



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Mrs Tiggywinkles**

**Stone Lodge  
Princetown  
Tredegar  
NP22 3AG**



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## Description of the service

Mrs Tiggywinkles is registered with CIW (Care Inspectorate Wales) to provide day care for 19 children from the age of three months up to eight years. It is located in a small village on the outskirts of Tredegar. The service is open from 7.30 am to 6 pm and provides full and part day sessions, a wrap around service for children attending the local nursery schools and an after school club. The Registered Person (RP), Shirley Phillips, owns the service and has overall responsibility for the provision. Mrs Phillips also manages the service on a day to day basis, together with a second leader (Person in Charge, PiC). This is predominantly an English language service. Welsh is introduced through songs, activities and incidental phrases. The nursery is a registered provider for Early Years' Education and is subject to inspection by Estyn (the Education Inspectorate for Wales). The last Estyn inspection, in September 2016, showed good outcomes in relation to the pre-school provision, with excellent practice identified.

## Summary of our findings

### 1. Overall assessment

Mrs Tiggywinkles successfully promotes children's well-being and creates a caring, family ethos. Children have fun at the service and enjoy the activities provided. They are able to make decisions about their play, their views are valued and they are engaged in their activities. The outside play area is a valuable resource and used effectively to develop children's love of nature and the outdoors as well as enhance their learning. They are able to form warm and nurturing relationships with the staff, who are attentive and responsive to their needs. Parents' comments show that they are confident that the standard of care is "*excellent*" and that their children are able to "*thrive*" in "*brilliant*" and "*homely setting*". The atmosphere is very welcoming, happy and relaxed. The nursery has established good relationships with parents and involves them in the care of their children. Many parents commented on the "*excellent links*". The RP works effectively with the PiC and staff to ensure that the nursery is well run and that children are at the centre of the service. There is a culture of continuous development, evaluation and improvement to ensure experiences for children are positive.

### 2. Improvements

The nursery has made a number of improvements since the previous inspection, including:

- the upstairs space has been extended to provide a larger cot room, changing area, staff room, staff toilet and office;
- a video door bell has been installed;
- the nursery has been redecorated and new furniture and equipment provided;
- the breakfast area in the pre-school room has been improved so that children can serve themselves;

- staff have continued to attend training to promote their professional development, as well as remain up to date with all required mandatory training;
- new policies, including data protection and e-safety, have been provided;
- a new oracy programme has been introduced with the pre-school children to help develop their language skills;
- an outdoor classroom has been developed to enhance children's play opportunities and learning experiences and
- the nursery has become involved with local authority schemes to develop the quality of the play environment.

### **3. Requirements and recommendations**

The nursery is compliant with the Child Minding and Day Care (Wales) Regulations 2010 (regulations). Therefore no requirements were made at this inspection.

We noted that although the form used for recording medication includes all the information required by the National Minimum Standards for Regulated Childcare for children up the age of 12 years (NMS), we recommended that the form is made clearer that it is easier to see the actual dose administered and at what time it is given. This is detailed at the end of this report.

# 1. Well-being

## Summary

Children are active and happy. They are excited to take part in the activities, able to explore their environment and make choices about what they do. They are welcomed into the nursery and form positive and warm relationships with staff and friendships with each other. Their views and feelings are valued and influence the activities provided.

## Our findings

### 1.1 To what extent do children have a voice?

Children of all ages can choose which activities they would like to do and can select toys and equipment from a very good range of resources. They are able to make choices around food, for example at breakfast time we saw the older children choosing from an excellent range of fruits, cereals and toast, with milk or water to drink. Staff follow the children's lead. For example, we saw some of the younger children showing an interest in the sensory box. The member of staff helped them to explore the contents and allowed them space to enjoy uninterrupted play. Children's views and ideas are valued. They are able to contribute to the activities planned and give their views on the layout of the play areas, resources and food provided which ensures their interests are being met. Children's ways of communicating their needs, such as that they are tired, are well understood and responded to by staff.

Children have a voice and their feelings and needs are respected and valued.

