



Childcare Inspection Report on

Wiggles and Giggles

**Flying Start Centre
Victoria Estate
Monmouth
NP25 5AR**



Date Inspection Completed

09/07/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Wiggles and Giggles is registered with Care Inspectorate Wales (CIW) to provide day care for up to 20 children between two and three years of age. The group is based in the Flying Start Centre on the outskirts of Monmouth, and is part of the Flying Start programme, providing free child care places for eligible families. The service runs morning sessions, weekdays during term time. It is managed by two Responsible Individuals (RIs) on behalf of Monmouthshire County Council, and on a daily basis by two persons in charge (PiCs), one of whom is one of the RIs. English is the main language of the group with good use of incidental Welsh to promote children's learning.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

1. Overall assessment

The service promotes children's well-being highly effectively, and staff provide engaging, varied activities which support children's learning and development. Children are happy at the group and form warm and secure relationships with staff who know them exceptionally well, and who provide very skilful care and support. The environment is light, calm and welcoming. The outside play area is used very well and extends children's opportunities to have fun, play and explore. The setting works very closely with parents to keep them well informed of their child's progress and offers them very good levels of support. Leaders and staff work very well together, and are proactive in bringing about improvements to the service to benefit children and their families.

2. Improvements

This was the setting's first inspection since re-registering in September 2018 due to moving premises. Improvements include:

- The development of the garden to create an interesting and stimulating environment for children to play;
- the forging of links with the nearby My Day My Life setting, a centre for adults with disabilities, and
- a number of developments to the indoor environment, such as new lighting, heating and flooring.

3. Requirements and recommendations

There were no non-compliance issues identified during this inspection. We made one recommendation to develop the service in relation to the children's washrooms.

1. Well-being

Excellent

Our findings

Children make good choices about their play. They find the resources and activities they wish to engage with easily and are confident to move resources from one area to another depending on where they want to play. For example, one child happily moved the “office” resources from their original home to the playdough table. Children are confident to move from indoors to outside, and make requests, assured staff will respond to their wishes, such as for more hummus with their snack. At circle times nearly all children join in readily and express their ideas, for example, which song they would like to sing. Children are confident not to join in if they do not want to.

Nearly all children arrive happy and cope very well with separating from their carers or parents. If children are less sure, they respond well to very good levels of support from staff and settle quickly. They know the routine very well. For example, they know circle time and saying hello to everyone follows a short time playing after they arrive. This helps them feel secure. They form very good relationships with the staff and in particular their key worker. For example, they approach staff easily for cuddles and extra support or to sit on their knee during circle times. They are very proud to show staff their “work”, confident they will receive lots of smiles and praise. They value receiving their stickers at the end of the session together with the positive, encouraging comments from staff.

Children are learning to share and cooperate in line with their age and stage of development. For example, they take turns to put food in the bowl for the guinea pigs whilst being well supported by staff. They enjoy eating together and are eager to help staff, for example, give out cups at snack time. They are happy to help tidy up, put their sun hats on to go outside and wash their hands at the appropriate times. They are learning to help each other. For example, one child was keen to help put children’s slippers on the table while the other children put their wellies on.

Children enjoy their experiences at the setting. They are very excited to go outside and are really involved in, for example, digging in the sand pit or making a “beam” with the blocks and using them to balance on, with varying degrees of success. They join in enthusiastically with circle times and songs used as part of the routine. Children enjoy listening to their favourite stories in small groups, cuddling up with the member of staff on the sofa. They gain a strong sense of achievement from what they are doing, such as sticking shapes on paper to make their “footballs” or rolling and making shapes with the playdough. One parent commented in their CIW questionnaire: *“Both my children loved it and all the members of staff”*.

Children are becoming increasingly independent and respond well to very positive support from staff to help them develop their self-reliance. For example, they persevere with their slippers and wellingtons and wipe their own faces after snack successfully. They enjoy helping themselves to water from the water station and pour their own drinks at snack time. They are eager to help clear up their plates and cups afterwards (saving the left-over food for the guinea pigs).

