

Inspection of Giggle and Grow Preschool

Bewbush Centre, Dorsten Square, CRAWLEY, West Sussex RH11 8XW

Inspection date: 11 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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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 form extremely close bonds with the calm and caring staff at this nurturing pre-school. The skilled manager and staff promote an exceptionally strong culture of inclusion and concern for the welfare of each child. New children are supported very carefully so that they settle quickly. For instance, a translator machine ensures that staff know key words used by children who speak English as an additional language. Children learn to help, consider and accept others. For example, children confidently use a timer to organise safe turn taking on the trampoline. Older children help those with special educational needs and/or disabilities (SEND) to put on their shoes and join in their play. Children benefit greatly from the priority given to helping children understand emotions. All children learn to describe how they are feeling, either in words, signs or using picture cards. Children proudly talk about their achievements and show excellent sense of well-being. They are confident and have high levels of motivation to play and learn.

Children choose freely from the wealth of exciting activities designed to broaden their experiences and develop individual talents. Children gain physical control as they dance, practise yoga or balance on a toy that spins around. They learn about the natural world as they handle visiting reptiles. Children thoroughly enjoy their day and play extremely well together.

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

- Staff understand the need for children to learn to manage their own behaviour. They model respect and cooperation and speak gently to children. Staff consistently employ highly effective behaviour management strategies and share these with parents. They help parents to develop a really deep understanding of the impact on children of how they manage behaviour. Parents reflect on how they can best help their children. As a result, children behave extremely well.
- Staff carefully consider children's learning needs, current interests and previous experiences. They provide a sequence of learning to help ensure all children gain new skills and knowledge. For example, children mix their own play dough, feel the texture, then roll and squeeze it in time to a song. This strengthens their finger muscles ready for writing.
- The manager and staff show exceptional dedication to providing support for families. They work tirelessly to offer tailored advice and resources for parents to use at home. Parents are included in outings, such as the recent trip to the farm, so that they can join in with children's experiences. Additional funding is used very well to help to fully include children who are disadvantaged. For example, the manager provides resources and activities, such as bags of sensory equipment, uniform, food or outings. This partnership greatly enhances children's learning and development.

- Staff provide rich opportunities for children to learn about the difference between themselves and other people. For example, children play and explore in a role-play optician. Staff help children to understand the difficulties other children may have with sight and why they may wear glasses. Staff celebrate the cultures of children who attend the pre-school. Children learn about other people they meet during regular outings in the community. This greatly helps children to develop understanding and tolerance.
- Staff frequently sing songs and use rhymes to help children's speech and language development and encourage listening. Children choose songs they would like to sing and join in with enthusiasm. Older children learn about the sounds letters make and write them correctly. They hold conversations and ask thoughtful questions. All children make good progress and are well prepared for school.
- Children understand staff expectations and follow their instructions very well. However, the timing of group times and length of adult-led activities do not always meet children's needs. For example, children are, at times, asked to leave their activity when they are fully engaged in play. This reduces the time children have to explore their own learning.
- The knowledgeable manager has a clear plan for ongoing improvements to the pre-school. She monitors staff practice carefully and shares her expertise as she works alongside the strong staff team. Staff are very well supported to gain further qualifications and take up training to help raise children's outcomes even further. They say they are very happy working in the pre-school, which helps to provide a happy atmosphere for the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff treat children's well-being as a priority. They attend training to keep their extensive knowledge of safeguarding and first aid up to date. Staff know what to do if they are concerned about a child's welfare. The manager and staff discuss any additional support children or families may need so that all staff can give the same continuity of care. Safe recruitment processes are used to help assure the suitability of staff to work with children. Staff check the building and gardens very carefully each day to ensure they are safe for the children. Resources are well maintained and clean.

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 timing of group time and length of adult-led activities to fully support children's learning.

Setting details

Unique reference number	EY419588
Local authority	West Sussex
Inspection number	10285340
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	32
Number of children on roll	49
Name of registered person	Yeoman, Kimberley Jodie
Registered person unique reference number	RP515440
Telephone number	07887946681
Date of previous inspection	3 October 2017

Information about this early years setting

Giggle and Grow Preschool registered in 2010 and is located in Crawley, West Sussex. The pre-school is open during term time only, on Monday to Friday, from 9am until 3pm. The provider receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff, all of whom hold early years qualifications at level 2 or above.

Information about this inspection

Inspector

Sue Suleyman

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Some parents, staff and children talked to the inspector, and she took their views into account.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The manager and the inspector carried out a joint observation of an activity.

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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