

Hugs and Giggles Nursery

101a Headstone Lane, HARROW, Middlesex, HA2 6JL

Inspection date	16/09/2013
Previous inspection date	08/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are kind and considerate towards the children, the key person system ensures children feel safe and secure in the setting.
- Staff have created a warm welcoming environment for the children.
- Children make good progress in the nursery as staff plan activities that excite them.
- Staff work successfully in partnership with parents which means children individual needs are known and respected and the care is consistent.

It is not yet outstanding because

- Lunchtime routines are not always as well organised as other times throughout the day. Staff are not always clear of their roles at these times and do not take all possible opportunities to support children's independence at these times.
- Staff take great steps to protect children from harm in the nursery, however, they do not always give children the opportunity to judge risk for themselves.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussion with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full Report

Information about the setting

Hugs and Giggles Nursery registered in 2012 and is owned by a private provider. The nursery operates from the grounds of Headstone Park, in the London Borough of Harrow. The nursery is based in a pavilion and provides care and learning for children based in four rooms. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 32 children in the early years age group on roll. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. A total of seven staff, including the manager, are employed to work with children. Over half of the staff hold a recognised early years qualification to at least a level 2 and above. The provider who is also the manager holds qualified teacher status.

What the setting needs to do to improve further

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

- develop meal times to ensure staff are clear of their role and children enjoy the social and learning aspect of this experience
- plan activities and events that challenge and encourage the children to judge risks for themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have created a calm purposeful environment where children learn as they play. Their learning and development is enhanced by staff who are enthusiastic in their role. The staff plan a range of play and learning experiences that excite the children. Plans are implemented successfully by staff who have a secure knowledge of how to promote the learning of young children and babies. Staff deliver activities well, according to children's individual needs. For example, they plan activities differently according to the level of support required for children. Staff use good teaching techniques to engage children during play and encourage learning. For example, staff encourage children to think about what else they need to add to a cup of tea, asking 'do you need sugar and milk?' Children have a wonderful time building a tower, they talk about its height and how it is taller than their friends are. This demonstrates that children are enthusiastic and curious in their

learning and play because resources respond well to their needs and interests. However, staff do not take all opportunities to encourage children to take risk in their play. For example children were asked not to build the tower too high, but not given the opportunity to consider how they could reach the top or to explore the risks of the very high tower for themselves. This means, that while children understand how to manage their safety in a range of situations in the nursery, they are not always able to fully extend their own activities, to manage risks for themselves.

Good quality interaction and good role modelling by staff, supports children to gain a strong understanding of language. Staff encourage children to think for themselves. For example when children tell staff they have sticky hands staff ask the children to explain how they might solve this. Children are given plenty of time to think and are very pleased when they tell staff 'we need to wash our hands.' This also supports children's strong abilities to solve problems and be independent in the decisions they make.

Resources in the baby room are very suitable for their age and stage of learning. The babies use interactive toys, and those with buttons and flaps interest babies as they begin to learn about cause and effect. Younger children enjoy rolling balls to their friends, and chasing bubbles around the room, supporting their ability to play cooperatively. The outdoor play area offers space for children to develop their large muscle movements as they enjoy using a range of different play equipment. Furthermore children enjoy opportunities to explore the very local park, which supports their physical development, and their understanding of the wider world around them. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. For example, they use labels with words and pictures to encourage children to think about words and how they carry information. Children also gain an understanding of the daily routine as they use a visual timetable so that they always know what is coming next. This enables them to feel safe and secure. Staff also make good use of labels on the doors, which encourage children to think about the weather and the clothes they need to wear when playing outside. This supports children's great independence.

The contribution of the early years provision to the well-being of children

Children display good levels of confidence and develop a strong sense of belonging. This is a result of the secure attachments children make with their key person, who help them feel secure to explore in their surroundings. Babies and young children enjoy lots of cuddles and affection from the staff, further supporting a feeling of safety and security. Staff are particularly caring and attentive to children who are new to the setting and are struggling to settle. Staff deployment is effective throughout the nursery, meaning children remain safe and secure. However, at lunch times, staff are not always as well organised, for example to fully promote children's social skills and independence at these times. For example, staff do not sit always with the children, they stand behind or sit on the floor, so children do not benefit from social interaction with staff at this time. In addition, staff do not always help children to serve themselves, to feel fully independent at this time.

All staff are warm and friendly with the children. Through discussion staff demonstrate a firm understanding of effective ways to manage behaviour and support children in understanding the difference between right and wrong. Staff gently remind children about keeping safe in the nursery, for example they remind children not to run around the room. Overall, staff help children gain strong levels of independence through daily routines. For example, children are encouraged to consider what clothes they need to wear when in the garden. This priority on supporting children's independence skills overall, also prepares the children very well for the next stage of their learning.

The effectiveness of the leadership and management of the early years provision

The manager demonstrates clear drive to make improvements, and good organisational skills, resulting in the efficient running of the setting. Staff show a secure understanding of The Statutory Framework for the Early Years Foundation Stage and know how to implement the framework successfully. Staff are valued members of the team and as a result, morale is high. Effective and well-established performance management means that staff are supported well in improving their skills, knowledge and practice. There are good systems in place to monitor the educational programmes and development that children make. These have been greatly developed in the times since the previous inspection. The needs of all individual children are known and respected by staff. A strong partnership with parents ensures the care provided by staff is consistent and that the individual care and learning needs of all of the children are met to a high standard.

Self-evaluation is ongoing and has been considerably developed since the last inspection. The management team and staff have worked hard to meet the actions at the last inspection, this has resulted changes across the nursery to benefit all the children. The management team have worked closely with the local authority to develop an action plan to secure further improvements. This shows their strong commitment to continual ongoing improvement. Staff contributions, as well as feedback from parents' questionnaires, inform action plans. This results in strong links between priorities and plans for improvement. Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the ongoing safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. Through discussion, staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children. Partnerships with parents are well-established. There is much information available for parents in the form of notice boards, displays and newsletters. There is a good two way flow of information via discussions at drop off and pick up times. This provides valuable information for staff to be able to meet the changing needs of the parents and children. The staff have a good understanding of their role in working with outside agencies to identify any children where their progress is less than expected. In addition, the staff work have developed partnerships with local schools which means children and parents feel valued when they move provision. Children are very well prepared for the move to big school. For example, staff have made a book about the local school for the children to

look at pictures of the playground, garden and classrooms. Staff and children talk about their new uniform and the school routines to further prepare children for this move.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY443930
Local authority	Harrow
Inspection number	933587
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	32
Name of provider	Headstart Nursery and Learning Centre Ltd
Date of previous inspection	08/10/2012
Telephone number	020 8861 3983

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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