

Inspection of Giggles Nursery

23-25 Springfield Road, Horsham, West Sussex RH12 2PG

Inspection date: 19 July 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

There are significant weaknesses in safeguarding arrangements and the quality of teaching at this nursery. The manager does not ensure that all staff have a secure knowledge of child protection. This compromises children's safety.

The quality of education the children receive is poor. Staff do not plan purposeful activities to ignite or stimulate children's individual interests. They do not know what they intend for children to learn from the activities they provide, or the areas of learning these cover. Staff do not build upon what children can already do, because they do not know children's individual stages of development. This means they do not know what children need to learn next. This has a detrimental impact on the progress children can make. Although children demonstrate satisfactory behaviour, they do not have positive attitudes to learning, as some children wander around, bored and disengaged. Overall, children are not receiving the support they need to continually strengthen their skills and knowledge.

Some children demonstrate secure bonds with staff. However, other children do not have an allocated key person. This has a negative impact on new children settling into the nursery, as well as other children's ability to form safe and secure relationships with key staff. This is detrimental to children's emotional well-being.

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

- Failings in leadership and management mean gaps in staff's knowledge are not identified or addressed. The manager does not have effective oversight of the nursery. She has not taken action to address weaknesses that she has identified in staff's practice or knowledge. As such, children do not benefit from a broad curriculum that supports their individual learning.
- The manager has not ensured that staff receive training to make sure that their safeguarding knowledge is sufficient. Some staff demonstrate a poor understanding of child protection. They have a weak understanding of local safeguarding procedures and are not always able to identify when a child may be at risk. In addition to this, there is no system in place to assure staff's ongoing suitability. Staff do not know to inform the manager of any changes that may affect their suitability to fulfil their roles. This compromises children's safety.
- Although risk assessments are in place, they are not effective. The manager and staff have not taken steps to identify and minimise risks to children. For example, broken resources that have already been identified as a risk in the baby room have not been removed. The manager has failed to have oversight of this and the impact it is having on children. This does not ensure their safety and welfare.

- Although children receive nutritionally balanced meals, health and hygiene are not promoted well enough. The environment is unhygienic. For example, soft furnishings and some toys are visibly dirty. Furthermore, at times, children eat fresh fruit directly from the table. This does not promote the good health of all children.
- Children's communication and language development is not consistently promoted. Overall, babies receive a sufficient level of interaction. Staff narrate their play, repeat simple words and use gestures and eye contact. Older children hear new words such as 'skeleton'. Staff working with these children actively promote back-and-forth conversations that provoke thought and interest. However, children who are two years of age receive significantly less interaction from staff. These children, including children who speak English as an additional language (EAL), are often disengaged and lack purposeful interaction from staff. This means some children make limited progress in their communication and language development.
- Staff working with children who speak EAL do not know their home languages. They lack understanding of the benefits of including these languages into the nursery, to promote uniqueness and inclusiveness. These failings mean that children who speak EAL lack the support they need to have their individual needs met and be fully included.
- There are no arrangements in place for regular staff supervision. The manager does not provide the consistent level of support, mentoring and coaching that staff require. Consequently, staff do not have the knowledge and skills they need to fulfil their roles and responsibilities, as well as to continually improve their own personal effectiveness. Furthermore, staff who are promoted to new roles are not given inductions to these. As such, these staff do not know what their responsibilities entail. The manager is not aware of gaps in staff's knowledge, or where additional support required. This impacts on the quality of education children receive.
- The manager has not ensured all children have a key person. The impact this has on these children is significant. They do not receive tailored care to meet their needs. This includes children who do not have a secure understanding of English, as well as children with emerging additional needs. Furthermore, although the special educational needs coordinator has identified children with emerging additional needs, support plans are not in place. Although the manager demonstrates an understanding of how to support children with special educational needs and/or disabilities, these procedures are not followed. This further inhibits the support and progress these children can make.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in safeguarding impact upon children's safety. The manager has failed to ensure that staff have the knowledge required to respond to and report concerns about a child or staff member. Staff's knowledge of local safeguarding partnerships is weak. Staff do not understand their roles and responsibilities. Risk

assessment is ineffective. The manager demonstrates ineffective oversight of the nursery and does not take action to minimise risks identified, which compromises children's safety. Safer recruitment procedures are in place. However, no arrangements exist to ensure staff's ongoing suitability.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff receive safeguarding training, including how to identify and respond to concerns about a child or about a colleague's behaviour, in line with local safeguarding partners guidance and procedures	31/07/2023
put arrangements in place so staff know they must disclose anything that may affect their ongoing suitability	31/07/2023
ensure children's health, and good hygiene practices, are promoted at all times, and take all necessary steps to prevent cross infection, including appropriate cleaning of resources and equipment	31/07/2023
implement a rigorous system for risk assessment to identify, remove or minimise all risks and hazards to children's and staff's health and safety.	31/07/2023

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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develop staff training, support and mentoring to ensure they have clear understanding of their roles and responsibilities, as well as implementing robust inductions for staff who take on new roles	21/08/2023
ensure staff receive regular supervision that includes targeted coaching to improve their personal effectiveness	21/08/2023
ensure a key person is assigned to every child and that the key person is fully aware of the responsibilities of their role	21/08/2023
put in place arrangements to consistently support all children with special educational needs and/or disabilities and that are in line with special educational needs code of practice	21/08/2023
devise and implement a broad curriculum that clearly identifies what it is that all children need to learn and how this reflects their individual needs, to help all children make the good progress they are capable of	21/08/2023
improve staff's interactions to ensure that all children receive consistently high-quality support in their learning and development	21/08/2023
put arrangements in place to effectively support children who speak English as an additional language, to ensure their needs are met and they have opportunities to use their home language in the nursery, to recognise their cultural heritage and uniqueness.	21/08/2023

Setting details

Unique reference number	EY386826
Local authority	West Sussex
Inspection number	10298740
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	63
Name of registered person	Playpen Childcare Limited
Registered person unique reference number	RP907218
Telephone number	01403 750308
Date of previous inspection	19 October 2018

Information about this early years setting

Giggles Nursery registered in 2008 and operates from a purpose-built building in Horsham, West Sussex. The setting is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year. The setting employs 13 staff, 10 of whom hold early years qualifications at level 2 or above. The setting is in receipt of funding for the free early years education of children aged two, three and four years.

Information about this inspection

Inspector
Natalie Moir

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 and assessed the impact that this was having on children's learning.
- Parents shared their views of the provision with the inspector.
- The manager carried out a joint observation of a free-play activity with the inspector.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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