

Giggles Childcare Services

Athelney Primary School, Athelney Street, LONDON, SE6 3LD

Inspection date	11/12/2014
Previous inspection date	04/07/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are welcoming and friendly, helping all children feel included and valued, form positive relationships and show good levels of enjoyment in a familiar environment.
- Staff place a real emphasis on fostering the children's personal, social and emotional development. Consequently, children increase their independence, display a strong sense of belonging and enjoy their time at the club.
- Staff encourage all children to be active outdoors and plan enjoyable learning experiences according to children's interests, which ensures all children are fully involved and make good use of what is available.
- Relationships with parents and carers are good and links with the host school are well embedded to help support the continuity of care and learning for each child.

It is not yet outstanding because

- There is scope to further increase resources to enhance children's choice and enjoyment.
- Staff do not ensure there are enough resources to further support younger children's use of technology.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the playroom and outdoors.
- The inspector held meetings with the manager/registered person of the provision.
The inspector looked at children's assessment records, evidence of suitability of practitioners working within the club; she discussed the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day, information, and feedback from parent questionnaires.

Inspector

Marvet Gayle

Full report

Information about the setting

Giggles Childcare Services runs an Out of School Club which registered in February 2011. It operates from Athenley Primary School in Catford, in the London Borough of Lewisham. It provides care for children who attend the host school and other local primary schools. Children have the use of several designated school rooms, the swimming pool, an outside playground and the toilets. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 35 children on roll, of whom 10 are in the early years age range. Children over the age of eight years may also attend the club, which operates from 3.30pm to 6.30pm each weekday during term time and from 8am to 6.30pm on weekdays during school holidays. The club employs four members of staff with relevant qualifications at level two or above and an apprentice.

What the setting needs to do to improve further

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

- develop an extended range of resources to give children a wider choice and enhance their enjoyment
- increase opportunities for children in the younger age group to use a range of electronic toys and games developing their understanding of the world further.

Inspection judgements

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

A clear routine and good planning offer children an enjoyable and varied learning experience. They benefit from freely chosen activities which complement their school day. Staff know the children well and plan for their individual needs, likes and interests. Therefore all children enjoy their time at the club. For example, the younger and older children play well together and are included and well supported.

Staff use their observations to plan and tailor the environment to reflect children's interests. They work closely with the school that the children attend to enable them to complement the learning that takes place at school through fun activities in the club. Their ethos and routine places clear emphasis on ensuring children make a positive contribution and enjoy their time at the club. For example, children regularly take part in planning, giving their suggestions and ideas about activities available and what they would like. As a result, children's interest is enhanced and learning extended. However, there is scope to further increase resources and give children more from which to choose, increasing their

choice and enjoyment.

Children's communication and language is supported well through purposeful play and interactions. They spontaneously interact with adults, who engage them well in conversation during their play about what they are doing. Staff show a genuine interest in what the children say, and therefore develop a mutual respect for each other. Children show a keen interest in books, painting Christmas trees and playing with the hairdressing set as they use their imagination and creativity. Staff provide good playful opportunities for children to problem solve, count, sort, match and make patterns through a varied range of puzzles and games. For example, children enjoy putting together floor puzzles.

Staff provide regular opportunities for children to enjoy some computer games. However, they need to extend the range of equipment available to enhance children's experience, in order to support children's continuous learning and development of technology and the wider world.

Children benefit greatly from being outdoors daily and thoroughly enjoy the opportunity to use the school outdoor area. They spend much of their time outdoors and develop a positive attitude towards physical activity because staff take part themselves, which adds to the children's enjoyment. For example, a group of children thoroughly enjoy playing football a staff member who encourages them to pass the ball to each other. Children have good opportunities to use equipment, such as skipping ropes, hoops and a variety of bats and balls, further supporting their physical skills.

Parents and carers complete 'All about me' forms to help staff gain an understanding of their child's needs, personalities, likes and dislikes. Staff make time at the end of each session so they are available to update parents and carers about what their children have been doing and to pass any messages on from school.

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

Staff are warm and friendly and help all children feel included and valued. Children are happy and form positive relationships. For example, an effective assigned key person system is in place, which parents and carers are made aware of. This helps to ensure staff build children's confidence as they work closely with them. Staff focus well on supporting all children, in particular, the younger children who may need additional reassurance. Children are well behaved and understand the importance of staying safe. For example, they are encouraged to tidy up after playing to ensure the environment is safe from trip hazards. In addition, staff reinforce the message of keeping safe by carrying out frequent fire drills. The staff team conducts regular risk assessments to ensure the environment is safe indoors and outdoors and children are able to move safely and freely.

Staff remind children about the acceptable rules of behaviour, which are displayed and clearly understood by all. As a result, children are well behaved; they understand about sharing and taking turns. Children become active and independent learners. Teatime is used well to offer children the time to relax, sit and chat with each other and adults about

their day and their interests. Staff provide a healthy choice such as fruits, vegetables, rolls and hotdogs. Children increase their independence as they help themselves to what they want to eat and pour their own drink. First aid, medication and accident reporting and recording requirements are met, helping to ensure the children's safety and well-being.

All children attending the club currently are pupils of the school and, consequently, they are familiar with their surroundings. There are effective links with the school to support their care and education. This enhances information sharing and updates about the children's care and needs.

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

The leadership and management of the club are good. There are effective systems in place to ensure staff are suitably vetted, qualified and inducted. All the required policies, procedures, documentation and records are in place to ensure children's safety and welfare is promoted well. Staff clearly understand and know how to implement the club's policies and procedures in order to ensure the safeguarding and welfare of the children. Staff have regular supervision, annual appraisal, continuous coaching and training. As a result, they are enthusiastic about their work and ensuring children are receiving high quality care and support. Staff work well together; they are clear about their roles and responsibilities and provide a broad range of experiences to capture children's interests.

The registered person is also the manager of the club and is actively involved with the care of the children. Therefore, she has a clear understanding of the service offered, the programme of activities provided and how to further improve the club. Self-evaluation is realistic. The setting actively seeks the views of parents, carers, staff and children and acts upon these to make changes to the service provided.

Parents receive detailed information about the club and its policies and are kept up to date about their children's time at the club. Parents and carers spoken to on the day of the inspection are complimentary about the flexible service offered and how much their children enjoy attending. The effective partnership working with the school results in good support for all the children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY424766
Local authority	Lewisham
Inspection number	845340
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	28
Name of provider	Giggles Childcare Services Partnership
Date of previous inspection	04/07/2011
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, which are usually the childminder's 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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