

# Giggles Nursery

Springbank Community Resource Centre, Springbank Way, Spring Field Park,  
Cheltenham, GL51 0LG



## Inspection date

14 August 2017

Previous inspection date

16 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The new owners and senior management work well together with the staff team. For example, they constantly evaluate practice to ensure they provide good-quality teaching and learning experiences for the benefit of the children.
- Staff create a welcoming and stimulating environment with accessible resources where children can make independent choices in their play and learning. Children make good progress from their starting points. They are confident, happy and keen to explore.
- Staff are sensitive and kind to children. They take time to settle children into the nursery and make sure they meet children's individual care needs well from the start. Staff support children's emotional and physical well-being.
- Staff act as positive role models. Children throughout the nursery show care and consideration for others. They respond positively to gentle reminders from staff to share, take turns and listen to what their friends have to say.

### It is not yet outstanding because:

- Staff do not consistently provide a wide enough range of activities to extend children's physical skills further, particularly for children aged under two years.
- Staff miss opportunities to ask parents about what their children learn at home, to help complement and extend children's learning at the nursery and home.
- At times, staff miss chances to encourage children's interest during self-chosen activities to extend their thinking and learning as fully as possible.

## What the setting needs to do to improve further

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

- extend the range of activities to encourage and build on children's physical development, particularly for younger children
- explore ways of involving parents more fully to build on what their child is learning at home and at nursery to extend their learning
- build on ways to support children to think through their ideas and interests when they are engaged in activities to develop their learning as fully as possible.

### Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors, and looked at the available resources.
- The inspector had discussions with the owner and two members of the senior management team about their leadership and management, safeguarding, and how they evaluate practice.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's information, attendance and development records, and talked to staff and children at appropriate times.
- The inspector had discussions with parents and took account of their views, along with written testimonials.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have a secure knowledge of how to meet requirements. Safeguarding is effective. For example, leaders have effective measures for the initial training, monitoring and guidance of staff to ensure good levels of consistent practice. They require all staff to gain child protection and first-aid certificates to help them keep children safe. Staff know what to do if they have a concern about a child in their care. The manager makes ongoing checks of children's individual progress and provides staff with supervision meetings. Together, these have a positive impact on staff practice and improve children's learning and development. For example, staff have taken training to support children's early reading, such as learning the names and sounds of letters. They use their new skills to help support good outcomes for children. Partnerships with parents, carers and with other providers at settings children attend are good. Parents say they have seen notable progress in their children's learning since the new provider took ownership of the setting.

### Quality of teaching, learning and assessment is good

Experienced staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. Children explore creative activities, such as games using coloured shapes and paintbrushes and water to make pictures on a board. Staff include mathematical concepts into children's play and daily routines. For example, children use simple addition and subtraction at mealtimes. Staff offer suggestions and support to develop children's language skills and they make good progress. For instance, children enjoy talking to staff about their families. Staff teach children to respect other people's cultures. They help children develop early writing skills, such as making marks in wet sand and providing crayons, pens and chalk.

### Personal development, behaviour and welfare are good

Staff build very positive relationships with children and work effectively with parents to meet children's individual care and learning needs. Babies particularly benefit from the close relationships they have with staff. They settle well and develop quickly. Children display good behaviour and self-confidence. They enjoy the positive interaction and the varied learning opportunities staff provide. Overall, staff teach children how to keep safe and follow healthy hygiene routines. For example, they assist them to make healthy food choices and provide them with daily opportunities for fresh air in their allocated gardens.

### Outcomes for children are good

Children make good progress in their all-round learning. Staff help them gain skills to prepare them well for school. For instance, children practise dressing and undressing, write their names and count as part of daily activities. They take part in small and large group activities and learn to follow simple instructions. Children of all ages choose freely to look at books. They read to each other, make up and act out stories together.

## Setting details

<b>Unique reference number</b>	EY376436
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1071019
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Desirable Childcare Limited
<b>Registered person unique reference number</b>	RP526606
<b>Date of previous inspection</b>	16 September 2014
<b>Telephone number</b>	01242 574511

Giggles Nursery is one of two nurseries owned by Desirable Childcare Ltd. It registered in September 2008. It operates within the Springbank Community Resource Centre in Cheltenham, Gloucestershire. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 12 members of staff. Of these, one holds early years professional status, seven hold a relevant childcare qualification at level 3 and three at level 2.

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