

Inspection of Giggles Nursery

Springbank Community Resource Centre, Springbank Way, Spring Field Park,
Cheltenham GL51 0LG

Inspection date: 15 March 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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 receive a friendly welcome from staff as they arrive at the setting. Older children settle to play and eagerly seek out their friends. They hang up their coats and bags and warmly greet staff and visitors as they arrive. As toddlers enter, they begin to explore their environment immediately. Staff prepare enticing activities to engage children from the onset. For example, children and staff work together to build a house of cardboard bricks. Staff help children to retell a traditional story as they build. Children giggle as they pretend to blow down the house. They repeat well known refrains/phrases such as, 'I'll huff, and I'll puff and blow your house down'. Children demonstrate motivation at play, are kind to one another and behave well.

Some babies and very young children are not as settled when they arrive. Once parents leave, they do not show the same secure attachment to staff that is evident elsewhere in the setting. Not all staff meet babies' emotional needs consistently or quickly enough. This means some of the very youngest children remain unsettled for much of the morning. Leaders meet with the staff regularly to discuss staff's responsibilities and to promote their well-being and professional development, but have not yet identified the weaknesses evident in the baby room.

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

- Babies and very young children have interesting and explorative activities prepared for them. However, as the session progresses a lack of organisation among staff means that toys almost entirely cover the floor. This means babies cannot walk or crawl freely. On occasions, babies cannot navigate around the toys on the floor. This means babies become upset and staff take too long to comfort them. Staff then become overwhelmed as they struggle to soothe them.
- Leaders are passionate about the service they offer. They focus heavily on staff well-being to ensure staff are happy in their place of work. Staff receive ongoing feedback about their practice. However, inconsistencies in practice across the setting are not identified quickly enough. For example, how some staff respond to the youngest children's care needs and emotional well-being.
- Children make good progress with their communication and language. Staff use good strategies to build on children's vocabulary. Staff model language and introduce new words during play. For example, as children manipulate dough, they talk about what they are making, 'I am making a cloud'. Staff model this back, adding a word, 'you are making a big cloud'. Children and staff discuss size, shape, and quantity, building on their use of mathematical language.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff with responsibility in this area work hard to meet children's learning needs. They engage well with external agencies, setting targets and

monitoring children's progress.

- Staff plan exciting activities for older children. These capture children's attention and encourage them to develop their critical-thinking skills. For example, exploring how water, oil and food colouring react when placed in a bowl together. As they watch the colours fizz to the top, children comment on what they see, 'it looks like rainbow lava'. Children watch the experiment with fascination and remain highly engaged.
- Leaders have developed a well-sequenced curriculum. They consider what they want children to learn and how they will teach them. Staff know children well. They can share children's likes and dislikes. Staff prepare activities, based on children's interests, to build on what children already know.
- Older children learn to give name to their feelings to help them regulate their emotions and behaviour. Children behave well. They understand the expectation that staff have for their behaviour. When minor conflicts occur, staff deal with this calmly and sensitively. They gently redirect children and model the appropriate response.
- Parents share how pleased they are with the progress children make. Parents comment that a key strength of the setting is the friendliness of the staff. Staff gather useful information when children start. They use this to plan activities and identify children's interests, cultural heritage, and routines at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge of safeguarding procedures. Staff can confidently identify the signs and symptoms of abuse. They know what process they should follow should they have a concern about a child. Staff and leaders can explain what steps they would take should an allegation arise about a member of staff. Safeguarding training is ongoing and receives a high priority. For example, staff have recently attended training on extremism and radicalisation. Staff help children learn how to keep themselves safe. For example, helping older children understand their body belongs to them.

What does the setting need to do to improve?

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

- review and improve the learning environment, ensuring it is free from clutter, to ensure babies and very young children have space to play and move freely
- equip staff with the knowledge and skills they need to develop their practice for young children and babies
- strengthen the key-person system to ensure that babies develop strong attachments, and their emotional well-being and care-giving practices are supported at all times.

Setting details

Unique reference number	EY376436
Local authority	Gloucestershire
Inspection number	10280212
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 4
Total number of places	38
Number of children on roll	54
Name of registered person	Desirable Childcare Limited
Registered person unique reference number	RP526606
Telephone number	01242 574511
Date of previous inspection	14 August 2017

Information about this early years setting

Giggles Nursery registered in September 2008. It operates within the Springbank Community Resource Centre in Cheltenham, Gloucestershire. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The setting receives funding to provide early education for two-, three- and four-year-old children. The nursery employs 12 members of staff. Of these, seven hold a relevant childcare qualification at level 3 and two at level 2. The manager holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Gwyneth Keen

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 manager and has taken that into account in their evaluation of the provision.
- Leaders and the inspector completed a learning walk together. Leaders shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity in the pre-school room.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection 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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