



Estyn

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Wiggles and Giggles Nursery

**Victoria Street
Cwmbran
NP44 3JP**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

About Wiggles and Giggles Nursery

Name of setting	Wiggles and Giggles Nursery.
Category of care provided	Full day care.
Registered person(s)	Rachel Ball.
Responsible individual (if applicable)	N/A
Person in charge	Emma Hardwick.
Number of places	42
Age range of children	0-8 years.
Number of children funded for up to two terms	6
Number of children funded for up to five terms	3
Opening days / times	Monday to Friday 7.30-5.30pm.
Flying start service	No
Language of the setting	English.
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.
Date of previous CIW inspection	03/07/2018
Date of previous Estyn inspection	01/11/2014
Dates of this inspection visit(s)	08/03/2022
Setting increased numbers from 31 to 42 on 15 March 2019.	

Non-compliance

No areas of non-compliance were identified at this inspection.

Recommendations

- R1 Ensure that practitioners promote all children's creative development consistently through valuing their creative process, rather than the end product
- R2 Ensure that all children have good quality opportunities to develop their Welsh language skills
- R3 Ensure that face-to-face paediatric first aid training is undertaken for relevant staff as soon as training is available

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

CIW and Estyn will invite the setting to prepare a case study on its work in relation to developing a holistic approach that promotes learning through play for dissemination on their websites.

Main findings

Well-being:

Nearly all children have lots of opportunities to express themselves and make effective choices. They explore areas freely, deciding what to play with or where to explore. For example, a toddler playing outside wanted to go on a bike and chose which colour they wanted from a storage box. Children have a voice in the setting. Their response to activities feeds into a 'mind-mapping' system, which then influences the planning. They approach practitioners frequently with requests, and share personal news. Conversations occur naturally. For example, when a loud vehicle drives past the nursery, a practitioner asks a child if they think it could be the postman and after some thought, the child laughed and replied, "It's too loud for a postman!"

All children have a strong sense of security and belonging. Babies who are new to the setting settle quickly and are content in their surroundings. Nearly all children are happy and have strong bonds with practitioners. Children are welcomed warmly and they regularly approach practitioners for comfort, which is always reciprocated. Most children are familiar with routines and know what to expect during the day. For example, they are particularly content during mealtimes, confidently asking for more and chatting quietly.

Nearly all children are developing their personal and social skills well. They share resources and show kindness with few prompts from practitioners. For example, a one-year-old child wanted to share his 'frying pan' with his younger friend when he thought they might like it. Nearly all children are beginning to understand how to take turns, for example when using the see saw or slide.

Nearly all children participate enthusiastically in their play and learning. For example, a child jumped up and down excitedly while answering questions on a book about rockets. They tried to count backwards before shouting, "Blast off!" Many children move around the indoor and outdoor areas freely and gain a sense of achievement from what they do. Most children relish the opportunity to direct their own play and are confident to ask questions to extend their learning, such as asking why sand feels different when it is wet.

Nearly all children are developing their independence skills well. Very young children wash and dry their own hands at mobile wash stations, with minimal help. All children make efforts to feed themselves and many children hang up their coats on their own pegs. Babies are developing their language appropriately with encouragement from practitioners to repeat their words.

Learning (only applies to three or four year old children who do not receive education in a maintained setting):

Nearly all children make strong progress, particularly in the development of their personal and social skills. Many co-operate successfully as they play together in the sand or build a fort with wooden blocks. Many children persevere and solve problems when faced with challenges, such as when they attempt to transport water from the

water tray to the mud kitchen. A few children negotiate with each other independently. For example, when friends disagree about the use of a water tray, they decide that it can be a car wash and a duck pond at the same time.

Most children develop their communication and literacy skills effectively. They listen attentively and speak clearly with confidence. For example, they chat happily about getting wet when they jump in puddles or describe a spider they have made from clay. Most children develop their Welsh language skills effectively. They respond to a range of Welsh words and phrases positively and join in with a few songs and rhymes well. Most children use a few Welsh words such as for colours and numbers and a few ask simple questions with support. Many children select favourite books independently or ask practitioners to read to them. They turn pages carefully and a few study pictures intently, showing others things they find interesting. Most children develop their mark making skills successfully and enjoy using chalk on a large scale in the outdoor area. A few demonstrate to their friends how to write letters as they paint with water or write on clear plastic.

