

Inspection of Play Giggle and Grow

Brigadier Hall, Brigadier Hill, Enfield EN2 0NL

Inspection date:

22 February 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised due to weaknesses in safeguarding arrangements. Photographs of the children taken on a mobile phone are not stored securely, which puts them at risk of harm. In addition, not all members of staff are knowledgeable in identifying possible concerns in a child's life, in order to safeguard them.

Although the manager has a basic understanding of what she wants children to learn, staff are not fully aware of this. They do not implement a robust and ambitious curriculum to support children's individual development. They do not plan well enough to challenge and extend children's learning based upon their interests. Despite this, children are excited to come into this setting and are warmly welcomed by the staff. Children independently access the resources available and settle quickly.

Children are well behaved and respond positively to the staff. They seek out an adult when they need reassurance or help. The staff role model behaviour expectations and prioritise helping children to learn sharing and turn-taking skills. Staff promote positive behaviour by using simple, consistent phrases. Good behaviour is praised and children are delighted when they are rewarded with 'a big sticker'.

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

- The manager and her staff team do not successfully plan and implement an effective curriculum that fully supports children's learning. For example, during a sensory activity, children mix flour and water to make pancakes. They enjoy rolling the dough and exploring the sticky mess with rolling pins, whisks and spatulas. However, staff do not have a clear understanding of what they want children to learn and why. Individual children's needs are not considered and planned for, to enable them to make progress in their learning. In addition, staff do not always make the best use of their interactions with children. At times, they focus solely on asking questions to check what children know rather than providing the best opportunities to help them develop their skills further.
- Daily outdoor activities are not planned for children. A small space outside the setting is used in the summer months only and, occasionally, children have the opportunity to go for a walk in the surrounding area or visit the local park. This does not fully support children's physical health and well-being.
- The special educational needs coordinator ensures that children with special educational needs and/or disabilities get the right help promptly. She works well

with parents and other partners to support children. This enables children to continue to access the curriculum and become capable learners. Staff use assessment effectively to identify and action early intervention for those children who need it most.

- Staff have completed some training to support their professional skills. For example, a recent 'Letters and Sounds' course strengthened skills and knowledge of how to support children's move to school. Staff plan small-group activities for children to develop their literacy skills. Every week, children choose a book to share at home, which creates supportive parent partnerships.
- Parents report that they are happy with the care and education that their children receive. They appreciate the regular feedback they get about their child. Parents comment on the 'great energy' the staff display every day to their children.
- Children benefit from times when they can sit together and enjoy songs. They are eager to suggest songs to sing and copy actions to rhymes. This helps to broaden children's vocabulary and develop some skills, such as following instructions.
- Daily risk assessments are completed and staff teach children about how to keep themselves safe from hazards. For example, all children know to stay away from the fire exit door located in the room. To ensure children's safety, an adult is positioned in the middle of the room, so they can supervise all exits while children are playing.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff do not have sufficient understanding of signs or symptoms of abuse, to keep children safe from harm. The designated safeguarding lead is not able to recall all safeguarding issues, including exposure to extreme views and behaviours. She does not give enough support and training to the staff to ensure safeguarding is effective. The mobile phone policy is not implemented effectively. Photographs are taken of the children on a smart phone, which is not kept secure. This phone is taken off the premises and the photographs for the children's scrapbooks are printed elsewhere. This means that children's welfare is not thoroughly assured.

What does the setting need to do to improve?

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

	Due date
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ensure that managers and staff understand and implement policies and procedures, including the use of mobile phones in the setting, to promote child protection and keep children safe	22/03/2023
improve staff's understanding of how to recognise concerns in a child's life and keep them safe from harm, including knowledge of the 'Prevent' duty guidance	22/03/2023
plan and deliver an effective curriculum for children, with activities that help to promote children's interests and engage them in appropriately challenging activities	22/03/2023
ensure daily outdoor activities are planned for children, to support their physical health and well-being.	22/03/2023

Setting details

Unique reference number	2619938
Local authority	Enfield
Inspection number	10265352
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	20
Name of registered person	Hodaj, Mirela
Registered person unique reference number	RP516897
Telephone number	07578687623
Date of previous inspection	Not applicable

Information about this early years setting

Play Giggle and Grow pre-school registered in 2020 and is located in Enfield. The pre-school employs five members of childcare staff. All staff are qualified at level 3. The pre-school opens from Monday to Friday during term time. Sessions run from 9am to 12 midday.

Information about this inspection

Inspector
Rivka Bick

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 provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector and their feedback was taken into account.
- A joint observation was completed and discussed with the manager.
- During the learning walk, the inspector discussed the intent of the curriculum and observed its implementation.
- The inspector held a meeting with the manager and looked at a sample of the setting's documents. This included evidence of staff suitability and safeguarding policies.

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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