

Inspection of Wiggles and Giggles Oldbury Ltd

Wiggles & Giggles, 634 Hagley Road West, Oldbury B68 0BS

Inspection date: 3 April 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

There have been significant improvements to staff practice and their relationships with management since the last inspection. Staff now feel well supported to share any concerns they may have, and there is a positive culture towards safeguarding. Regular visitors are suitably vetted, and there are secure procedures for any other visitors on site. For example, trade contractors sign in their mobile phones and are escorted around the buildings. This has had a positive impact on the safety and the quality of care children receive. Children arrive happily at nursery and separate from carers with ease. Staff are responsive to children. They offer cuddles and reassurance if they need it. Key-person systems are effective. There are noticeable warm and affectionate relationships between staff and children.

Leaders have designed a broad and varied curriculum that gives children the skills to be successful in their next stage in learning. Staff plan for the individual needs of the children. They provide fun experiences to encourage children to get involved, helping them to develop a positive attitude to learning. For instance, staff provide children with chunky chalks to make marks in the garden. They delight in colouring the walls and floor. As a result, children are stimulated, engaged in play and behave well. This supports all children, including children with special educational needs and/or disabilities, to make good progress from their various starting points.

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

- The managers and provider have a positive attitude towards continuous improvement and have taken action to address previous weaknesses. They have built on and recruited an enthusiastic staff team that engages in targeted training. Staff are now fully aware of the procedures to follow if they are concerned about another adult and how to maintain appropriate professional boundaries.
- Staff consistently state that they feel supported by managers. They receive regular opportunities for confidential discussions and supervision meetings. Managers spend time observing staff's teaching and practice. They provide constructive feedback to continually improve the quality of their teaching. Staff well-being is a priority, and their achievements are celebrated. They feel there is an environment of mutual respect. As a result, staff morale is much improved.
- New key-person systems are effective. Staff know children well. They understand their individual interests and stages of development. Staff plan exciting activities around their interests, which supports children to become deeply engaged in their learning. Staff provide some opportunities within the experiences to support children to achieve what they need to learn next. However, staff do not always consider how to challenge and stretch children's learning even further.

- Staff promote the good health of children. They enjoy daily outdoor play. There are lots of opportunities to be physically active. Children balance, scoot and cycle around the garden. They eat freshly prepared meals that are healthy and nutritious. Older children begin to serve their own meals and tidy up after themselves. However, younger children are not always encouraged to carry out manageable tasks for themselves.
- Communication and language are given high priority. Children enjoy story times. They sit with staff, talking about what will happen next. Staff bring the story to life, using different tones in their voice, and children look at the pictures intently. Staff introduce new words such as 'hippopotamus', and they ask children well-timed questions to maintain the intrigue. As a result, children are developing their vocabulary and a love for books.
- Partnership working with parents is effective. Parents say there has been a significant improvement in communication and their relationships with staff. Daily sharing of information via an online app keeps parents informed about their child's day. Meet-and-greet sessions with staff have helped parents to develop bonds with their child's key person. This collaborative approach to children's care improves the overall experience for families.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to continue to develop their teaching skills to enable them to successfully enhance children's learning even further
- provide more opportunities for younger children to practise manageable tasks for themselves.

Setting details

Unique reference number	2734257
Local authority	Sandwell
Inspection number	10326558
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 at time of inspection	0 to 4
Total number of places	74
Number of children on roll	63
Name of registered person	Wiggles and Giggles Oldbury Ltd
Registered person unique reference number	2734259
Telephone number	0121 422 0415
Date of previous inspection	22 November 2023

Information about this early years setting

Wiggles and Giggles Oldbury Ltd registered in 2023 and is located in Oldbury. The setting employs 14 members of staff who work directly with the children. Of these, 11 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, all year round, from 7.30am to 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Rudge

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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