Most children develop their numeracy and digital skills effectively through their exploration and play. For example, they pretend to scan a bank card and count their money in the role-play shop. Almost all children count items accurately to five and a few to ten. Most children are developing their thinking skills and understanding of mathematical concepts through real life experiences well. For example, they deepen their understanding of the concept of weight successfully as they play with a large bucket balance. A few children describe their reasoning as they explain that one bucket has moved down because it is the heaviest.

Many children show enjoyment and pleasure as they develop their creative and physical skills effectively. For example, they sing and dance expressively during a music and movement session. Most children develop their co-ordination well as they use a range of tools such as hammers, brushes, and rolling pins during their exploration and play. They hammer nails into wood at the woodwork bench or roll out play dough when pretending to make pineapple pizza. All children have opportunities for activities such as painting and drawing. However, these sometimes focus more on the end product rather than the process of children's self-expression.

Care and development:

Practitioners have a suitable understanding of the setting's policies and procedures, to keep children safe and healthy. For example, they follow the medication policy appropriately and meet the needs of children with allergies safely. Practitioners understand their responsibility to safeguard children from harm, including how to respond to child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners adhere to cleaning procedures consistently to ensure a hygienic environment and to minimise cross-contamination. Practitioners record accidents and incidents accurately and managers monitor these regularly to spot any re-occurring trends.

The nursery cook ensures that children have access to nutritious, fresh food. Practitioners are good role models; they treat children and each other with respect.

Practitioners support children's physical development well, by providing frequent opportunities for toddlers and pre-school children to play outdoors. All practitioners have completed first aid training. Due to the pandemic, some practitioners completed first aid refresher training online as opposed to receiving face to face training.

Practitioners manage children's behaviour very well, using a warm and nurturing approach to their interactions. They are consistent in giving children lots of praise and acknowledging their efforts. All practitioners encourage children to be kind and take turns. For example, when two children wanted the same item during outdoor play at the same time, a practitioner gently reminded them that there was plenty of room and enough resources for everyone. Children respond well to this, enabling them to continue playing happily.

All practitioners know the children well and have a clear understanding of their individual needs, abilities and preferences. They provide a caring environment where the needs of the children come first. For example, practitioners are mindful of parental preferences for their children, and adapt their approach to suit. Practitioners provide children with worthwhile learning and development opportunities. They also provide appropriate creative opportunities for children, such as painting and collage. However, they focus too much on the end product rather than the creative product. This limits opportunities for children to develop their creativity in this way.

Practitioners carry out regular observations of children's play and learning, which enables them to monitor their development appropriately. Practitioners collaborate successfully with external agencies, such as health professionals to support children with additional learning needs. All practitioners know the children very well and identify their individual needs and strengths. Practitioners are consistent in the way they support children with additional learning needs. They work with parents collaboratively so that children make good progress in line with their stage of development.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting):

The setting provides a range of experiences indoors and outdoors that support children's learning and development effectively. Practitioners are developing a holistic approach that promotes learning through play and exploration. They stimulate children's curiosity and support the development of physical and personal and social skills through child-led provision such as water play very well. For example, practitioners encourage children as they explore splashing with a range of utensils or try to carry pots of water without spilling them. Practitioners take account of children's interests successfully. They observe children's play carefully and make adaptations to provision in response. For example, they add a set of keys to the role-play area after noticing children pretending to use keys in their play. This supports and extends children's learning effectively.

Practitioners provide learning experiences that promote children's moral, spiritual and cultural development well. For example, they foster a sense of awe and wonder successfully when they support children to observe worms they find in the outdoor area. Practitioners provide beneficial opportunities for children to learn about and care for living things, such as when they encourage children to water the vegetables they have planted in the garden.

Overall, the setting supports children's creative development appropriately. They have regular opportunities to paint. However, these are often on a small scale, limiting opportunities for large scale movement and expression. Children are provided with beneficial opportunities to express themselves through song, dance and exploring different materials such as clay.

Practitioners develop children's numeracy and thinking skills successfully by using opportunities for learning that arise throughout the session. For example, they encourage children to count how many pebbles they have collected or think about what may happen as they add a large stone to a bucket balance. Additional resources such as electronic scales and tablet computers support both numeracy and digital skills effectively.

