

Inspection of Little Giggles Private Day Nursery & Preschool - Great Moor

Formerley Buxton Road United Reformed Church, Lake Street, STOCKPORT,
Cheshire SK2 7NU

Inspection date: 29 October 2024

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

Staff give children and their families a warm welcome as they arrive at the nursery. Close bonds are evident, and lots of giggling and laughter can be heard throughout the day. Staff motivate children to notice what is unique about themselves. For example, they help babies to recognise their reflection and facial features. Staff plan activities in the local community to provide children with an understanding of the world in which they live. These outings provide children with experiences they might not otherwise have.

Children demonstrate high levels of confidence and self-esteem. Staff teach them to be considerate towards each other. The children play cooperatively and follow each other's ideas. Babies enjoy exploring activities together. Staff teach babies to play peekaboo. Staff have established consistent routines and are skilled at supporting all children to follow them. For example, they use visual representations of the daily timetable and remind children of them before moving from one activity to another. Children particularly enjoy helping the staff. For example, at mealtimes, they help with setting tables and filling jugs with drinking water. Children are confident in their abilities and make good progress in their learning.

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

- The nursery has a well-embedded curriculum to support children's personal, social and emotional development to a high standard. As a result, children become confident and independent and develop a deep understanding of their feelings. The nursery staff are consistent role models, providing positive reinforcement. Children are resilient in their approach to learning, and develop meaningful friendships. The nursery equips children to regulate their emotions, meaning they use safe strategies when their emotions begin to feel challenging. Consequently, children are in tune with their emotions, which helps enhance positive learning outcomes.
- Overall, the education provided to support children's communication and language development is positive. Staff sing and read to children regularly. They plan learning to enhance children's vocabulary. However, this practice is inconsistent. Leaders are aware that there is more to be done to enhance the quality and consistency of interactions between staff and children. For example, children are not always given sufficient time to think and respond, or the opportunities to give detailed answers. Sometimes, others receive interactions that are too advanced for them to understand. This means that, at times, some children are not being challenged to expand their vocabulary and communication skills.
- The nursery provides families with ever-evolving support to help extend children's learning at home. For example, parents praise the shared information

about children's different learning styles, or on how to support children with a current learning focus such as emotional regulation. This ensures that parents are well informed to help consolidate their children's learning at home, be it, for example, regarding the development of the small muscles in their children's hands or self-care skills such as toothbrushing.

- The support for children with special educational needs and/or disabilities (SEND) is a notable strength. Leaders ensure that staff receive expert training and development. This means that the nursery truly understands the needs of the children, and tailors the education and care offered accordingly. The nursery understands that by meeting the needs of children with SEND all children benefit greatly, and make improved progress.
- Leaders strongly support staff's well-being and professional development. Arrangements for the supervision, coaching and mentoring of staff are well embedded. Leaders are experienced in delivering targeted training to support staff in their roles, and this has had a positive impact on the quality of education.
- Staff understand how to support children to develop their physical skills. They provide exciting activities that children eagerly explore, based on their interests. Babies stretch and reach for toys, pulling up to stand, and take their first steps as they develop the strength to begin walking. Children confidently climb steps and negotiate slides with support as they develop their balance and coordination. Older children show confidence in their spatial awareness and physical strength as they climb challenging equipment outdoors and learn to use wheeled toys. As a result, children make particularly strong progress in all aspects of their physical development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the delivery of the communication and language curriculum, to more consistently engage children in high-quality back-and-forth conversations that enhance their speaking skills.

Setting details

Unique reference number	EY538674
Local authority	Stockport
Inspection number	10365618
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	164
Number of children on roll	96
Name of registered person	Little Giggles Private Day Nursery Limited
Registered person unique reference number	RP902765
Telephone number	0161 456 7722
Date of previous inspection	14 February 2019

Information about this early years setting

Little Giggles Private Day Nursery & Preschool - Great Moor registered in 2016. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens all year round from 7.15am until 6pm, Monday to Friday. The setting offers government-funded places for children aged nine months to four years. The setting also receives funding for disadvantaged children.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- 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 and the manager carried out joint observations of group activities.
- Leaders spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The manager 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024