

# Inspection of Giggles Pre-School

268 Central Avenue, Southend-on-Sea SS2 4EE

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Inspection date:

13 October 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The provider has failed to ensure that staff designated to take the lead for safeguarding understand about keeping children safe from harm. This compromises children's welfare.

There are weaknesses in the quality of education. Staff do not ensure that all children are given the attention and teaching they need to achieve their full potential, although they know the children well and are clear about what they want their key children to learn next. Staff are not deployed effectively to ensure that all children receive the support that they need. This means children do not benefit from rich learning opportunities that help them gain the skills they need to be ready for school.

Nevertheless, staff and parents comment that children enter the setting happy and settle quickly. They have formed secure bonds with staff, who explain the rules to children and praise them for their positive behaviour. Children are kind and considerate to each other. For instance, during a gardening activity, children find themselves a watering can and return with one for their friends without needing to be asked.

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

- The provider has not done enough to ensure that all requirements of the 'Statutory framework for the early years foundation stage' are met. This has a significant impact on children's well-being.
- The provider aims to provide all children with the best possible start in life. However, staff do not interact purposefully enough with children to promote their focus on learning. As a result, children do not benefit from good-quality interactions that encourage them to think or share their ideas.
- Staff ensure that children with special educational needs and/or disabilities (SEND) have suitable opportunities for one-to-one sessions tailored to their individual learning needs. However, this support is not in place when they return to the main room. Staff do not notice when children with SEND are not engaged in purposeful learning.
- Occasionally, staff have unrealistic expectations of children's developmental stages. For example, staff tell all children they must sit on chairs with their belongings while they wait for their parents to collect them. As a result, some children become frustrated and upset because they do not understand why they have to do this.
- Children enjoy selecting items from one area of the room to use in another or use resources for a different purpose than intended during their play. However, staff prevent children from doing this, which does not motivate children to learn

or help to maintain their focus and attention.

- Staff have been working in partnership with the local authority since the previous inspection and have started to make some improvements. For example, they have reviewed how they organise the session. Therefore, children benefit from more time to engage in free play.
- Staff provide suitable opportunities for the children to develop their physical skills outdoors. Children enjoy mark making in the garden, using large chalks to decorate the path. They climb the steps of the slide and manoeuvre their bodies when they reach the top. Bicycles for different skill levels are available so that children can practise balancing before moving on to pedalling.
- Staff work closely with parents before children start. For instance, parents complete 'All about me' information regarding their child. The provider offers home visits and parent workshops throughout the year. Parents are complimentary about the staff and comment on how quickly their children settle. Staff share information with them about their children's development and next steps. They value the support and guidance that they receive to help their children at home.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not fulfil their responsibilities in relation to safeguarding children. They have failed to ensure that they have a safeguarding policy that is in line with local safeguarding partner procedures. Staff members designated to take the lead role for safeguarding do not know the procedures to follow to respond to allegations about adults working with the children. This compromises children's safety and welfare.

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

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

	Due date
ensure staff designated to take the lead for safeguarding have the knowledge, training and skills to be able to fulfil their role effectively and, in particular, know the procedure to follow in the event of an allegation about a staff member	13/11/2023
implement an effective safeguarding policy, in line and up to date with the local safeguarding partner procedures	13/11/2023

ensure that staff have realistic expectations when managing children's behaviour and take into account their individual needs and abilities	13/11/2023
support staff to develop their interaction and teaching skills to ensure that all children have appropriate support and challenge that helps them make at least good progress	13/11/2023
ensure that staff provide children with SEND with consistently good support that helps them make the best possible progress.	13/11/2023

## Setting details

<b>Unique reference number</b>	EY406302
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10269486
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Searle, Kim-Marie
<b>Registered person unique reference number</b>	RP513708
<b>Telephone number</b>	01702 461908
<b>Date of previous inspection</b>	29 November 2022

## Information about this early years setting

Giggles Pre-School registered in 2010. It is situated in Southend, Essex and is privately owned. The pre-school is open from Monday to Friday, 9am to 4pm, during school term time. There are seven members of staff, including the provider. Of these, three members of staff hold appropriate early years qualifications at level 2, two at level 3 and one at level 4. The pre-school is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the manager.
- The inspector spoke to several parents during the inspection and took account of 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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