Nearly all practitioners support children's language, literacy and communication skills well. For example, they introduce new vocabulary such as 'light blue' and 'dark blue' as children play with coloured trucks. Most practitioners model Welsh language appropriately during the session. Worthwhile opportunities to sing together support children to learn a few simple Welsh words and phrases effectively. Many practitioners make beneficial use of stories to support children's language and literacy skills. They build on children's interest and knowledge of books successfully by reading favourite stories throughout the session. Experiences such as making marks in sugar with their fingers help children develop their mark making skills successfully.

Practitioners explain things clearly, model activities and use questioning to develop children's thinking well. For example, they support children at the woodwork bench by asking which tools they need and modelling how to use them effectively. Practitioners are flexible in their approach and provide children with extended periods to lead their own play confidently. This enables children to follow their own interests and develop their ideas successfully. For example, after playing with toy cars, they decide to fill a bowl with water to make a car wash.

The setting has effective procedures to observe children and assess their progress across the curriculum. Nearly all practitioners carry out ongoing observations of children as they play and explore effectively. Although at an early stage, this information is beginning to be used to develop children's learning successfully. For example, after observing children making a pathway with blocks, practitioners introduce planks to provide more challenge.

Environment:

Leaders ensure that children are cared for in a safe, secure and clean environment. For example, practitioners monitor the secure entrance to the premises and record all visitors. The setting has effective risk assessments, including health and safety procedures regarding COVID-19. The building is well maintained with all required safety checks in place, including fire and electrical tests. Regular fire drill practices ensure staff and children know how to evacuate the premises in the event of an emergency. The outdoor space allows for appropriate challenge and risk, whilst also considering the need to promote children's safety and protect them from harm.

The environment is bright and welcoming. The playrooms provide interesting areas for children to explore and learn through play. Children's photographs and creations displayed around the setting give them a sense of belonging and demonstrate that practitioners value their achievements. Leaders promote children's independence successfully by storing most resources at child height. This allows children to choose additional resources to those already set out, which in turn influences the planning and mind mapping. Toy boxes are well organised and labelled; however, labelling and signage are only in English. There is a very well-resourced outdoor area, which provides many exciting learning opportunities for toddlers and pre-schoolers in particular.

Leaders offer a range of good quality toys and resources to stimulate children's interests. Children benefit from a suitable range of accessible reading materials, including books for different ages in a cosy 'den' area both inside and outside. Play materials adequately promote cultural awareness, including the Welsh heritage and diversity. This ensures that children gain a good understanding of the world they live in. Practitioners frequently clean toys and resources, and dispose of any broken items appropriately. Toilets and nappy changing facilities are clean. Children have access to appropriately sized furniture, such as tables and chairs, as well as other equipment to promote their physical development and independence skills successfully.

Leadership and management:

Leaders share a clear vision for the setting to provide high quality childcare and education in order for each child to reach their full potential. They work effectively with practitioners to provide a welcoming and inclusive environment for all children. Leaders work closely with the registered person to keep them well informed through ongoing updates and regular meetings. There is a commitment to teamwork and practitioners feel valued. Overall, leaders are well organised and have an effective range of policies, which they share appropriately with parents.

The setting has beneficial arrangements for identifying strengths and areas for development and this has resulted in improvements in many areas. For example, the outdoor learning environment has been enhanced with open-ended resources that support children's learning effectively. Generally, practitioners know what the setting does well and areas they need to develop. For example, in the pre-school room, practitioners describe how recent improvements to planning have increased children's engagement in their play. Leaders ensure that pre-school children have suitable opportunities to develop Welsh language skills, but younger children do not have enough opportunities to hear Welsh.

Leaders ensure that practitioners have many opportunities for continued professional development. This has a beneficial impact, such as improving practitioners' skills in nurturing positive interactions. Practitioners develop their knowledge through undertaking professional learning about how adverse childhood experiences can impact children. In the pre-school room, opportunities for practitioners to develop their understanding of the new Curriculum for Wales have resulted in positive changes such as improved opportunities for children to learn through play. Overall, leaders and practitioners are reflective and identify suitable targets for improvement through appraisal and supervision.

The setting makes good use of practitioners and resources to support children's well-being, play and learning effectively. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners. Resources are plentiful and of good quality. For example, a recently purchased woodwork bench supports children to develop their physical skills well.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. Practitioners keep parents and carers informed about what their children are learning and how well they are progressing through, for example, an app and informal updates. Leaders have developed beneficial links in the community, which enhance children's learning. For example, they have established an effective partnership with a local care home, and a language teacher visits regularly to teach children Spanish. These links support children's learning well and enable them to experience a sense of belonging to the wider community.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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