

Inspection of Wiggles and Giggles Oldbury Ltd

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

Inspection date: 22 November 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

There are significant concerns with regards to the safeguarding culture in the setting. The provider does not have effective oversight of regular visitors. Staff do not feel confident to raise or share concerns with leaders and feel worried about the consequence if they do. This does not support their well-being and puts children at risk. In addition, the key-person system is ineffective. Leaders do not ensure that all children have their individual needs met. Staff do not provide enough care and attention to help children to settle and support their emotional well-being. They leave some children to cry or be distressed for considerable periods of time. This has an impact on how safe and secure children feel at the setting.

Leaders have failed to ensure that all children have access to a high-quality curriculum. Babies and younger children do not have enough opportunities to engage in purposeful and stimulating learning experiences. Children spend significant periods of time disengaged. In addition, staff do not tailor their teaching practice to suit the children's age and stage of development. These failures mean that children are not supported to make adequate progress in their development. Staff do not talk to the children about how their actions can affect others. This does not help children to learn right from wrong. As a result, at times, children do not behave well. Older children say that they like to play with the building blocks and also enjoy mark-making activities.

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

- The relationship between staff and leaders has broken down, and staff do not feel confident to raise concerns. Leaders have failed to ensure they foster an environment where staff and leaders are mutually respectful. This has a significant impact on staff's well-being and the faith and trust they place in leaders. In addition, staff do not fully understand the action they must take when concerns arise about someone in a position of trust. This places children at considerable risk of harm.
- Supervision arrangements are inadequate. Leaders do not have discussions with staff about their practice or how this can be improved. Leaders also do not use supervisions to promote the safety, security and interests of the children who attend the setting. Staff do not receive the targeted and specific coaching and support they require. These weaknesses have an impact on staff's overall effectiveness and the quality of teaching and learning children receive.
- The provider does not have effective oversight of the suitability of regular visitors who have contact with children and staff. For example, she allows family members to make decisions and speak to staff in an inappropriate way, in front of children and parents. This compromises children's and staff's safety and well-

being.

- The implementation of the curriculum is poor. Leaders do not ensure that staff have a clear understanding of the curriculum. Consequently, children are not suitably challenged in their learning. These weaknesses do not ensure that children make adequate progress in their development.
- The use of planning is weak. Leaders do not ensure that all children are provided with enough opportunities to engage in meaningful learning experiences. Staff do not think well enough about what each child needs to learn next. They do not provide the children with the right level of support they require. This has a further impact on children's ability to thrive at the setting.
- Behaviour management strategies are inadequate. Staff do not try and find out what is causing the children to behave in a certain way. Staff tell the children 'no' when they do something undesired, but they do not talk to the children about their actions. This does not support children to fully understand what is expected of them.
- Staff do not implement any effective strategies to support children to learn how to regulate their emotions. Staff do not use what they know about children, such as their interests, to try and help them to settle. Consequently, younger children can often be left in a very distressed state for long periods.
- The key-person system is weak. Not all children have a key person allocated to them, and those who do, fail to receive any support in the absence of their key person. This is because staff do not share information between each other about children to ensure their needs are met. Consequently, some children do not receive the consistency they require in their care and learning to help them to settle and feel emotionally secure.
- Staff find out from parents if they have any concerns about their children's development. Where concerns are raised, staff then make referrals to other professionals. Staff continue to work well with professionals to obtain early help and to develop individual targets and plans. However, the significant weaknesses in the implementation of the curriculum mean that children with special educational needs and/or disabilities do not receive the consistent support required to help close gaps in learning quickly.
- Parents speak positively about the setting. They say that staff keep them informed about any accidents that occur. Staff gather and share some information about the children from their parents. This includes children's dietary and medical requirements.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to ensure there is a positive culture and ethos in the setting for keeping children safe. The provider does not demonstrate a suitable understanding of how to ensure all persons on the premises are suitable. Staff lack the confidence to address safeguarding concerns with leaders. They do not believe that leaders will take action to address their concerns. In addition, staff demonstrate weak knowledge of the local procedures to follow when concerns arise about someone

who works with or comes into contact with children. These failures seriously compromise children's safety. However, staff's knowledge of risk assessments is sound. The setting is clean throughout. It is secure. There are procedures in place to check that children are only collected by authorised people. Leaders also follow effective complaints procedures in the setting. Staff sign children in and out of the setting with their actual time of attendance.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve key-person arrangements to ensure all children have their individual needs met and receive consistency in their care and learning	09/01/2024
implement effective supervisions for all staff, that provide support, coaching and training and promote the interests of the children	09/01/2024
improve staff's knowledge of how they manage children's behaviour to help children start to understand right from wrong and to regulate their own emotions	09/01/2024
improve understanding of the suitability requirements to ensure that any persons on the premises, who have contact with children and staff, understand their roles, remain suitable and behave in an appropriate way	09/01/2024
ensure all staff fully understand the action they should take if concerns arise about someone in a position of trust.	09/01/2024

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	----------

improve staff's knowledge of the curriculum to ensure that all children, including those with special educational needs and/or disabilities, are sufficiently challenged and make adequate progress in their learning	09/01/2024
improve the use of planning to ensure all children have access to purposeful and stimulating learning experiences that enable them to maintain high levels of engagement.	09/01/2024

Setting details

Unique reference number	2734257
Local authority	Sandwell
Inspection number	10317786
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	95
Name of registered person	Wiggles and Giggles Oldbury Ltd
Registered person unique reference number	2734259
Telephone number	0121 422 0415
Date of previous inspection	Not applicable

Information about this early years setting

Wiggles and Giggles Oldbury Limited registered in 2023 and is located in Oldbury. The setting employs 18 members of staff who work directly with the children. Of these, 13 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

Louise Chinyuku

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the setting and discussed the safety and suitability of it.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, parents and staff and took account of their views.
- The inspector observed the interactions between staff and children.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff and visitors who work in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023