

Giggles Childcare Services

The Grove Centre Church, 2 Jews Walk, LONDON, SE26 6PL

Inspection date	23/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff promote the children's learning well across all areas. They take into account children's individual needs to promote their learning.
- Children are keen and eager to share their views with others and staff promote this well, building on the children's confidence levels to speak out in small groups.
- The management team monitors the after-school club effectively and encourages the staff team's professional development, which benefits the children.

It is not yet outstanding because

- Children are not fully supported to develop an understanding of technology through the resources that are available to them on a daily basis.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction inside the setting.
- The inspector talked with some staff and held discussions with the manager.
- The inspector examined documents including samples of children's records, staff suitability records, questionnaires and plans.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Giggles Childcare Services registered in 2012 at this site. They were previously registered in 2005. The group operates from a large church hall in Sydenham, within the London Borough of Lewisham. The after school club opens Monday to Friday from 3.15pm to 6pm during school term time only. The children arrive at the setting from 4pm. The premises have ramp access and disabled toilet facilities. There are currently 35 children on roll, three of whom are in the early years age group.

Children come from a variety of local schools. Some children walk to the setting accompanied by a member of staff and others are collected in the setting's bus.

The after school club employs six members of staff, three of whom hold an early year's qualification. Staff are also used from the other settings to cover sickness and holidays. The provision is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- support children's understanding of technology by increasing the resources that are available for them on an everyday basis.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Planning meets the children's individual needs well. Staff promote a different area of learning each week to enable the children to have a broad range of activities to enhance their learning and development. Planning is carried out in this way due to the short space of time the children are at the setting each day. Although formal assessments are not carried out, the staff know the children well and what areas they are currently working on with children in the early years age range. Staff promote the children's learning well through the good use of open-ended questions. These allow children to think about what they are doing.

Staff work well to promote children's communication such as listening and understanding. During a drawing activity staff explain to the children how to break down the object into different parts to make it easier to draw. Children respond well to the instructions completing their drawing with success. Staff build the children's positive self-esteem through the excellent use of praise when they have done well.

Staff find out from the parents and children what they have been doing at home and at school. This information is used to shape activities that promote their learning and development. Staff also speak with the teachers to supplement what the children have been taught during the day with the activities in the setting. This provides continuity in their learning.

Children enjoy learning about different cultures and festivals. They sit in groups and discuss what they have learnt at school and the topics they have covered. This allows

others from different schools and year groups to learn from each other. All children enjoy sharing their news and all children respect each other by listening and asking questions. Although the staff support the children's learning and development well across the areas of development currently children have less access to resources to promote their understanding of technology.

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

All children play well together. Older children support the younger ones well. They all sit and listen to each other's views when deciding what activities they would like to play with. Older children help to explain, with the aid of the staff, to younger children the rules of the games as they take part in physical activities. This allows the children to build their confidence. Staff are consistent in their approach to behaviour management. They work with the children to find out what is wrong and take time to explain to them about sharing and working with others. As a result, children behave well.

The children are reminded of the importance of moving around the setting safely. Staff talk to them about keeping safe and especially when walking on icy pavements. Children also participate in regular fire drills to teach them what to do in an event of an emergency. Children are also taught well about hygiene procedures. They wash their hands before any snacks and are fully aware of the reasons why they need to. Children discuss healthy eating with staff. They share their views on what they would like to have to eat and staff ensure that they are healthy for them. Children enhance their independence skills through serving themselves and making their own well informed food choices at snack time. Staff sit with the children and talk to them about healthy eating and the effect food has on their bodies.

Children take part in regular physical activities either outside in good weather or in the large spacious hall. Children have fun working very well together with a partner to carry out different moves such as squats and star jumps. Staff work closely with the younger children to enable them to understand the instructions. Staff provide good quality resources for children to play with. Children are able make their own choices and decisions about what they would like to do. Staff work well with children who are new to the setting to help them to settle.

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

The staff have a strong understanding of child protection procedures and how to safeguard the children when in their care. Clear policies and procedures are in place and are shared with the parents through the setting's prospectus. This allows parents to become familiar with the setting's legal obligations in keeping their children safe from harm. Robust recruitment procedures are in place to check staff's suitability to work with

children. Detailed risk assessments take place, as well as daily safety checks, to make sure the building is safe for the children to play in. The manager has a clear understanding of her responsibility to meet the safeguarding and welfare requirements.

The manager evaluates the provision well. She is able to clearly highlight the setting and the staff's strengths and the areas to improve. The manager seeks the views of the parents and children through general discussion and through formal questionnaires. They use the information gained to improve the services that are provided and the activities that are on offer. The manager is proactive in sourcing training from external providers for her staff to develop their knowledge and skills.

The manager monitors the educational programme well. She makes sure that the planning meets the individual needs of the children that are attending. The manager understands her role in meeting the learning and development requirements by making sure activities are adapted to meet all the children's developmental needs. The setting works well with the parents. They provide regular information on how the children are and send out regular informative newsletters. This allows the parents to know what is happening in the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY444108
Local authority	Lewisham
Inspection number	880104
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	25
Number of children on roll	35
Name of provider	The Partnership of Giggles Childcare Services
Date of previous inspection	Not applicable
Telephone number	07949662268

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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