### 1.2 To what extent do children feel safe, happy and valued?

Children feel confident, happy and relaxed. They are given time to settle in at their own pace and the small, consistent staff team enables children to forge good attachments. Children's routines, comforts, likes and dislikes are known by the staff which enables them to feel secure. They approach staff easily, are cuddled, given lots of individual attention and receive smiles, praise and words of encouragement. There are a number of systems in place to promote their self-esteem, give them a sense of belonging and that they are valued. For example, photographs of families and of themselves undertaking activities are displayed, they have named coat hooks and enjoy the opportunities to help with tasks such as tidying up after meals. We saw children come into the nursery happily and were eager to take part in the activities. Parents' questionnaires returned to the nursery show that their children are "*happy*" and "*love coming*". Children's views captured by the nursery through questionnaires and video show that they enjoy their time at the nursery.

Children are able to feel secure and valued.

### **1.3 How well do children interact?**

Children are able to share, socialise, and consider each other. They play together in pairs, small groups and on their own. We saw they enjoy each other's company and create their own games and play. We saw the older children sharing toys, taking turns, and listening to each other, and comments from parent questionnaires show that their children have made friends. Younger children are learning social skills in accordance with their age and stage of development, with calm guidance from staff. We saw they were very gentle with each other and staff told us they were sensitive to each others needs. We saw the older children respond well to instructions from staff and happily follow their lead with activities such as tidying up.

Children are able to enjoy friendships and respond positively to the staff.

### **1.4 To what extent do children enjoy their play and learning?**

Children enjoy exploring their environment and are eager to take part in activities. They spend time on the activities provided and are enthusiastic and involved. We saw the toddlers really enjoying exploring with soil and bird seed, as well as making patterns with the paint. We saw photographs showing that children of all ages enjoy going outside and the range of interesting activities the outside space provides. Older children happily took part in circle time activities and were confident to contribute their ideas, such as what they did on Mother's Day, and join in with songs. They enthusiastically enjoyed a "Busy Feet" music and dance session, with lots of smiles and laughter.

Children are active and involved in their play. They enjoy what they are doing.

### **1.5 How well do children develop, learn and become independent?**

Children are acquiring self help skills. Resources are thoughtfully placed so children can easily find what they need and older children can access their washrooms independently. They are able to manage their own food, serve themselves and pour their own drinks. One parent commented that their child was *"a lot more independent"*. We saw older children developing their social skills; they enjoyed the time spent during meals and snacks, chatting with staff about things that interest them such as dinosaurs. We saw the very young children are able to enjoy eating at a table which promotes their social skills and encourages their independence. Staff were on hand to assist when necessary. One parent commented that their child *"had thrived"*. Another commented on how their child was making *"excellent progress in all areas of development"*.

Children enjoy taking part in activities designed to promote their self-help skills and encourage independence.

## **2. Care and Development**

### **Summary**

Staff are well qualified and experienced. They implement effective systems to assess children and design activities which will promote their development. They create good opportunities for children to develop a healthy lifestyle and acquire self help skills. They give warm and sensitive care and there is a strong “family” feel which helps children feel secure and enjoy their time at the nursery.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff keep children safe and healthy. They have a clear understanding of their role in protecting children, and have undertaken appropriate training. They implement policies and activities to promote children’s health. For example, staff ensure that children enjoy lots of physical play and develop a love of the outdoors. Staff told us that children regularly play out in the garden, enjoy walks to local parks to feed the ducks, and take part in Forest School activities. Children can easily access their drinks and older children are able to pour their own throughout the day. The nursery has taken part in the Healthy and Sustainable Pre-School scheme, which is a scheme designed to promote and protect all aspects of children’s health, and has almost completed all of the sections, which include Nutrition and Oral health and Physical Activity. Staff follow suitable systems to ensure that sleeping children are safe and well monitored. We saw that meals are freshly prepared and provide healthy options for the children that take account of their preferences, dietary needs and allergies. Staff understand the rules around safely administering medication. We did recommend that additional information is recorded on the medication form to give further clarity. The nursery had recently been inspected by Environmental Health and was awarded a level 5 which shows that correct systems for preparing and storing of food are followed. All staff are up-to-date in paediatric first aid. The accident book showed that, where necessary, appropriate first aid is administered. Policies are in place to ensure care is taken to protect children during the sunnier weather.

