

Inspection of Giggles Nursery

2c Bank Avenue, Morley, Leeds LS27 9JD

Inspection date: 1 December 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Leaders' and staff's passion for ensuring that every child here is given the best start in life, is admirable. There is a very clear vision, which is echoed by the dedicated and well-qualified team. Children and staff use the communication method, Makaton, to warmly welcome all children as they sign 'good morning'. Children who speak English as an additional language quickly learn how to communicate with others. They make tremendous progress with their language skills. All children feel heard and form blossoming friendships. This reinforces the setting's inclusive, welcoming approach and helps all children to flourish.

The well-planned curriculum is inspiring and captivating for all children, with an abundance of enriching experiences. Staff focus on explicitly teaching new skills. Young children demonstrate the impact of the curriculum through turn-taking in ball games. They learn to regulate their emotions through 'calm corners', yoga and 'belly breathing'. Children's behaviour is exemplary as they display kind affection for one another. For example, children praise and celebrate their friends for self-serving at mealtimes. When children learn a new skill, they are encouraged to be 'experts' and support others.

Children showcase knowledge about their own backgrounds and beliefs. Their distinct characteristics are wholly celebrated and represented in the environment. For example, children celebrate the 'Country of the Month' and learn about art, food, and homes from around the world. This helps every child to develop a strong sense of belonging and feel safe and secure.

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

- Leaders devise an ambitious curriculum that gives children a breadth of knowledge, experiences, and skills which they need for life. The intent of the curriculum is clearly understood by all staff and implemented seamlessly throughout each room. Each one, builds on children's existing knowledge and skills. All children make excellent progress.
- The curriculum for communication and language is meticulously planned. Staff carefully consider how to teach babies through repetition and narrating actions. For example, they learn the meaning of new words as animated staff demonstrate what 'splash' and 'crunch' mean in play with sensory farmyard trays.
- At every opportunity, children's thinking skills are superbly promoted. Staff ask thought-provoking questions and encourage children to speculate and solve problems. Children display extremely positive attitudes to learning. For instance, they discover what happens to ice as it hits different surfaces outdoors. Staff inspire curiosity and encourage children to consider how to carry out the

experiment safely.

- Children's physical development is very well promoted. Non-mobile babies stretch and reach for lights during sensory play. Children are taught how to move their bodies in different ways. Toddlers practise climbing up steps on climbing frames. Children refine their small- and large-muscle skills through dance, rugby sessions and trips to the local soft-play centre. These well-planned activities help children develop their core strength, balance, and agility.
- Children become independent from an early age. Babies are given choices, which are highly respected. As children become more capable, they enjoy the responsibility of completing small tasks. For example, they help by setting the table, ahead of sociable mealtimes. Children grow vegetables, which are used in cookery classes. This helps to give them the independence and skills that they need for moving on to school.
- Support for children with special educational needs and/or disabilities is superb. Knowledgeable staff quickly identify if children require additional help. Highly targeted support plans are put in place. Staff work closely with wider professionals and ensure that the child and family's voice is heard. This helps all children to achieve their full potential.
- Parents are unanimous in praise for this nursery. They say children's achievements are marvellously celebrated. Families regularly attend nursery for special events. They are provided with an array of strategies to further extend children's learning at home. This includes 'tips for talking' and support with behaviour management.
- Staff are exceptionally well supported in their roles. They report that they feel an immense sense of pride as part of the team. Leaders and managers support their well-being effectively through initiatives such as 'Feel Good Fridays'. This helps to create a community feel where staff are happy and excel.
- Rigorous evaluation processes support leaders and staff in their goal to provide outstanding early education for children. Regular targets and goals are set to continuously raise standards. Leaders place an emphasis on staff's professional development. Staff participate in a system of bronze, silver, and gold training plans. This ensures their knowledge and skills continuously develop and translates directly into the quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a strong understanding of their roles and responsibilities to protect children from harm. Staff are incredibly clear about the signs of possible abuse. They confidently discuss reporting procedures, should they have concerns for children's welfare. Leaders implement excellent systems to ensure that staff's safeguarding knowledge remains up to date. This involves robust induction procedures and regular training. Ongoing supervision sessions enable staff to discuss any concerns about their key children, as well as review their own well-being. Staff carry out effective risk assessments to ensure children's safety, both in the building and while on regular outings in the community.

Setting details

Unique reference number	2648315
Local authority	Leeds
Inspection number	10301390
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	62
Number of children on roll	85
Name of registered person	Giggles Day Nurseries Ltd
Registered person unique reference number	RP557531
Telephone number	0113 2162539
Date of previous inspection	Not applicable

Information about this early years setting

Giggles Nursery was registered in July 2021 and is located in Leeds, West Yorkshire. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications ranging from level 2 to level 6, including one with qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 deputy manager, area manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.

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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