

Gigglers Day Nursery Limited

7 Fletcher Street, Little Lever, BOLTON BL3 1HW



Inspection date	29 August 2018
Previous inspection date	28 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Reflective managers make continual improvements that help them to drive forward their good-quality service. The manager has used the knowledge gained from further qualifications to make significant changes to the outdoor provision. The outdoor area is exceptionally well planned and offers children an abundance of exciting play opportunities.
- Children's behaviour is good. Staff use age-appropriate methods to promote positive behaviour and this helps to keep children motivated. For example, older children delight as they move their photograph along a display of numbered boats. When they reach the number 10, they arrive at a treasure chest and choose a small reward.
- Staff teach children how to keep themselves safe and how to take appropriate and manageable risks. For example, two-year-old children carefully balance over small tree stumps in the garden. They recognise when they will need some help and ask adults who are closely supervising them. Older children recognise the importance of handling tools safely, such as children's scissors and spades.
- Children form strong bonds with caring staff. This helps them to develop the confidence and security to explore freely and learn. Children show good levels of motivation and concentration in relation to their age. These contribute to the good levels of progress that all children make.

It is not yet outstanding because:

- Staff do not consistently make the best use of their good relationships with parents to gather ongoing information about children's learning and achievements at home.
- Overall, managers monitor staff's practice effectively, through feedback and supervisory sessions. However, the recently introduced systems that are aimed at monitoring staff's teaching skills more rigorously are not fully embedded.

What the setting needs to do to improve further

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

- gather more detailed information from all parents to support staff's already good assessments of children's learning further
- embed the new systems for monitoring the quality of staff's teaching more rigorously, to help to raise the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the deputy manager.
- The inspector spoke to staff at appropriate times during the inspection. She held a meeting with the deputy manager, nursery manager and a local authority adviser.
- The inspector viewed a range of documents. This included a sample of policies and procedures, children's records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents on the day of the inspection and she took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Managers monitor children's progress closely and provide timely interventions. They make good use of additional funding to target the areas where children require support. For example, managers used some of the funding to take children on outings. This was aimed at helping to broaden their awareness of the world around them. Data shows that this has had a positive impact on children's progress in this area. Safeguarding is effective. Staff access regular child protection training and this helps to keep their knowledge up to date. They recognise the potential signs of abuse and understand the reporting procedures. All staff are trained in paediatric first aid. This helps them to respond to children's accidents appropriately. Additionally, managers work with staff to analyse the information from children's accidents. This helps them to make changes to prevent further occurrences, if possible. Overall, staff are well supported. Managers ensure that all new staff have in-depth induction training, and all staff receive regular updates. For example, managers re-visit policies and procedures regularly. This helps to ensure that staff are aware of their roles and responsibilities.

Quality of teaching, learning and assessment is good

Well-qualified staff are skilled at guiding children's learning using spontaneous opportunities. Younger children confidently explore a mixture of cornflour and water. They are eager to take their socks off and stand in the trays. Staff model language, such as 'stamp, stamp'. Children stamp their feet and repeat the words they hear. This helps to build further on children's good physical and speaking skills. Children who are two years old enjoy observing worms they find in the garden. They are inquisitive and pay close attention to the worms' movements. Staff introduce mathematical concepts. For instance, they ask children if they can find the worms that are the smallest. Children compare the sizes of the worms and accurately identify the smallest and biggest.

Personal development, behaviour and welfare are good

Children's physical well-being is supported effectively. For example, older children demonstrate a good understanding of how food affects their bodies. They explain that milk makes their bones grow. Staff support children's care routines well. For instance, they involve very young children in learning how to wipe their noses. This helps children to gain confidence in self-care. Staff provide parents with information about children's care each day, and the methods are tailored for individual families. Staff encourage children to explore the differences and similarities between themselves and others. For example, older children look in mirrors as they create a picture of their face. Staff encourage children to discuss the things that make them unique. Children talk about hair, eye and skin colour and comment that they are all different.

Outcomes for children are good

Children are good communicators. For instance, two-year-old children enjoy listening to favourite stories and confidently join in with familiar parts. Older children are developing the skills that will help to prepare them for school. They play cooperatively in a group and use their imaginations to introduce their own ideas. For example, they work together to create pretend binoculars as they excitedly embark on a dinosaur hunt.

Setting details

Unique reference number	EY473782
Local authority	Bolton
Inspection number	10061279
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	55
Number of children on roll	53
Name of registered person	Gigglers Day Nursery Limited
Registered person unique reference number	RP533383
Date of previous inspection	28 May 2015
Telephone number	01204 576639

Gigglers Day Nursery Limited re-registered in 2013. The nursery operates all year round, from 7.30am until 6pm from Monday to Friday, with the exception of bank holidays and one week at Christmas. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, two hold qualifications at level 4, and four staff are qualified at level 3. Two members of staff are unqualified and are currently completing an apprenticeship. The nursery provides funded early education for two-, three- and four-year-old children.

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