Staff are appropriately trained and implement the required policies and procedures to ensure that children’s health and welfare is promoted.

#### **2.2 How well do practitioners manage interactions?**

Staff have realistic expectations of children and strategies to manage children’s behaviour are appropriate to children’s age and stage of development. We saw that staff work closely as a team to ensure they have a consistent approach. The PiC told us all staff had attended training in behaviour management. We saw staff praise and encourage the children to for example, use “*good listening and looking*”, and intervene



gently if, for example, children want the same toy. Staff create a happy and positive environment and promote children's self esteem. They act as very good role models. We saw them treating each other and the children with empathy and respect. They encouraged children to undertake tasks such as tidying up, joining in with them and making it fun by singing songs with the children as they put the toys away. Meal times were unrushed and formed an important part of the day where staff sat and ate with the children, promoting their social skills and encouraging conversation.

Staff provide good opportunities for children to develop their social skills, promote children's self esteem and encourage positive interactions between the children.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff are motivated and well qualified. They create a homely, welcoming environment which gives children confidence and allows them to learn. Parents' feedback to the nursery included comments such as *"the quality of care is exceptional, like home from home which has provided a nurturing environment, and "the staff are amazing, it's like leaving my child with family"*. Staff promote children's play and learning through activities which spark children's imaginations and engage their interest. We saw children in the pre-school room were fascinated to see bulbs at different stages of growth and enjoyed exploring the soil, filling and watering their own pots. Babies loved playing peek-a-boo with a member of staff and a silk scarf and were very excited to paint, choosing colours and making their own patterns. Staff observations help track children's development and ensure that activities provided promote children's individual skills and meet their interests. Parents comments showed that they felt their children were making good progress: *"The staff go above and beyond to ensure the children are happy and developing"* and, *"this is an exceptional nursery which genuinely cares about the development, welfare and happiness of the all the children.... My child is definitely growing and developing."*

Staff work well together which helps ensure that the day run smoothly, allows them time to engage very well with children and provide responsive, unhurried and nurturing care. We saw staff in the pre-school room are implementing an oracy programme designed to promote children's language skills and we heard them using key words naturally in conversation and open ended questioning to promote children's learning. Staff also allow children time to explore and play uninterrupted. The Welsh language is integrated very well into the sessions throughout the nursery. We heard children in the pre-school room confidently singing songs, reinforcing their colours, counting and talking about how they feel through the medium of Welsh. Incidental Welsh is also used interwoven naturally into conversation throughout the day. Resources help reflect a diverse society and we saw that festivals such as Chinese New Year are celebrated and foods from different countries tasted, which helps give children a multicultural perspective.

The RP acts as the coordinator for children with additional learning needs and our conversations showed she works closely with parents and other professionals to ensure that children are well supported and receive the assistance they need. Children with specific health needs are also well supported; staff receive specific training and are supported by health professionals when required.

Staff have the training, experience and motivation to ensure that children receive a high level of support and their development is promoted in a caring and familial environment.

### **3. Environment**

#### **Summary**

Staff implement robust systems to ensure that the physical environment is secure and safe. The play rooms are bright, stimulating and comfortable. The lay out and range of resources, equipment and facilities allows children to make choices, follow their interests and develop their independence. Outside is very well resourced, with interesting spaces, including an outdoor classroom, where children to explore, learn new skills and take risks in their play.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

The RP, PiC and staff ensure children are able to enjoy a safe and secure environment. There is a security camera at the entrance to the nursery and the gates are kept locked. General safety and maintenance checks for the building, including heating and electrical systems, are carried out. Robust written risk assessment for all aspects of the service are undertaken and reviewed regularly. Daily checks of the premises are undertaken, with records kept, so that any actions required to ensure children's safety take place promptly. Discussions around health and safety form part of the induction procedure for new staff and students, and are discussed regularly at staff meetings. We saw staff have a good understanding around managing risk and take appropriate steps when hazards are identified, whilst at the same time ensuring the environment allows children to take some risks in their play. The RP has undertaken an audit of infection control and told us any shortfalls identified were addressed. An effective cleaning schedule is followed; we saw the premises and resources are well maintained and appropriate hygiene procedures are followed. Emergency evacuation procedures are provided and fire drills are practised regularly with the children with records kept.

