

Giggles and Wiggles

Inspection report for early years provision

Unique reference number

EY358457

Inspection date

27/09/2011

Inspector

Catherine Sharkey

Setting address

Pitfield House, Brampton Park, Brampton Road,
NEWCASTLE, Staffordshire, ST5 0QP

Telephone number

01782 719300

Email

Type of setting

Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Giggles and Wiggles registered in 2007 and operates from a large, two storey Victorian building on the outskirts of Newcastle, Staffordshire. The nursery serves the local area and surrounding towns. A maximum of 85 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year, with the exception of bank holidays. All children share access to a secure, enclosed outdoor play area, with the addition of the park that surrounds the nursery. There are currently 106 children aged from birth to five years on roll. Of these, 16 children receive funding for early education.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and employs 25 staff who work directly with children. All have early years qualifications to at least National Vocational Qualification level 2 and above. All staff have opportunities to attend short courses and work related training. Nursery staff currently support children with special educational needs and/or disabilities and have experience of working with children who have English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are making excellent progress towards the early learning goals as staff know the children very well and use their thorough knowledge to successfully plan activities which develop their learning. The children are very happy, safe and secure in the caring and friendly environment of the nursery. An excellent range of exciting resources are used extremely well to challenge and stimulate all children. Behaviour is extremely good and children have excellent relationships with staff and each other. The nursery has excellent partnerships with parents and carers, with information being shared regularly. The setting has an excellent capacity to improve and constantly self-evaluates and strives to improve the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- To further improve the high quality provision, the setting should consider continuing to develop and update all staff's knowledge and practice of provision through regular training opportunities.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded in the nursery because the exemplary policies and practice are effectively implemented by all staff. All staff are suitably

qualified and appropriately vetted. Detailed risk assessments are carried out which ensure children's safety on and off the premises. All policies are updated annually and further risk assessments for each room and the outdoor area are conducted daily. The nursery receives advice from the local fire service on its regular fire drills and safety procedures. Staff are very vigilant in their supervision of children and no visitors are allowed unsupervised access to children. Medical and accident consent forms are signed by parents and all staff hold first aid certificates. As a result of the nursery's excellent practice, children are able to move safely around their environment.

The nursery has an excellent range of colourful, exciting and stimulating resources. Meticulous planning goes into their use and organisation in each room. Every room, from babies to pre-school, is designed to stimulate children and engage their interest with the colourful wall displays, enticing sensory corners and resources children can access easily. This has been successfully achieved. A vast range of exciting and interesting resources are used extremely effectively to challenge and stimulate all children and to develop their learning. Babies develop their physical skills as they reach for dangling objects or crawl towards toys at floor level. Toddlers are motivated to stand up and try to walk so they can reach the toys they want. Outdoor resource boxes are used very well to continue to challenge children's learning during outdoor play. A calm sensory area under the stairs has exciting objects for children to feel and look at.

There is very effective and regular monitoring of nursery policies and practice through meetings and discussion. All staff have their own action plan for their professional development and they attend courses when possible. They are very enthusiastic and conscientious and are all keen to continue striving to improve provision on all levels. The nursery staff put an enormous amount of thought into filling in a self-evaluation form which provides an excellent tool for identifying any areas for improvement. Closed-circuit television aids staff training and the sister nursery carries out an objective monitoring process. The recommendations from the previous inspection have been successfully addressed. For example, babies are now offered drinks throughout the day, accurate records of administered medicine are maintained and observation and assessment is now used very effectively in planning each child's next steps.

The nursery has an excellent relationship with parents and carers. They are given very detailed, comprehensive information on all aspects of the provision. They are involved in their child's learning through continuing some activities or discussion at home. They are able to see their child's records at any time and also contribute to them. They fill in questionnaires on the nursery provision and are able to speak to their child's key person or management when they need to. They are made to feel very welcome at the nursery and are also able to attend parents' evenings. This means that parents are involved in their children's learning, further supporting them in their progress. Excellent relationships with other professionals means that children and staff are fully supported so that they make excellent progress in their learning and development.

Children with special educational needs and/or disabilities are extremely well supported through the nursery's work with other professionals, such as the

community nurse, both the district and the nursery special educational needs co-ordinator, a speech therapist and a physiotherapist. They also work very effectively with parents to give children consistent support with that received at home. Children make significant progress as a result. Although there are at present no children for whom English is an additional language, staff have previously worked successfully with such children, using labelling in different languages around the nursery and teaching the other children simple words in other languages.

The quality and standards of the early years provision and outcomes for children

Staff observe children on a daily basis and record detailed observations which they use to plan their next steps. Children have a key person who knows them well and is able to plan to meet their individual needs, ensuring they make the best possible progress. Each child has a 'My Story' booklet in which their achievements are recorded and used in planning. Parents are also able to contribute to this. Excellent and interesting activities are provided for children to learn early reading and writing skills. Some of the pre-school children are beginning to read and write independently. They learn to write and recognise numbers, to count, match and compare sizes. Children make very good progress in their physical development through the use of large and small equipment at the nursery and the park, such as balls, hoops and bikes. They have first-hand experience of caring for and handling living things. Pre-school children look after two fish and the 'Zoo Lab' people bring in small creatures for them to learn about. The surrounding park is used extremely well as a resource for children to learn about nature and the environment. They also visit the nearby museum. They plant trees at nursery and learn about sustainability. An extensive range of exciting technological resources, including computers, ensure children are learning skills for the future.

Children feel very safe and secure in the nursery because they are taught many different ways to stay safe. They have worked with staff and local fire officers to create a fire safety information area on part of the landing. They are familiar with emergency evacuation procedures as the nursery has regular fire drills. All children are taught to be aware of potential hazards, indoors and out. Babies sleep and settle very easily in chairs or cots and all children move around the nursery with confidence. They feel safe because detailed risk assessments help to eliminate dangers.

Children are effectively taught about healthy eating and hygiene through their daily routines. They wash their hands after the toilet or messy play and before meals. They use paper towels to stop the spread of infection. Pre-school children learn about their bodies, health, and safety with medicines through the excellent 'doctor's surgery' role play room. Children grow tomatoes and potatoes at nursery and have healthy meals and snacks. The cook visits the rooms each day to tell children what is on the menu and talk to them about healthy food. Children play outside at least twice a day and they have the additional facility of the surrounding park in which to run and explore with supervision. They have rainproof clothing so they can explore in wet weather too. They develop all their physical skills very well through their use of a wide range of equipment at nursery and at the park.

Children are very happy at the nursery and thoroughly enjoy and engage in their activities. They are curious and ask questions and have stimulating conversations with staff. Staff teach good manners and even very young children try to say 'thank you' if they are given something. Behaviour is exceptionally good and children share with each other and take turns. This is because an extremely comprehensive behaviour management policy is effectively implemented. Babies and toddlers clap and smile when they try to join in with singing and playing percussion instruments. They show delight and excitement at the music and staff's singing. Pre-school children develop independence by setting the table at lunch time, pouring their own drinks and having some input into their activities and what they would like to see displayed on the walls. There are excellent relationships between staff and children. They all chat happily at lunch time and concentrate very well on their activities. Children are calm and well-adjusted as a result of staff's caring, conscientious practice. Children learn a great deal about other cultures as well as their own through an exciting range of activities, books, dressing-up clothes and wall displays.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met