2. Care and Development

Excellent

Our findings

Leaders and staff ensure safeguarding is given a very high priority and staff are very confident of the appropriate procedures if they have any concerns about a child's welfare. The setting is taking part in the healthy and sustainable pre-school scheme which is designed to promote children's health and well-being. Staff are clear of the setting's medication policy and ensure procedures are implemented appropriately, with individual care plans provided for children with medical or health needs. Through well-planned routines staff encourage children to clean their teeth and wash their hands at appropriate times. They ensure children enjoy lots of outdoor and physical play, and talk to them about the importance of raising their heart beat. Staff are aware of the dangers of exposure to the sun for young children and ensure children are well protected. They encourage children to eat healthy snacks and drinks. All staff are up to date with food hygiene training and follow appropriate procedures when preparing food to protect children's health. The setting has recently undertaken an audit of infection control measures in place to ensure hygiene procedures are up-to-date and implemented effectively, and identify any improvements necessary. Staff work very well together to ensure they supervise children and manage the environment successfully so children remain safe throughout the session.

Staff are very calm and consistent in their approach to promoting children's self-regulation. They ensure the routine is well-established and give children plenty of reminders if a change is happening soon, such as tidying up for snack. They speak kindly and respectfully to each other and join in with children at snack times to model wanted behaviour. They know the children and their backgrounds very well. They therefore understand reasons for more challenging or hypersensitive behaviour, and successfully deploy appropriate strategies so children are well supported. Staff work closely with parents and ensure they receive any additional support they may need to help manage their child's behaviour at home.

Staff are very well qualified and experienced. They use a number of frameworks to help them assess children when they start and during their time at the setting. This helps them plan activities they know the children will enjoy which focus on developing each child's skills. One parent commented in their CIW questionnaire: *"I am really pleased with how [my child] has progressed since starting at Wiggles and Giggles. [Their] talking, independence and social skills have all improved greatly"*. Staff are also developing ways to involve children in the planning and evaluating of their activities. Staff provide very nurturing and supportive care which helps children feel valued and safe. The setting works very closely with parents so they are involved as much as possible in their child's experiences. Parents are welcomed in to the setting at the start of each session and the open door policy encourages them to talk with staff on a daily basis about their child and share any concerns

they may have. Through the Flying Start programme, the setting is able to signpost parents to any support they may need and this therefore helps to improve children's outcomes. Staff use various strategies to promote children's communication skills. For example, they use lots of singing within the session's routine, give children time to respond and model language clearly. They also use Signalong (a key-word signing communication method) and Chatty Chimps (a speech and language programme). There are excellent systems in place to support children with additional learning needs. For example, each child is provided with an individual play plan which is reviewed regularly, and the setting works very closely with other professionals within Flying Start such as speech and language and portage to ensure children receive the support they need.

3. Environment

Excellent

Our findings

The RIs and staff ensure the premises is safe and secure indoors and outside. Staff carry out visual checks of the environment daily and address any hazards identified appropriately. There are robust written risk assessments in place covering all aspects of the service. These are reviewed annually or as required, and any changes needed put in place. The RIs maintain appropriate documentation to ensure the building is suitably maintained.

The setting is very welcoming, with lots of natural light. It feels spacious and calm, with plenty of room for children to move freely. There are clearly defined areas for different types of activities such as dramatic play and construction. The book corner is cosy, comfortable and inviting. Outside, there are different surfaces for children to enjoy a range of play activities such as bikes, balancing, digging in soil or sand and planting. Overall, the layout of the environment fosters children's independence. For example, resources are well set out on open shelves or in clear boxes so children can find what they need by themselves, and they can move freely from indoors to the outside. Children have their own coat hooks and places to put their belongings. However, due to the location of the toilets, children are unable to access them independently. The RIs are aware the toilets are not designed for young children and hope to address this when funds allow. Children's 'work' is thoughtfully displayed, alongside photographs showing them undertaking the activities to stimulate conversation and celebrate the process as much as the product. Photographs of each child are also displayed which gives them a sense of belonging and children enjoy using them every day as part of the "good morning" routine.

Children have access to a very good range of developmentally appropriate resources for both indoor and outdoor play. The RIs and staff ensure the amount of resources available encourages children's ability to make decisions but does not overwhelm them with choice. Resources are of excellent quality and help children develop a range of different skills. There is a good variety of books in both English and Welsh, and resources which help children learn about diversity and promote their cultural awareness. Some of the outdoor resources encourage children to take appropriate risks in their play, such as a large branch which children like to use as a balancing beam. Furniture is of excellent quality and the large sofa and chair allows small groups of children to sit with staff and enjoy cuddles and stories together.

