of these, five members of staff hold qualifications at level 3, including the managers. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nursery managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the co-manager.
- Parents shared their views of the setting with the inspector.
- The managers and the nominated individual held a leadership discussion.
- The inspector observed the quality of interactions between staff and children.

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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