The RP and PiC works closely with the staff and other professionals to ensure the environment is safe.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The indoor play space is light, well organised and child friendly and, although small, there is plenty of room for children to move around freely. Base rooms are set out to create interesting and attractive spaces and allow children of all ages to enjoy different types of play, such as floor play, role play, table top activities and messy play. Cosy book corners with tents, cushions and soft toys allow children space to relax and "hide". There is suitable space within each room for children to comfortably take part in whole group circle time activities. Older children can access their washrooms easily which helps promote their independence.

The outside area is an excellent resource. The outside classroom adds a valuable additional dimension to children's play. Staff told us it was soon to be set up as a "garden centre", where children can extend their learning through a range of activities designed to extend their skills and learning. The classroom then flows out to the outside where the tables and mud kitchen will become the "garden centre café". The different surfaces and layout of the outside area allow children to enjoy a very good variety of play experiences such as role play on the "stage", den building, music making, mark-making and planting. It also provides opportunities for them to take some risks in their play, such as balancing on logs, and riding on bikes and scooters. The RP told of us about improvements which are planned for the outside including a specific safe area for babies.

There is a planned programme of developments to the premises to ensure that the environment is of a high standard and continually improving.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

The RP implements a comprehensive policy to ensure that toys and equipment are of high quality. We saw a wide range of age appropriate, good quality resources, furniture and equipment. The play resources promote children's learning and development and meet their needs and interests. For example, during our visit flowers and bulbs at various stages of growth were set out in the pre-school to help children learn about Spring and how some plants develop. Resources are clearly visible and easily accessible to the children, which encourages their decision making and promotes their self help skills. The nursery has resources to help children learn about diversity, different religions and cultures. Children are able to play with raw materials, natural and tactile resources to enhance their play and promote sensory play such as soil, real fruit and vegetables and pine cones.

The RP ensures that resources and equipment are of a high standard, varied and meet children's needs and interests.

## 4. Leadership and Management

### Summary

The RP, PiC and staff are committed to providing a good quality service for the children and their families. There are effective systems in place to ensure the development of the service. The views of staff, parents and children are welcomed and help inform future improvements.

### Our findings

#### 4.1 How effective is leadership?

The service is very well run, compliant with the Child Minding and Day Care (Wales) Regulations 2010 and actively promotes children's safety, development and well being. The RP, PiC and staff work together successfully and enthusiastically as a team. Staff told us they felt well supported and part of a "family". They all stated in their questionnaires that they were happy to talk openly with management and commented on the "good communication". The RP is currently re-organising leadership roles so the PiC may take full responsibility for day-to-day management whilst the RP will maintain overall responsibility, and is providing very good levels of support to ensure staff will be confident in their new roles. Our discussions with the RP and view of records show that the nursery is well organised and staff and the RP share a clear vision for the service which is shared effectively with parents. There are comprehensive policies in place that are understood and implemented effectively by staff and shared with parents. The nursery welcomes initiatives from organisations such as the local authority and Welsh Government in order to continually improve the quality of care provided. One parent commented: "*The team work together with synergy to provide a familial environment for the children where all staff take responsibility when required.*"

The nursery is led by an enthusiastic and well organised RP who creates a positive atmosphere which allows staff to feel valued and which ensures good outcomes for children.

