

Hugs and Giggles Nursery

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

Inspection date	07/08/2014
Previous inspection date	16/09/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provide a welcoming and inclusive environment, where children effectively engaged in their activities and play happily.
- Staff have a good understanding of the children's backgrounds and interests. Planning takes account of children's individual needs. Resources and activities span all seven areas of learning.
- Monitoring of children's development is effective, and consequently, children make good progress in relation to their starting points.
- Good partnerships with external agencies support those children needing additional intervention.

It is not yet outstanding because

- There are fewer natural resources freely available for children to use to investigate and explore to enhance their understanding of the world around them.
- Staff sometimes miss opportunities to support how children respond to open-ended questions.

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 in their play both indoors and outside.
- The inspector spoke with parents, children and staff. The inspector met with the manager and deputy.
- The inspector conducted a joint observation with the deputy manager.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector spoke with the manager and deputy about how they evaluate their provision of care.

Inspector

Aileen Finan

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 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 46 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. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language. A total of 11 staff, including the manager, are employed to work with children. The manager is a qualified teacher and the assistant manager holds early years professional status. All but one staff member, who is completing an apprenticeship, hold appropriate childcare qualifications. Two of the staff who hold a level 2 qualification are completing additional qualifications. The deputy manager is also completing further qualifications.

What the setting needs to do to improve further

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

- provide more natural resources for children to explore, to enhance their interest in the wider world in the outdoor environment
- extend children's active learning by encouraging them to confidently speak about their play and activities by responding to a wider range of open-ended questions.

Inspection judgements

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

Children enjoy their time at nursery and make choices about their play activities. They can move freely between the indoor and outdoor patio areas, which both provide a well-resourced environment for children to learn. Activities span all seven areas of learning. Outside children have fun playing in the sun with balls, hoops, and sit-on rides or tricycles. They demonstrate appropriate coordination skills. Children enjoy the man-made slide and take turns to go up and down. Staff supervise this piece of equipment with children's safety in mind, but use opportunities to build learning into their physical play. For example, they encourage children to recognise different shapes in the environment, who confidently identify triangles on the slide. Staff effectively promote mathematical development through play encouraging children to count how long it takes their friends to go from the top to the bottom of the slide. They distinguish who is fastest and who moves

more slowly. Children build relationships with one another and two children watch feathers floating about in the air. This captures their curiosity. Although staff provide some resources to promote the natural world, these are not always available or readily accessible. Therefore, opportunities to further support children's interest and awareness of their natural environment are missed.

Staff promote children's social, language and communication skills well. Children listen attentively to stories and are confident to join in with familiar phrases and anticipate endings. Staff are proactive in inviting children's suggestions about what may happen next. Children are keen to participate in group activities. For example, they help staff set up a messy play and sensory session outdoors. Older and more able children squeeze the containers and spread foam across tables. They watch inquisitively as staff add different coloured paints. Children name and identify the colours and are curious as these are mixed. Some are able to distinguish what colour mixed with another will make. The children listen to instructions to mix the paint and foam in their hands, and then set their hands on to paper to print. Some staff are more confident than others however to extend the activity, asking for example, for children to describe the texture of the foam. Children use words such as 'squidgy' in their descriptions. However, not all staff are as confident to use more effective open-end questions and do not always extend children's exploration further.

Staff provide babies with good opportunities to move between the indoor and outside areas. They move freely up and down the patio area, and the space available offers security while at the same time providing opportunities for their physical development. The babies play in the sand or look through coloured plastic. Staff use their skills to quickly turn this into a game of peek-a-boo, and babies giggle with the experience. They sit in large ball pools and throw the balls or pass hand-to-hand to transfer the balls in to other containers, which help their physical development and coordination. Staff use a range of verbal and non-verbal communication to engage the youngest children well and extend their vocabulary.

