

Inspection of Little Giggles Private Day Nursery & Preschool - Leigh

Little Giggles Private Day Nursery Ltd, Grasmere Street, Leigh WN7 1XB

Inspection date: 19 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are eager and excited to enter this warm and nurturing nursery. They develop strong bonds with their friends and staff. Children are motivated to learn and thoroughly enjoy exploring the various activities. Their conversations and laughter resonate throughout the nursery.

Staff have high expectations for children's behaviour. Children behave well. They know what is expected of them and follow the nursery's rules. For example, children know not to run indoors and to use their 'inside voices'. Children understand the daily routines. They ensure that their friends do not miss out on key activities. For example, children eagerly rush outdoors to call their friends in for snack time. Children develop a love of reading from a young age. They enjoy listening to stories with their friends. Children also learn that books can be used for exploring new ideas and gathering information.

Children have a strong sense of belonging and are emotionally secure and content. They play well together and learn to take turns. Staff provide reassurance to babies when new people come into the room. Children listen to what staff say to them. They are polite to their friends and adults. Children learn to be independent from a young age. For example, staff help children to learn how to put on their coats and to see to their own toileting needs. This enables children to be prepared for the next stage in their learning.

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

- The newly appointed manager demonstrates a commitment and determination to make further improvements. For example, she is supporting staff to enhance their knowledge and skills to firmly embed the new curriculum. However, it is too early to assess the full impact of these changes.
- Staff are ambitious for children. Most aspects of the the curriculum are carefully sequenced to meet the children's needs. This provides them with the cultural capital they need to succeed in life.
- Staff ensure that all children are included. They use visual prompts and real items as an aid to indicate a change in routine. Staff take account of the children's individual needs and preferences. For example, they provide a quiet space when children are anxious. This helps children to relax and feel secure. Furthermore, children gain confidence to express how they are feeling by using what they have learned from the story of the 'Colour Monster'.
- Staff use songs and rhymes to introduce counting and numbers to children. They talk about 'more' and 'full' during water play. As a result, children develop an awareness of early mathematical concepts, which supports their future learning.

- Staff actively encourage children to explore a wide variety of books. Children develop a love of reading and frequently curl up with a favourite book. Staff regularly introduce new words to children to build their vocabulary. However, on some occasions, staff shorten or mispronounce words, saying, for example, 'ta' and 'hidey'. This does not help children to hear the correct pronunciation of words.
- Children enjoy being outdoors. They develop good coordination and balance skills as they master the climbing frames and hoops. Children thoroughly enjoy 'dough disco' as they pinch and squeeze the dough. This helps to build the muscles in children's hands needed for writing. Babies gain confidence to crawl and to pull themselves up as they hold sturdy furniture. Consequently, they develop the core strength needed to walk unaided.
- Children develop independence from a young age. Staff teach the babies how to get dressed. They hold their coats and softly say, 'push, push, push', to encourage babies to put their arm in the sleeve. Older children help to set the table for meals. Children 'high five' each other when they succeed at tasks. They develop a positive sense of self and have confidence in their own abilities.
- The support for children with special educational needs and/or disabilities (SEND) is good. The special educational needs coordinator has a deep understanding of each child's needs. Each child receives a bespoke plan of activities that meets their diverse needs. Staff work well with other professionals to ensure that children get the right support. Ultimately, children with SEND make as much progress as possible.
- Staff build positive relationships with parents. They also ensure that parents are kept fully informed of their child's progress and their time in the nursery. As a result, parents feel involved in their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding practice is of paramount importance. Leaders, managers and staff have a good understanding of child protection and safeguarding procedures. They know to work in partnership with professionals should any concerns arise about a child or member of staff. All staff attend regular training to ensure their knowledge remains current. Children learn to keep themselves safe. For example, children carry out their own risk assessments of the outdoor play area and equipment. Risk management strategies are effective. This means that identified risks are removed or mitigated. Robust recruitment practice means that children are looked after by suitably vetted adults.

What does the setting need to do to improve?

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

- support staff to model the correct pronunciation of words to further extend children's vocabulary.

Setting details

Unique reference number	2732417
Local authority	Wigan
Inspection number	10300842
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 4
Total number of places	
Number of children on roll	98
Name of registered person	LGPDN LIMITED
Registered person unique reference number	2732418
Telephone number	01942601208
Date of previous inspection	Not applicable

Information about this early years setting

Little Giggles Private Day Nursery & Preschool - Leigh registered in May 2023. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, five hold level 3 and two hold level 6. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 this into account in their evaluation of the nursery.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector about what they enjoy doing at the nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Leaders and the manager provided the inspector with a sample of key documentation on request.
- Parents shared their views about the nursery, and the inspector took this into consideration.

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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