

Inspection of Giggle Tots Day Nursery

185 Coppermill Lane, LONDON E17 7HF

Inspection date: 16 August 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at nursery, separating easily from their parents and quickly settling in to play with their friends. Staff are kind and nurturing towards the children. This helps children feel safe, secure and ready to learn. Children happily play with a wide range of engaging learning opportunities. Children are curious and enjoy the choices they can make in their play, displaying a good level of engagement. Staff are positive role models with children and have high expectations for every child. They teach children to be kind and show respect towards one another. Children have a good attitude to learning and behave well.

The manager is ambitious for every child, including children with special educational needs and/or disabilities. Leaders design a curriculum based around children's interests, engagement and what they need to learn next. Teaching is sequenced to ensure that children have a good understanding before they move on to the next stage. For example, early writing skills in pre-school are learned in the first stages of mark making in the baby and toddler rooms. Children use their senses to create marks with a range of textures and resources. They build up skills through drawing and creative activities, learning that their creations have meaning. This also develops their physical skills.

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

- The manager has a clear and ambitious vision for the nursery. She ensures that staff provide high-quality care and education for all children. Where necessary, the nursery works with outside professionals to ensure that every child makes progress and reaches their full potential. Children are well prepared for the transition to school.
- The manager has high expectations for her staff. In staff supervision, she discusses strengths and areas of improvement. This informs her training plan for staff so that teaching is consistent in the nursery and based on the latest guidance. Staff well-being is discussed, and staff value the support they are given by leaders to manage their workload.
- The effective key-person system helps children to form secure attachments. Children's emotional health is developed through children learning to talk about their feelings and learning to be kind to their friends. Children demonstrate respectfulness towards one another.
- Staff provide children with lots of opportunities to support physical development. Babies giggle as water splashes on their face, and they explore the water tray. Older children explore foam and paints with their hands and delight in the colours they create as they mix paint and create marks with their fingers. Outside, children use balance boards to build coordination and movement.
- Children enjoy healthy well-balanced meals and snacks that are prepared on

site. Dietary needs are followed to ensure that children are safe. Children learn about healthy choices around food.

- Children learn independence skills from a young age. Babies begin to use spoons to feed themselves. Toddlers are beginning to understand the importance of washing their hands before meals and will go to the sink independently. Children learn to tidy up after themselves before moving to the next activity. This prepares children well when they go to school.
- Parents speak highly of the nursery. They appreciate the regular communication and talk about the effective settling-in process. This reassures parents that their child is happy and secure. Parents appreciate the support they receive around important milestones, such as toilet training. This gives parents the confidence to work together with the nursery to support their child.
- Overall, staff support children to be strong communicators. During group times, children sing nursery rhymes and follow the actions. Babies enjoy listening to storytelling. Children engage in play as staff talk about the activities. However, on some occasions, some staff do not fully promote discussion with younger children to extend their learning even further.
- Children enjoy learning about mathematics with a range of resources. Older children use weighing scales to compare how heavy or light the rice is that they weigh. Younger children enjoy exploring wooden glass shapes. However, mathematical language is not used consistently during play to support children to excel in their knowledge of numbers.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms of abuse and know who to make a referral to if they need to. If they have concerns regarding the conduct of a staff member, they know that they need to make a referral to the appropriate agency. This keeps children safe from harm. Safe recruitment is followed, and ongoing suitability checks are in place to ensure that staff continue to be suitable to work with children. The nursery staff ensure that risk assessments are in place. This reduces the likelihood of accidents occurring. The environment is kept safe and clean and follows good hygiene practice.

What does the setting need to do to improve?

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

- promote further discussion when interacting with younger children to extend their communication and language even further
- make better use of opportunities to develop and extend children's mathematical skills.

Setting details

Unique reference number	EY540768
Local authority	London Borough of Waltham Forest
Inspection number	10302618
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	1 to 4
Total number of places	37
Number of children on roll	58
Name of registered person	Early Education Limited
Registered person unique reference number	RP540767
Telephone number	02085209543
Date of previous inspection	25 February 2019

Information about this early years setting

Giggle Tots Day Nursery registered in 2016 and then re-registered in 2017. The setting is in Walthamstow, in the London Borough of Waltham Forest. The setting is open each weekday, from 7.30am to 6.30pm, Monday to Friday, for 51 weeks a year. The provider employs 14 members of staff, nine of which hold an early years qualification ranging from level 2 to level 4. The provider receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jacqueline Halpin

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 the curriculum and what the nursery wants children to learn.
- The inspector observed interactions between staff and children.
- The inspector spoke with parents and staff and took their views into account.
- Children spoke with the inspector during the inspection.
- The inspector looked at relevant documentation on request.

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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