

Inspection of Piggywigs

Scamblesby Village Hall, South Street, Scamblesby, Louth LN11 9XF

Inspection date: 3 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have opportunities to learn how to share and take turns. For example, when they want to play with the same toy that another child has, staff ask them to wait for their turn and offer them an alternative while they wait. When children share toys, staff praise them for making good choices. Children are supported to solve problems in their play. For example, when children ride on tricycles and the front wheel gets stuck in a hole in the ground, the manager asks what they can do to get the wheel out. Children think and decide to lift the front to release the wheel. Children have opportunities to develop their balance and coordination. For example, outdoors, children complete obstacle courses that staff set out for them. They dribble balls in and out of cones on the ground, listening and following staff's instructions.

All children, including those with special educational needs and/or disabilities (SEND), are supported with their emotional well-being effectively. For example, when children struggle to regulate their emotions during changes in routine, staff find strategies to help them. This includes providing sensory experiences, such as blowing bubble mixture for them to watch bubbles. Children show positive relationships with staff. For example, when older children enter the playroom, after attending a taster day at school, they put their arms around staff to give them a cuddle.

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

- Prior to children attending, staff gather information from parents about children's life experiences, likes and dislikes. This helps them to find out in-depth information about individual children. They use this knowledge to identify how to broaden children's experiences. For example, when children are expecting new siblings in the home, staff read them stories about babies and provide opportunities for them to play with dolls. This helps to prepare them for the changes they will face.
- Staff promote children's behaviour well. For example, when staff show children how to use scissors and they cut tissue paper, staff praise children for their achievements, helping to raise their self-esteem.
- Staff offer children nutritious snacks and drinks to help promote a healthy diet. When children eat meals, staff give them age-appropriate cutlery to help promote their self-care skills. For example, younger children are offered forks and spoons; older children are given knives and forks to use.
- The manager and staff know the children well. They focus the curriculum on helping children to be developmentally ready for their future. This includes supporting children to be confident communicators. For example, staff provide group times where children listen to and join in with stories. Children sit with

staff to sing and join in doing actions to nursery rhymes.

- Children have opportunities to take responsibility for caring for the environment. For example, when staff tell them it is time to tidy away toys, children spring into action and help staff to put these away.
- Children with SEND are supported well. For example, the manager and staff make referrals to other agencies to support children's individual learning needs. They implement individual targets to help children progress.
- The manager holds regular meetings with staff to discuss their practice and well-being. Staff have access to training opportunities to keep their knowledge of safeguarding current. However, staff would benefit from more robust methods of coaching and mentoring. This will help to develop their confidence and interactions to support children to achieve the highest outcomes.
- Staff share information with parents about their children's development, such as photos of activities their children enjoy and how they intend to support their child's progress. Parents comment positively about the staff and their children's experiences. They say that when staff read children familiar stories in the nursery, they read the same books to them at home. This helps to provide consistency in supporting children's development.
- The management team and staff promote children's safety well. For example, recent changes outdoors ensure that the fencing around the areas is secure. The addition of a canopy outdoors offers children a sheltered area to select and put on boots, promoting their independence. However, when identifying changes, parents are not asked for feedback. This will help to identify any improvements and how these can benefit the children and organisation of the nursery.

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:

- build on coaching and mentoring to support staff to raise the quality of their teaching to the highest level
- seek the views and opinions of parents to support the development of practice.

Setting details

Unique reference number	2744053
Local authority	Lincolnshire
Inspection number	10354398
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	1 to 11
Total number of places	58
Number of children on roll	36
Name of registered person	Piggywigs
Registered person unique reference number	RP517305
Telephone number	07753527099
Date of previous inspection	Not applicable

Information about this early years setting

Piggywigs registered in 2023 and is situated in Scamblesby, Lincolnshire. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, two hold a level 3 qualification, two a level 6 and the manager has qualified teacher status. The nursery opens from Monday to Friday during term time. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery 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.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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