

# Inspection of Wiggles and Giggles Limited

634 Hagley Road West, Oldbury, West Midlands B68 0BS

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Inspection date: 1 March 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The registered provider has breached statutory requirements by not informing Ofsted of new directors within the company. This means that required suitability checks are incomplete. However, as the directors have no involvement with the children, the impact is minimal. In addition, the mobile phone policy is not stringently implemented and dangerous substances are not safely stored. This poses a risk to children's safety. That said, managers have devised a challenging and broad curriculum for all children. Children arrive at the setting happy and eager to learn. They direct their own learning and are thoroughly engaged in their own choice of play.

Children build meaningful relationships with their peers and are kind and supportive towards one another. For example, children share their resources and work together when they play in the sand tray. As one child pours the sand from the bucket, another holds a funnel, and they both watch with fascination as the sand exits the funnel. Children help each other as they tidy away the tyres in the garden. They roll them to the side and work together to lift them up and stack them away. This helps children to develop socially.

Younger children show compassion as they play with dolls. They wrap them up in blankets and then move away to a quiet corner to rock them to sleep. Babies show resilience and positive attitudes to learning as they play with bangles and a cup holder. They remain focused as they place bangles on the holder. When the bangles fall off, they pick them up and have another go. They giggle with pleasure and seek out staff members to share their accomplishments.

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

- Managers have devised a strict 'no mobile phone' policy in one of their two buildings. In one building, staff and visitors store their phones away in a locker. However, in the pre-school building, staff have access to their mobile phones while on their breaks, which take place in a room that is used as both a playroom and a staff room. Occasionally, staff are still using the room for their breaks and are on their mobile phones at the same time as children are waiting to enter. This compromises children's safety. In addition to this, cleaning chemicals, some of which do not have a lid, are stored in an unlocked, unused toilet which is accessible to children. This poses a significant risk of harm to children.
- Children with special educational needs and/or disabilities are extremely well supported. The special educational needs coordinator is passionate about her role. External agencies and other professionals acknowledge her continuous commitment and highly effective interventions. The setting also employs a

support worker who is providing targeted one-to-one support. This helps children to make significant progress from their starting points. Staff are quick to identify children who need additional help and swiftly seek advice and support from outside agencies, where needed. In-house interventions are in place as soon as staff highlight concerns. For example, staff identified a dip in communication and language and have implemented a 'chatter box'. This is very successful and offers children the additional support they need to make rapid progress.

- Children concentrate as they play with a garden sweeping brush and soapy water. They move the brush up and down and watch intently as the brush moves the water. Staff support children as they play with mud and find peas in the soil. They skilfully ask questions to evoke the children to ponder and reflect. Children realise that the peas are seeds and then examine them with magnifying glasses. Children also explore carrots and parsnips in the soil and recall past experiences of growing vegetables from cuttings. They observe roots that are growing from carrot and onion cuttings placed in water in their classroom. These experiences help to instil a sense of awe and wonder of the world we live in.
- The outdoor area undergoes an unrecognisable transformation during the day from a car park to a wonderful, challenging, fun and exciting learning environment. Children delight in racing around tyres on the ground when using ride-on toys. They laugh and giggle as they carefully manoeuvre around each other, avoiding collisions. Children enjoy stacking up wooden crates and planks of wood to create a balance beam. They carefully walk up the plank and jump off at the end. This helps children to increase their physical strength.
- The manager and her deputies support staff well. They undertake regular, on-the-spot and scheduled supervisions to review practice. When managers identify weaknesses in teaching practice, they are extremely supportive. They offer a buddy system and model desired practice. Staff comment that they are happy and talk highly of the access they have to the online training tool. This allows them to continue their professional development in areas that they have an interest in, and also build on the required knowledge and skills.
- Parents report that they are happy with the support and communication they receive from the setting. This includes daily information about their child's activities and regular updates about their progress. The setting tells parents how they can further support their children's learning at home. They provide family activities which help to support effective partnership with parents.

## Safeguarding

The arrangements for safeguarding are not effective.

The registered provider has not informed Ofsted of new directors within the company. Furthermore, the procedures for the use of mobile phones in the setting are not robust enough, and harmful cleaning substances are not stored out of reach of children. This means that children are not always kept safe from harm. That said, staff are aware of the signs and symptoms of abuse and know how to report these concerns. They are aware of their whistle-blowing policy and know

how to report concerns they have about another staff member's conduct. The setting's designated safeguarding lead provides continuous training to ensure that all staff have the required knowledge on all aspects of safeguarding, including female genital mutilation, witchcraft, county lines and radicalisation.

## What does the setting need to do to improve?

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

	Due date
implement more rigorous procedures around the use of mobile phones within the setting, with specific regard to the pre-school building	03/04/2023
take reasonable steps to ensure that harmful substances are stored appropriately and out of reach of the children	03/04/2023
ensure that persons with governance and oversight have an understanding of their roles and responsibilities, with particular regard to notifying Ofsted of changes within the management structure to ensure that the necessary suitability checks are carried out.	03/04/2023

## Setting details

<b>Unique reference number</b>	255157
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10265252
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Wiggles & Giggles Limited
<b>Registered person unique reference number</b>	RP910330
<b>Telephone number</b>	0121 422 0415
<b>Date of previous inspection</b>	31 May 2017

## Information about this early years setting

Wiggles and Giggles Limited registered in 1999 and is located in Oldbury. The nursery employs 26 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 and level 5. The nursery opens Monday to Friday, all year round, from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Salma Yates

## Inspection activities

- This was the first routine inspection the nursery 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 manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy managers about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out joint observations of group activities with the manager.

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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