

Giggle Tots Day Nursery

185 Coppermill Lane, LONDON E17 7HF



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| Inspection date | 25 February 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Members of the management team are passionate. They are strongly committed to ensuring that every child and every parent has the very best experience at their nursery. The management team consistently goes the extra mile to involve parents in the nursery and their in children's learning. Parents speak incredibly highly of the nursery and about how much their children love attending.
- Children have abundant opportunities to play, explore and create in the highly stimulating learning environment. Staff place a strong emphasis on children having opportunities to get to know and participate in their local community. Older children regularly attend a forest school and the local library, and go on trips. Children's understanding of the world is well supported. They have fun as they develop their confidence.
- Younger children demonstrate exceptionally high levels of self-awareness and respect for rules and routines. For example, they tidy up, help themselves to food and move on to different activities as part of the nursery routines.
- Staff visit all families at home to help children familiarise themselves with their key person before they start at nursery. Staff use a phased approach to settling in that is adapted to the child's needs. Staff give parents appropriate and wide-ranging information. They help children to feel secure and develop excellent relationships.
- Children make rapid progress and gain excellent skills that prepare them for their next stage of learning. Staff use accurate observations and assessments to plan activities that support each child's development. Staff supporting children with special educational needs and/or disabilities work as a team with parents and other professionals.

What the setting needs to do to improve further

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

- sustain a learning culture and targeted professional development, to maintain excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities. He assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager.
- The inspector examined relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and reviewed their written feedback.

Inspector

George Selvanera

Inspection findings

Effectiveness of leadership and management is outstanding

Managers use excellent ongoing self-evaluation, involving staff and parents to bring about targeted improvements. They monitor the education programmes, staff's practice and children's progress robustly. They have an expert understanding of the needs of children, with extra support made available and changes made as required. For example, parents report about how outdoor areas have been adapted in response to their feedback. Safeguarding is effective. Leaders implement robust recruitment procedures to check staff's suitability to work with children. Staff are highly knowledgeable about how to spot signs of potential neglect and abuse and keep children safe. Staff work very well together and support each other's practice. Leaders intend to extend these arrangements to maintain excellent standards. The nursery has an outstanding approach to celebrating cultural diversity and promoting an inclusive environment for all.

Quality of teaching, learning and assessment is outstanding

Staff use their expert knowledge of children's interests and development to plan learning opportunities that fully engage and motivate children. Babies enjoy sensory experiences using cornflour and remain highly engaged with the activity. Staff make highly effective use of children's chosen play by encouraging their thinking and speaking skills. For example, older children playing with sand are asked to describe what they are making. The children suggest different types of food that they want the staff member to eat. This provides an opportunity for much laughter and discussion about healthier food options. In the toddler room, children play a version of food bingo where they select different toy food from across all food groups. The staff encourage children to describe colours, each item of food and the group that each belongs to.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They play happily together, showing strong personal skills and self-esteem. Children are confident as they choose their own toys. They are capable at managing their own needs, including showing very good hygiene routines. Children have extremely caring relationships with their key person. This offers a secure base from which children learn and develop independence. Staff find out about children's care routines prior to their start at nursery and seamlessly integrate this information into their routine. This supports children's emotional well-being extraordinarily well. New babies demonstrate excellent relationships with staff and give them very good eye contact.

Outcomes for children are outstanding

Children are highly motivated and use good manners. Younger children confidently help themselves to nutritious food, pour water and describe what they like. They are excellent at sharing and taking turns. Children are confident and form friendships with others quickly. They show a strong sense of belonging and are eager to have a go and take part in activities. Children enthusiastically participate in the range of enjoyable activities to promote their skills in moving and handling, mathematics and early literacy.

Setting details

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| Unique reference number | EY540768 |
| Local authority | London Borough of Waltham Forest |
| Inspection number | 10090127 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 37 |
| Number of children on roll | 55 |
| Name of registered person | Early Education Limited |
| Registered person unique reference number | RP540767 |
| Date of previous inspection | Not applicable |
| Telephone number | 02085209543 |

Giggle Tots Day Nursery registered in 2016, and then re-registered in 2017. The setting is in Walthamstow, in London Borough of Waltham Forest. The setting is open each weekday from 7.30am to 6.30pm, Monday to Friday, for 51 weeks in the year. The provider employs 15 staff, most of whom hold appropriate qualifications in early years at levels 2, 3, 4 and 6.

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