Staff regularly share children's progress with parents through consultation meetings and feedback at the end of the day. They make assessments on the children based on their knowledge and understanding of the individual children. Staff plan effectively so that all children benefit from a broad range of learning opportunities. Overall, children are developing well in line with typical expectations in line with their starting points and show readiness for the next stage of their learning.

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

Children enjoy their time at nursery and clearly understand staff expectations and the routines of the day. They listen carefully as staff explain the importance of lining up ready to wash their hands for lunchtime. They also follow the instructions staff give when playing on the slide outside. Staff teach children the importance of keeping themselves and others safe. Consequently, children understand the importance of going down the slide one at a time and waiting for their friends to move away before they slide down.

Children behave very well. They have warm relationships with the staff who look after them, and make friends easily. They demonstrate that they feel safe, content and emotionally secure.

Children have regular access to the outdoors, because they can choose to play indoors or on the patio areas outside. Consequently, children enjoy plenty of fresh air and exercise, which promotes their health and well-being. Babies are offered a welcoming environment to play in, which offers space for them to move, crawl and walk as they play. Babies sleep in a dedicated sleep room and according to their routines. Therefore, they awake refreshed and ready to resume their play. They are happy to snuggle up for cuddles with warm and caring staff. Staff follow good nappy changing routines. As children grow, staff encourage them to use the toilet independently.

The nursery provides nutritious and healthy snacks and meals for the children, purchased through an external supplier. This supplier and staff adhere to children's dietary needs, allergies or preferences, and food is labelled on delivery. If parents wish, they can provide a packed lunch and snacks for their children. Lunchtimes are sociable occasions. Babies are encouraged to feed themselves and staff promote older children's independence well. The children use appropriate cutlery and meal times are sociable occasions, with staff instigating discussions to promote children's awareness of healthy eating.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They complete safeguarding training as part of their induction and have opportunities to extend their knowledge through meetings and as part of their ongoing coaching programme. This means that staff are aware of the procedures to take should they have a concern about a child in their care. They implement robust policies and procedures, which underpins children's health, safety and well-being. These policies are shared with parents so that they understand the procedures that staff follow. There are effective systems to record any accidents or incidents that occur. Recorded details include the ratio of staff to children to help management extend their assessments of the environment or any trends that may be developing. This practice supports children's well-being. Management implement procedures to notify Ofsted about any significant incidents within the required timescale. Staff complete daily checks on the environment, both indoors and outside, and review risk assessment regularly. Staff talk to children about safety and how to follow routines, for example being careful when going down the steps from the patio area to the pre-school garden. This provides opportunities for children to learn to assess their own safety as well as developing their growing independence.

The nursery offers a welcoming and inclusive environment and is led and managed effectively. There are robust procedures for recruitment, induction, staff supervision, and training. This means that the staff working with the children are suitable to do so. Staff are deployed well and work effectively together as a team to supervise children

appropriately as they play and learn. The manager and deputy are confident to acknowledge the nursery's strengths and plans for their future improvement. They seek parents' views to determine how well parents believe the nursery meets the needs of children. Staff respond to any suggestions and changes to practice as a result of parental input are shared and acknowledged. Partnerships with main feeder schools in the area are well established. This means children settle well when the time comes for them to move to school. Partnerships with a broad range of external agencies provide the interventions and support children sometimes need. Overall, parents are very positive about the care their children receive. They state that staff are friendly and supportive. They add that their children are happy to attend, make friends, and settle well. They acknowledge that staff regularly share their children's progress with them.

Management monitor the educational provision well. Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. Staff meet with parents and children are offered settling-in visits prior to entry into nursery. This provides opportunities for staff to find out about the children and their interests, which enables them to plan effectively for future learning. Staff make accurate observations and assessments on children and plot this progress to inform their future planning. Regular consultation meetings and summary reports for parents mean that they are kept up-to-date about their children's development. Parents are also encouraged to provide key person staff with their own observations of children's play at home. Overall, children are making good progress in relation to their starting points.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	985032
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	46
Name of provider	Headstart Nursery and Learning Centre Ltd
Date of previous inspection	16/09/2013
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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