4. Leadership and Management

Excellent

Our findings

The RIs work closely and supportively with staff to ensure the service is very well run, compliant with relevant regulations and effectively promotes children's welfare, development and well-being. They have clear goals for the service which ensure staff receive appropriate training and keep up-to-date with new initiatives so staff further their professional development and the service continues to improve. For example, a number of training days are planned in relation to children with additional learning needs, a new tool to support staff practice and enhance outcomes for children is being introduced, and staff are being supported to set up projects which will give children more opportunities to integrate with adults in the community. The RIs support staff very well to promote a culture of safety. For example, they have recently taken steps to develop staff awareness and understanding of risk assessment processes and have encouraged them to take on a more proactive role within this. There are excellent systems in place to ensure parents know what to expect when their child starts at the setting. They are given the clear statement of purpose; policies and procedures are discussed and are available in the foyer.

The setting is preparing for their first annual review of the quality of their care, and draws on input from a range of sources to identify strengths and areas for development. For example, the RIs are currently collecting parent's views through questionnaires. Staff feel their views are valued. A new book with children's ideas and drawings is being developed to track their views. Observations of children's engagement with activities are used to make changes and improve their experiences. The RIs are looking at ways to record these changes to inform the review process. The setting implements a suitable complaints policy, and parents are aware of the process for raising concerns.

Recruitment procedures are robust to ensure staff are suitable to work with children. There is a comprehensive induction to the Flying Start programme for all new staff, with suitable records kept. The RIs ensure new staff are also familiar with the routines at the Wiggles and Giggles setting. The RIs and all staff are very well qualified and experienced and keen to further their professional development. Staff are very clear of their roles. They work extremely well as a team to support each other, ensure the setting runs smoothly and outcomes for children are positive. For example, they meet weekly to discuss general plans and have additional time to plan individual targets for their key children. Staff know they are valued by the RIs and feel very well supported both on a daily basis, and through the supervision and appraisal process.

The setting works exceptionally hard to develop positive relationships with parents/carers to promote positive outcomes for children. Parents are given very good information about the group before their child starts. For example, they are invited to a "getting ready for

playgroup” session at the setting and the PiC visits them and their child at their home to discuss information such as policies, the contract and tooth brushing scheme. The setting keeps parents very well informed about events through newsletters, flyers, notice boards, social media and daily conversations. Staff use drop-off and collection times to talk with parents about their child’s experiences during the session and can sign post them to additional support if needed. Key workers meet with each parent half way through the year and again at the end to discuss various issues such as their child’s progress, toilet training and anything they feel their child may need help with. The setting has very strong links with other professionals within the Flying Start team such as health visitors and speech and language therapists to support children successfully. They are building positive links with the nearby My Day My Life project, and children and adults at the project recently enjoyed a sport’s day together. The setting has developed very good links with the local nursery which helps support a smooth transition for children to maintained education. As part of the Flying Start programme family sessions are organised such as trips to the local fire station, family parties and cooking. This gives children valuable links with the community and enriches their learning experiences, alongside their parents or carers.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

None

5.3 Recommendations for improvement

- Provide child-sized toilets.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook two visits to the service, over two days. We revisited on a third day to look at staff files and provide feedback.

- We observed children undertaking their activities and the care provided by the staff;
- we spoke with one parent at the service and viewed CIW parent questionnaires and questionnaires provided to the setting as part of their quality of care review process to obtain parents' views;
- we looked at an extensive range of records and documents including some documentation in staff files, policies and procedures and children's records;
- we looked at the premises, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with one of the RIs and staff present during the inspection to obtain their views, and clarify information about the running of the group and future plans; we also considered the comments in the four CIW staff questionnaires received following the inspection, and
- our findings were fed back to the RI present.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Deanna Friend Beth Watkins
Persons in charge	Deanna Friend Laura Mayberry
Registered maximum number of places	20
Age range of children	Two to three years
Opening hours	9am to 11.30am, weekdays, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection of the service since re-registration in September 2018
Dates of this inspection visit	09, 10 and 23 July 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.
Additional Information: None	

Date Published 02/09/2019