#### 4.2 How effective is self evaluation and planning for improvement?

There are effective systems in place for self evaluation and improving quality. Topics and activities are reviewed and improvements identified. The RP undertakes an annual evaluation of the service in order to identify improvements made, and a plan is drawn up outlining areas for development. The views of parents are sought on aspects such as the quality of care, facilities and development of their child. Staff are able to give their views on how the nursery is run; plans are in place to develop the staff questionnaires to include areas such as training and supervision. Children are able to give their thoughts about areas such as their favourite place to play and favourite foods through using video and questionnaires with pictures. Our discussions with staff

and the RP showed that children's views and how they are obtained are of high importance and feed into the action plan for improvement.

The RP effectively draws on advice from other professionals, her knowledge of approaches to child care, and the views of parents, children and staff to evaluate the service and plan for improvement.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

The RP provides very good levels of support to staff and follows appropriate procedures to ensure children are safe. A robust recruitment policy is implemented to ensure staff are suitable to work with children. Staff and students receive a comprehensive induction before they start so they are familiar with how the nursery runs, and are able to feel confident in their roles. Staff are well qualified and motivated. Staff we spoke with felt well supported by the RP and able to access training opportunities to help develop their professional skills and knowledge. They felt they are able to work to their strengths and their views are valued. Staff told us that they found the supervision and appraisal system very helpful, giving them opportunity to review their practice, offer positive comments, and identify any support needed or training required. Staff also observe each other's practice as a way to provide further support and positive feedback. The RP ensures that the ratios of staff to children are over and above those expected by the NMS. Staff therefore have time to interact really well with children and cope with unexpected occurrences calmly and provide very good levels of support to children.

There is an ethos of support and care which enables staff to feel valued and motivated and ensure good outcomes for children.

#### **4.4 How effective are partnerships?**

The service strives to work closely with parents. Parents are invited to share their knowledge about their child before they start so that their child's needs and likes may be identified and appropriate plans to support them put in place. A staggered intake system is followed so that children can settle at their own pace. We saw that children who are settling in are given very good levels of support and attention. There are a number of systems to ensure good communication with parents and to involve them in their child's experiences and progress. These include a notice board with information such as upcoming trips, a black board with daily activities, regular verbal feedback and daily diaries for the younger children with information such as sleep times and activities they have enjoyed. Parent questionnaires show that they feel the nursery has excellent communication systems in place. One commented on how staff *"always make time to speak to you. Keep us updated. Always at the end of the phone."* Another stated: *"The communication at Mrs Tiggywinkles is exceptional. The notice*

*board and face book are regularly updated constantly keeping all parents up to date with upcoming events.*” Parents’ evenings are held for pre-school children which one parent stated are “*very informative and supportive*” and the nursery has established systems to help parents with ideas on how to continue the topics at home and extend their child’s learning.

Our conversations with the RP show that the nursery has established good procedures for the smooth transition for children to school. Children are able to undertake visits which gives them confidence, and there are good arrangements for sharing information.

Through good links with the local authority and the RP implements schemes to help develop the service and provides access to training for staff. Good links are also established with the local community allowing the RP to, for example, access funding and take children to the Forest School in the nearby school.

The nursery works effectively with parents, other professionals and the community to ensure very good outcomes for children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

The form used for recording medication includes all the information required by the NMS. However, we recommended that it is made clearer so that it is easier to see the actual dose administered and at what time it is given.



## 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.

- We observed the children undertaking their activities and the care provided by the staff;
- we reviewed a sample of questionnaires completed by parents and children for the nursery, and spoke with one parent in order to ascertain their views;
- we looked at an extensive range of records and documents including staff files, accident records, medication records, 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 the RP, PiC and staff to obtain their views, clarify information about the running of the nursery and future plans as well as considering the information provided in staff questionnaires returned to the nursery as part of their annual review and
- our findings were fed back to the RP and all recommendations were discussed.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Shirley Phillips
Person in charge	Julie Davies Shirley Phillips
Registered maximum number of places	19
Age range of children	Three months up to eight years
Opening hours	7.30 am to 6 pm
Operating Language of the service	English
Date of previous CIW inspection	1 June 2015
Dates of this inspection visit	8 March 2018 and 12 March 2018
Is this a Flying Start service?	No
Is Early Years' Education for three and four year olds provided at the service?	Yes
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, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information: None	