

Inspection of Giggle Tots Day Nursery

167 Wallwood Road, London, Essex E11 1AQ

Inspection date: 30 September 2019

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The recent changes in staffing have affected the quality of teaching at this setting and the provider's plans for improvement have not yet been successful. Staff working with children in the pre-toddler room do not provide a stimulating environment. There are times when young children do not get the attention they need and sit alone without any positive interactions. Children lose interest and become bored during activities such as singing and action games in the toddler room. The key-person arrangements are weak. Staff working with children who are settling into the toddler room do not ensure that they are supported by the adults they are most familiar with. This results in children who are new to the nursery becoming more unsettled and upset. During mealtimes, staff take opportunities to support children's independence. They enable younger children to feed themselves and older children play a positive part in serving themselves and clearing up. However, there are other times when children do not receive the support and encouragement needed to enable them to develop positive self-esteem. For example, when children succeed in a task, staff sometimes criticise them for not choosing the correct colour, or for filling a truck with sand. This negative approach confuses and demoralises children. Some activities for older children are uninspiring and do not provide them with suitable levels of challenge. Consequently, children do not develop skills to their fullest potential in readiness for their eventual move to school. The weak staff deployment and risk assessments compromise children's safety and well-being.

What does the early years setting do well and what does it need to do better?

- Staff do not supervise the children well, especially in the garden area. They do not adjust where they are placed to keep an oversight of children's safety. They fail to avoid accidents in the garden, for example during balancing activities. Furthermore, they do not see when children are hurt after falling over. Consequently, children turn to visitors for help.
- The supervision arrangements for staff are not effective. The nursery manager spends time in the rooms modelling practice to the staff team. However, this has not successfully driven improvements to the quality of teaching. There is a lack of targeted support for individual staff to ensure that they develop and improve their skills. The provider and manager express a desire to make the improvements identified at the inspection.
- Staff do not have sufficient understanding of child development. They do not have high enough expectations of children's capabilities and fail to provide an environment to enable children to develop new skills. Some staff miss opportunities to engage with the younger children, through talking or singing during routines such as nappy changing. Staff have a weak approach to introducing children to literacy. Some staff spell children's names incorrectly and

use incorrect grammar. Therefore, they fail to provide a standard of education that enables all children to develop the skills they need for their future lives.

- Staff miss opportunities to teach children about their own safety or the safety of others during everyday activities, for example when preparing to play outside. They fail to intervene when children are close to stepping on one another's fingers on the carpet, or when riding bikes into one another in the garden.
- Children are very well behaved. They share and collaborate well with one another. However, at times they lose interest in activities and become bored and disengaged. The weak adult interactions have an impact on children's engagement and enthusiasm for learning.
- Parents and carers spoken to at the inspection say that they are pleased with the improvements at the setting since registration. Some comment on the changes in staffing being a concern, others state that they feel staff care for their children well. Some parents provided positive feedback in writing.
- The provider does not keep a record of parent complaints, as required. This means that she is not able to demonstrate how complaints are investigated or the outcome to any complaints made.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not identify and remove all potential hazards or risks in order to keep children safe. During the inspection, the inspector identified risks to children's safety that staff did not address, such as tripping hazards in the rooms and stinging nettles in the garden. Poor staff deployment also places children at risk. Staff have a suitable understanding of what to do if they have a concern about a child in their care. The provider follows safe recruitment procedures to check that staff are suitable for their role.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that children are adequately supervised through effective staffing arrangements, so that children are safe and their needs are met	02/12/2019
review the key-person arrangements so that every child's care is tailored to meet their individual needs	02/12/2019

take all reasonable steps to ensure staff and children are not exposed to risks, and take prompt action to remove or reduce any risks identified	02/12/2019
keep a written record of any complaints, and their outcome	02/12/2019
ensure that the arrangements in place for the supervision of staff address weaknesses in the quality of teaching when promoting the interests of children	02/12/2019
support children's physical development by taking opportunities to teach them about their own safety and well-being	02/12/2019
ensure that adults introduce words and letters appropriately, so that children learn to link sounds and letters correctly	02/12/2019
develop staff's knowledge of the learning and development requirements, so that they can consider the stage of development of all children and plan enjoyable, challenging experiences for each child.	02/12/2019

Setting details

Unique reference number	2511038
Local authority	London Borough of Waltham Forest
Inspection number	10124798
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	46
Number of children on roll	46
Name of registered person	Early Education Limited
Registered person unique reference number	RP540767
Telephone number	02085566889
Date of previous inspection	Not applicable

Information about this early years setting

Giggle Tots Day Nursery registered in 2019 and is situated in Leytonstone, in the London Borough of Waltham Forest. The nursery operates from 8am to 6pm, Monday to Friday, for 51 weeks of the year. The provider employs 13 member of staff. Of these, 12 hold qualifications ranging from level 2 to level 6. The nursery is in receipt of funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Linda du Preez

Inspection activities

- The inspector walked around the rooms with the manager and discussed the plans for children's learning and development.
- The inspector observed the interactions between staff and children and spoke with staff and children during the inspection.
- The inspector conducted two joint observations with the manager and discussed the quality of teaching.
- The inspector spoke with parents and carers during the inspection and read parent feedback to take their views into consideration.
- The inspector held a meeting with the registered provider and the manager and viewed a range of documentation.

We carried out this inspection 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.

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