

Gigglers Day Nursery Ltd

Gigglers Day Nursery Ltd, 7 Fletcher Street, Little Lever, Bolton, BL3 1HW



Inspection date

28 May 2015

Previous inspection date

18 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The leadership team, with support from the local authority have made many improvements since the last inspection. These include several changes to the staff team, the quality of teaching and learning being monitored on a regular basis and resources are now more accessible. Actions from the previous inspection have been fully addressed.
- Staff use their good understanding of how children learn to assess their skills. This information is used well to identify where children need more help and support in their learning and development and plan relevant activities around their interests and needs.
- The development of communication and language skills is a strong focus throughout the nursery. A successful programme to support language skills with children in the toddler room has now been extended to the pre-school children.
- Children are effectively supported by well-qualified staff who regularly praise them. As a result, children are happy, settled and well behaved.

It is not yet outstanding because:

- Staff do not always use opportunities that become available during play sessions to fully challenge children to think through problems and attempt to find a solution for themselves.
- Staff supervision notes are not recorded in sufficient detail to demonstrate how their professional developmental needs are identified and addressed.

What the setting needs to do to improve further

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

- improve the quality of teaching, by using the information from observations to ensure staff take opportunities to fully support children in their learning by challenging them to think through problems and find their own solutions
- improve the quality of recording in staff supervision files so that there is sufficient detail to demonstrate what their professional developmental needs are and how they are supported to improve.

Inspection activities

- The inspector observed activities in each room as well as the outdoor area for the baby room.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke with children and staff.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at a range of documentation including records of children's progress, planning and observation records and policies and procedures that support the safeguarding of children.

Inspector

Kathryn Gethin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan and provide a broad range of activities based on children's interests and their next steps in learning. They have a secure understanding of the individual needs of children and observe how children are progressing on a regular basis. This information is used well to complete accurate assessments and identify any gaps in learning. Children who have specific needs are supported well and make good and at times excellent progress due to good partnership working with a range of professionals. Throughout the nursery children show a love of books as even the youngest children enjoy choosing them and turn the pages with care. Teaching is consistently good as staff reinforce words with the youngest children, demonstrate how to roll play dough, extend children's communication and language skills by introducing words such as 'full', 'big', 'lift' and 'tilt' and join in their play as a willing 'hospital patient'. However, at times staff do not always effectively challenge children to solve problems by thinking through different ways of doing things as they take part in activities.

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

Children from a young age demonstrate good independence skills, particularly those personal skills that will help them as they move to school. For example, they are very familiar with the daily routine and independently wash their hands in the bathroom without any prompting. Staff have high expectations of children and encourage them to try new skills. Children are confident to take risks as they serve themselves at lunchtime and pour water into their cups. Staff are good role models; they frequently praise children and are very respectful and polite towards them. As a result, children are generally well behaved and respond immediately to gentle reminders from staff on any unwanted behaviour such as not running in the rooms. Young children play happily alongside each other and older children have strong friendship groups. Good relationships with local schools are in place to support children as they make the move from nursery to school.

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

Leaders have a good knowledge of the requirements of the Early Years Foundation Stage. Since the last inspection new procedures have been put in place to improve practice. Managers now regularly monitor the quality of teaching and staff learn from each other. Advice has been sought from outside agencies on both teaching and improving the learning environment for children. Safeguarding training has recently been updated and procedures have been followed when a concern has arisen. Various strategies have been used to involve parents. Parents are now more engaged in their children's learning and development as they receive information on what their child has been learning each week along with simple ideas of how to extend learning at home. Staff have frequent opportunities to meet with the manager. However, notes from these meetings are not recorded in enough detail to fully support staff by giving them clear direction on how to improve.

Setting details

Unique reference number	EY473782
Local authority	Bolton
Inspection number	1015439
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	69
Name of provider	Giggles Day Nursery Limited
Date of previous inspection	18 June 2014
Telephone number	01204 576639

Giggles Day Nursery Ltd was re-registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted two-storey building in the Little Lever area of Bolton, Lancashire. The nursery serves the local area and the wider community. The nursery is open each weekday from 7.30am to 6pm all year round, except for Bank holidays. The nursery employs 18 members of childcare staff. Of these, one has qualified teacher status, 15 hold appropriate early years qualifications at level 4, level 3 and level 2 and two are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

