

Inspection of Little Giggles Private Day Nursery & Preschool - Leigh

Grasmere Street, Leigh, Lancashire WN7 1XB

Inspection date: 30 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend this homely setting. They separate easily from their parents into the care of the friendly staff. Children engage in the well-planned activities on offer. They independently select resources to enhance their play. Babies enjoy sharing stories with their key person. They become engrossed in turning the pages and looking at the pictures in their books. Older babies play happily alongside each other, giggling and laughing together. Toddlers help to put on their own wellingtons and wet suits to play outdoors. Pre-school children gather mud, grass and leaves to make 'mud pies' in the garden. Children learn to 'respect, replenish and retain' resources. This helps to keep the resources in good working order.

Staff have high expectations for children. They promote positive behaviour and effective routines. Children use picture cards to help them to know what is coming next. Staff plan many opportunities for children to learn about their local community. They take children on outings to the local shop to buy ingredients to make cakes. They visit the local park to explore and take part in nature hunts. A lending library in the nursery provides the opportunity for children to borrow books to share at home. This helps to encourage their love of reading. Children celebrate events and festivals that are important to them and their families, such as Chinese New Year and Christmas.

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

- Leaders implement a well-sequenced curriculum across the setting. They break down children's development into age-related milestones, and plan activities to meet their needs. They monitor children's progress and identify any gaps in their learning. Consequently, children's individual needs are met and they make progress in their learning.
- Leaders place high emphasis on communication and language development from an early age. Children join in with familiar stories, songs and rhymes. Those who are non-verbal use visual prompts to help them to communicate with others. Interactions between staff and children are effective. This helps to show children how to take turns in conversation and become active listeners.
- Staff plan opportunities for children to use their muscles. They make play dough with the children and encourage them to squeeze, roll and pat the dough. Staff deliver yoga sessions to older children. They encourage younger children to crawl and climb through tunnels. This helps to develop children's physical skills in preparation for writing.
- Leaders provide workshops for parents with information about healthy snacks and drinks. Staff limit the use of dummies within rooms. They promote the use of beakers and provide fresh drinking water throughout the day. Leaders report

an improvement in children's speech as a result of this.

- Parents complete detailed 'All About Me' books and 'Cultural Passports' before their child starts. This helps to evidence the experiences that children have outside of nursery, such as visiting the library or taking a trip. It enables staff to plan experiences to further enhance children's learning about the world.
- Leaders and staff work closely with parents to support their child. They identify any gaps in children's learning quickly and put interventions in place to support them. Leaders ensure that partner agencies and parents are involved from the start. Staff work to support them at home as well as in the setting. Consequently, all children make progress.
- Staff have effective routines in place to ensure that children know what is expected of them. They provide children with choices and structure to help them to make good decisions. Staff encourage sharing and taking turns to model respect and politeness to their peers. However, staff do not always make use of behaviour management strategies to support children to learn about how their behaviour impacts others.
- Leaders undertake self-evaluation and are clear about how they want to move forward in the future. They have ambitious plans in place and are committed to supporting staff through additional training, coaching, mentoring and support. However, the new staff team is in its infancy and, as such, quality is not as consistent as it could be.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have stringent safeguarding policies and procedures in place. They ensure that all staff know the safeguarding procedures to follow when identifying and reporting concerns about children. All staff understand their responsibility in relation to keeping children safe. Leaders follow safer recruitment procedures and ensure that all staff are suitable to work with children. They involve children in completing daily risk assessments. This helps them to become more aware of risks and how to keep themselves safe. Leaders review accidents and incidents to identify any common issues. They use these to inform future risk assessments. Staff encourage the children to follow personal hygiene routines, such as handwashing.

What does the setting need to do to improve?

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

- build on the behaviour management strategies already in place to support children to learn about how their behaviour impacts others
- continue to provide effective support to the new staff team to ensure high standards of quality are sustained.

Setting details

Unique reference number	2561567
Local authority	Wigan
Inspection number	10283043
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 11
Total number of places	161
Number of children on roll	83
Name of registered person	Little Giggles Private Day Nursery Limited
Registered person unique reference number	RP902765
Telephone number	01942 601 208
Date of previous inspection	4 May 2022

Information about this early years setting

Little Giggles Private Day Nursery & Preschool - Leigh registered in October 2019. The nursery provides care from 7.15am to 6pm all year round, except for bank holidays and a week at Christmas. The nursery employs 11 staff, of whom nine are qualified at level 3 and above.

Information about this inspection

Inspector
Michelle Highcock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 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.

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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