

Inspection of Giggles Day Nursery- Hounslow

94 Bath Road, Hounslow, Middlesex TW3 3EH

Inspection date: 17 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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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

There is a hum of excitement as children enter the nursery to find their friends and activities to take part in. Children settle into 'busy learning' after participating in a group activity to promote speech and language development through songs and rhymes. Children join in. They sing enthusiastically after staff use signs, gestures and facial expressions, along with speech, to introduce the features of the main characters in the next song or rhyme. Children watch and copy the actions to describe a small mouse running up a clock. Staff support younger children to look at books, turning pages and singing songs linked to what they can see.

The curriculum is planned to have high expectations for all children. Behaviour is good. Children appear happy and form strong attachments to staff. Children with special educational needs and/or disabilities are quickly identified. As soon as children settle in, staff use observations and developmental tools to assess children's starting points and to plan next steps in their learning. Parents share how developmental milestones for children were made 'easy' to achieve as the 'kind' staff guide parents by identifying when children are ready to develop new skills, such as toilet training.

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

- Staff and managers work together to deliver challenging, engaging activities for all children. Staff tailor activities to reflect children's interests and promote all seven areas of learning well, overall. Children who speak English as an additional language have staff who share home languages, or thread key words provided by parents into simple speech to develop their communication. However, occasionally, some staff do not incorporate numbers and counting into their interactions with children, to further extend their mathematics skills.
- Behaviour is good, overall. Changes between activities are well planned and children stop to listen to clear instructions from staff. Children join in, tapping their shoulder and saying '1,2,3, well done to me' as a reward for a task well done. Staff are good role models for children, demonstrating kind, respectful communication and interactions which children follow. However, some staff do not model or fully explain to children what they need to do to share resources, to further develop their understanding.
- The effective 'traffic light' system highlights individual children's dietary requirements. For instance, coloured place mats simply and effectively indicate any specific needs. Green mats are for children who have no restrictions, amber mats indicate requirements and red mats emphasises food allergies. Menus are devised to promote healthy eating. Meals are prepared on the premises each day. Parents provide fruit to share for snack times and have the option to provide a packed lunch for their child.

- Staff use their creativity to plan the environment to promote curiosity for every child. For example, they convert the home corner to a doctor's surgery or a shop to maintain children's interests. Staff know children well and include clear next steps for all children's learning. Staff are located where children are, allowing children time and space to explore, while still being close by to support and comment when needed.
- Staff working with younger children plan exciting and interesting activities. For instance, children have light resources in a pop-up tent. They watch with fascination at how brightly the colours flash and reflect when used in the tent. Staff build on what children already know and can do. During story time, staff use clear expressive voices. This engages children well in their learning and makes the activity interactive. Staff plan opportunities to develop children's early language and communication. They comment on what children are doing, introduce new words and ask simple, effective questions.
- Parents give high praise for this nursery and the 'caring' staff. Parents value the management team saying that the level of support they receive is excellent. Parents feel confident their children are receiving 'the very best care, are happy and safe' in nursery.
- Leaders and managers work hard to ensure that children, parents and staff feel supported. For example, parents share how clear communication with managers eased their concerns as children settle in. Staff share how regular team meetings and ongoing professional development through training and supervision has developed their confidence and practice. Leaders and managers foster a sense of nursery community where everyone is welcome and appreciated.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training to ensure that their knowledge is current and up to date. Staff know how they would respond to children making a disclosure or how changes in behaviour would alert them to a child being at risk of harm. All staff shared their understanding of whistle-blowing and the actions they would take if they had concerns. Staff regularly make head counts and staff notify each other if they are taking children out of the room, for example, to the outside space to play. Doors are kept closed and key codes on doors ensure that only adults can open them. Systems are in place to ensure that any changes to adults collecting children are known by staff and that arrangements are made to ensure the children are safely collected.

What does the setting need to do to improve?

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

- ensure that opportunities are included to develop and extend children's mathematical skills
- develop children's understanding of turn-taking and sharing to further support positive behaviour.

Setting details

Unique reference number	EY375125
Local authority	Hounslow
Inspection number	10285928
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	44
Number of children on roll	48
Name of registered person	Giggles Day Nursery Limited
Registered person unique reference number	RP910265
Telephone number	020 85771815
Date of previous inspection	24 October 2017

Information about this early years setting

Giggles Day Nursery - Hounslow registered in 2008 and is privately owned. The nursery is open each weekday, from 8am to 6pm, throughout the year, apart from bank holidays and between Christmas and New Year. The nursery is in receipt of funding for early education for two-, three- and four-year-old children. The nursery employs 11 members of staff, including the manager and the nursery cook. Of these, one holds qualified teacher status and eight members of staff hold relevant qualifications at level 2 and level 3.

Information about this inspection

Inspector

Bernie Dunne

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 inspector had a tour of the premises to complete a learning walk. The manager described how the environment and the curriculum are organised.
- The quality of teaching and learning was observed, both indoors and outdoors, by the inspector to assess the impact on children's learning.
- At appropriate times during the inspection, the inspector spoke to staff and children.
- The inspector spoke to parents to consider their views.

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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