

Inspection date	23 November 2016
Previous inspection date	19 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 manager has successfully addressed the actions and recommendation from the last inspection. She has worked very hard to further develop her leadership and management skills. As a result, safeguarding procedures for checking ongoing suitability are robust and staff practice is very closely monitored.
- Staff give a high priority to creating strong bonds and attachments with children and their families. Children develop warm, affectionate relationships with all staff. They are warmly welcomed into the nursery and are eager to play and join their friends.
- Staff observe and assess children's progress. They use this information to identify the next stages in their development and plan effectively for children's learning.
- Partnerships with parents are good. Strong relationships between the staff and parents ensure individual children's needs are successfully met. Parents receive regular information about their child's day in a diary so that they know about the activities they have participated in and enjoyed.
- Strong, effective relationships are in place with the local schools. Staff work closely with Reception teachers so that there is familiarity between the nursery and school to support children's move on to full-time education. For example, they both follow the same phonics and writing schemes.

It is not yet outstanding because:

- Although children enjoy the time they spend outdoors, the outdoor areas do not yet provide an environment that consistently enhances play across all areas of learning, especially for those children who prefer to learn outside.

What the setting needs to do to improve further

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

- find ways to enhance play experiences and further support the learning of those children who prefer to learn outdoors more effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the manager's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The manager demonstrates a strong capacity for continuous improvement. She and her team successfully evaluate the nursery's strengths and identify where they could improve. Supervision meetings are effectively used to support staff in their roles and identify training needs that will enhance knowledge and teaching skills. The manager monitors the individual progress children are making and groups of children within the nursery to ensure children receive quality learning experiences. The arrangements for safeguarding are effective. Staff demonstrate a clear understanding of how to report any safeguarding concerns they have about children. Recruitment procedures have been tightened since the last inspection and are robust. The suitability of all staff is checked. Parents are very positive about the nursery. They are grateful that the manager is flexible and accommodating to their needs and know that their children are happy and well cared for.

Quality of teaching, learning and assessment is good

Staff show a good understanding of the varied teaching methods that engage children's interest. They implement a focused teaching approach to children requiring additional support. Parents are well informed about the progress their children make and their contribution to children's initial starting points for learning are valued. Staff appropriately question children and encourage them to use their thinking skills. They talk directly to babies, introducing new words into their vocabulary, such as leaf and crunchy as they explore the leaves they find in the garden. Children enjoy looking at books with staff who respond well to their attempts to say what they can see, repeating the words for reinforcement. Children explore and investigate. They dig in mud and use water in watering cans to make muddy puddles to splash and jump in. Children learn to operate equipment, such as a compact disc player so they can listen to music they enjoy.

Personal development, behaviour and welfare are good

Staff are loving and kind. They provide affection and reassurance, especially for the youngest children as they separate from their parents. They show good appreciation for young children's care needs. They quickly recognise signs of tiredness and gently stroke children's backs as they fall asleep. Staff are positive role models for children. They encourage polite behaviour and teach young children valuable skills, such as how to take turns in games. Staff help children to develop an understanding of a healthy lifestyle. Nutritious meals and snacks are provided. Children and staff discuss how milk makes your bones grow big and strong. Children have good opportunities to be physically active. They play chasing games with staff and enjoy kicking the ball into the goal.

Outcomes for children are good

All children are making good progress in relation to their starting points. They are happy and confident in the nursery. Older children learn to recognise letters and sounds in preparation for the next step in their education. They are able to confidently think of words that begin with particular letters and staff model the letter sounds well. Children are independent. They put on their own shoes and coat for outdoor play and wash their plates and cups after snack.

Setting details

Unique reference number	EY474882
Local authority	Lincolnshire
Inspection number	1073135
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	40
Number of children on roll	58
Name of registered person	Giggles of Gedney Hill Limited
Registered person unique reference number	RP533456
Date of previous inspection	19 August 2016
Telephone number	01775 666202

Giggles Galore was registered in 2014. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications from level 2 to level 5. The nursery opens from Monday to Friday all year round. Opening hours are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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