

# Inspection of Play Giggle and Grow

Brigadier Hall, Brigadier Hill, Enfield EN2 0NL

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Inspection date: 29 June 2023

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

### The provision is good

Children are greeted by friendly staff when they arrive at this pre-school. They are confident to leave their parents at the door and happily join their friends and adults to quickly engage in a range of activities. They are able to access all areas of learning through the well-organised spaces, both indoors and outdoors.

Staff plan an ambitious curriculum for the children who attend. They make sure they incorporate early mathematics and literacy skills into everyday routines with children. Staff promote progress for children with special educational needs and/or disabilities (SEND) by carefully adapting their expectations of them and the support they have in place. They provide extension activities for children who are getting ready to move on to school.

Children's personal, social and emotional skills are well supported by staff. They are thoughtful towards each other, and their independence skills are encouraged, being given a tissue to wipe their own noses if they need wiping. They take turns to serve themselves fruit at snack time and tidy up their bowls and cups when they have finished.

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

- Since the last inspection, the manager and staff have worked hard to address the actions, and they have a clear understanding of the learning from the activities and opportunities they provide for the children. For example, when children are completing an assault course, staff explain the physical development for all children, including children who have SEND. They also used this activity to support children with their counting and colour recognition where they have been finding this difficult.
- Children's diversity is celebrated. Staff use words in children's home language to support children who are at an early stage of learning English. Children who have been celebrating Eid are excited to share information with their friends about this celebration.
- During the morning circle time, staff take the opportunity to make sure all children are welcomed by singing a 'hello song' and using each child's name in the song. They then use songs and games to teach early mathematics skills. They sing number rhymes and play a game where children practise their use of positional language by saying where a toy spider is in relation to a cup.
- Children behave well, overall. They are encouraging of their friends and like to be helpful, particularly at tidy-up time. However, on occasion, children can get a little over-excited and staff do not consistently remind them how they should behave. Staff use praise effectively, and children show they are proud of their achievements.

- Parents praise staff for their kindness. They report communication is good, and they are kept informed of how their child is getting on. Parents value the ideas for how they can support their child's learning at home. Staff are excited to share achievements with parents when they pick their children up at the end of a session. Staff involve parents in children's progress checks at age two to ensure they capture an understanding of where the child is at home as well as in the pre-school.
- Children enjoy playing in the outside area, and they are encouraged to be physically active. Staff help them to consolidate their counting, supporting them to say one number at a time for each bounce. Children are encouraged to practise mark making by using chalks on the floor and painting on the boards provided. Children take care of nature. They enjoy planting in the raised beds provided, and when they notice a spider crawling up the inspector's arm, they find a safe place to gently put it so it does not get hurt when they are playing.
- Staff report they have regular supervision meetings and feel the manager is supportive and cares about their well-being. They receive a range of training and meet as a team to plan for children's learning and further develop their practice.

## Safeguarding

The arrangements for safeguarding are effective.

There has been a focus on safeguarding since the previous inspection. Staff are aware of their responsibilities regarding how to keep children safe and demonstrate an understanding of how to refer concerns if necessary. They are confident to discuss all safeguarding issues, such as female genital mutilation and the 'Prevent' duty. Staff carry out risk assessments, indoors and outdoors, and are mindful of how to keep children safe from injury. They have completed paediatric first-aid training and are able to explain how they would manage incidents, such as choking for children.

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

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

- further support children to manage their own behaviour by deepening their understanding of why they need to follow rules.

## Setting details

<b>Unique reference number</b>	2619938
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10282361
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Hodaj, Mirela
<b>Registered person unique reference number</b>	RP516897
<b>Telephone number</b>	07578687623
<b>Date of previous inspection</b>	22 February 2023

## Information about this early years setting

Play Giggle and Grow registered in 2020 and is located in Enfield. The pre-school employs seven members of childcare staff; six are qualified at level 3. The pre-school opens from Monday to Friday, during term time. Sessions run from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kathryn Irvine

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- Staff talked to the inspector at appropriate times during the inspection and took account of their views.
- Parents shared their views of the pre-school with the inspector.
- 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 manager spoke to the inspector about the leadership and management of the pre-school.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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