



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

**A report on**  
**Early Education - St Giles (Giggles)**  
**St Giles**  
**Madeira Hill**  
**Wrexham**  
**LL13 7HD**

**Date of inspection: July 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Early Education - St Giles (Giggles)

Name of setting	Early Education - St.Giles (Giggles)
Category of care provided	Full Day Care
Registered person(s)	Fraser Darlington
Responsible individual (if applicable)	n/a
Person in charge	Lyn Rawlinson
Number of places	24
Age range of children	Three to four-year-olds
Number of children funded for up to two terms	15
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 8.50am to 3.00pm
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. We recommend that the service provider considers the Welsh Government's More Than Just Words follow on strategic guidance for Welsh language in social care.'
Date of previous CIW inspection	01/01/2017
Date of previous Estyn inspection	05/07/2014
Dates of this inspection visit(s)	03/07/2019

Additional information

Many children have English as an additional language (EAL).

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

**No non-compliance was identified during this inspection.**

## **Recommendations**

- R1 Ensure that sufficient information is recorded for incidents and accidents
- R2 Further develop links within the community to improve children's knowledge and understanding of the world
- R3 Provide additional multicultural resources and recycled, sustainable resources for creative work

## **What happens next**

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

## Main findings

### Wellbeing: Good

Nearly all children make decisions that influence their play and choice of snacks and drinks effectively. They play freely and choose when to join in with activities led by practitioners, and choose rhymes to sing along to on the interactive whiteboard. Nearly all children choose confidently from their favourite activities such as small world play sets, cutting and gluing activities and electronic tablets to access educational applications. They find toys easily for themselves in boxes labelled with a photograph and text.

Nearly all children feel safe and secure and enjoy attending the setting. They feel their views are valued by practitioners. Most enter the setting happily. They settle quickly, with only a few hesitating when coming in. Over time, children progress from being accompanied when arriving at the setting, to entering on their own, which helps the transition into school to be successful. Nearly all children know the adults who look after them well, and have a warm and respectful relationship with them and the other children they play with. Many approach practitioners for help and reassurance confidently and express their opinions clearly.

Nearly all children are curious about the world around them, they want to learn and enjoy themselves. Nearly all children join in activities enthusiastically and a few answer questions during circle time confidently. Many are making good progress in learning English as an additional language and respond using non-verbal cues, single words and simple phrases. Nearly all children concentrate and engage with activities for reasonable periods of time in line with their age and stage of development. For example, children follow instructions for a bear hunt, investigate how water flows through an activity centre, look for bugs in a planter and roll vehicles down a slide successfully.

Nearly all children share and are kind to one another. They take turns playing with sand and water and riding on bikes. Nearly all behave exceptionally well and care for each other. Nearly all children wait in line patiently and show respect to others when walking quietly across the early years department.

Many children have good self help skills, they self register with photographs of themselves, placing them carefully on the door. They see to their own basic needs such as toileting, handwashing, cleaning their teeth and dressing themselves effectively with limited adult help. Nearly all children put on their boots and coats to go outdoors independently and they collect their belongings before going home. Nearly all children take on the role of the 'helpwr heddiw' (daily helper) enthusiastically and take the lead at snack time, when forming lines and being of assistance to others when needed.

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

Most children make good progress in developing their skills across the foundation phase areas of learning.

Most children listen well and follow instructions with understanding, for example when using the cardboard binoculars they had made to hunt for a bear whilst out on a bear hunt. Most join in enthusiastically with songs in Welsh and English and many know the words and actions for familiar songs and rhymes well, such as “Bore da ffrindiau”.

Many children use a variety of tools confidently and develop their early writing skills well. For example, they use paint brushes with water in the outdoor area, and pencils and pens to make meaningful recordings of where cars stop after rolling down a slope. They use a range of tools with increasing control, such as scissors, glue and pincers to pick up bears when counting. Most children enjoy stories and identify confidently characters from recent stories when playing in the reading tent. They sustain interest in looking at books with adults and join in with familiar lines enthusiastically.

Most children’s numeracy skills are developing well. Most count to five confidently and a few count to ten successfully when singing rhymes. When sorting teddy bears, many count the number on images of paw prints correctly and a few are beginning to recognise numerals well. Most children develop an appropriate awareness of sequences and patterns, for example when re-enacting a story and playing with matching cards. They use mathematical language such as big and small correctly, for example when playing with boats in the water tray. Nearly all children handle money with increasing confidence when playing in the role play ice cream shop.

Most children use information and communication technology (ICT) appropriately during free-play activities. They understand that they need to swipe and operate switches and buttons to make something happen. Most handle torches and equipment confidently and with increasing control within their play and to support their activities, for example when looking at books in the reading tent.

Many children develop their physical skills well. They join in enthusiastically during music and movement activities, copying the actions for familiar songs. Nearly all children handle a scooter and trike well, steering with increasing control. Most join in with movement songs to music with obvious enjoyment.

Most children make good progress in developing Welsh language skills. They have a good understanding of simple commands given in Welsh. Many respond correctly in Welsh when asked how they are feeling and a few talk about the weather using the correct Welsh terms. Nearly all children know a good range of songs and rhymes in Welsh and join in with enthusiasm.

Many children are beginning to develop effective problem solving skills. For example, they pour water along a pipe to make a boat move and in small world play they use a wooden bridge to stop the characters getting their feet wet in a river. Most children make good progress in their creative skills, for example when making Chinese lantern models and their own illustrations linked to the book 'Granny went to Market'.

### **Care and development: Good**

Practitioners create a caring and supportive environment where the wellbeing and safety of children is a high priority. There are appropriate policies and procedures to ensure practitioners have clear guidance in order to perform their roles conscientiously. For example, they monitor carefully children with specific medical needs such as asthma and allergies and respond to their needs well. Many practitioners have undertaken emergency paediatric first aid training, and a first aid kit is carried by a nominated practitioner when outdoors. Leaders conduct regular fire drills and undertake suitable risk assessments of the premises to ensure children's safety.

Practitioners record accident and incidents appropriately and feedback details to parents or carers at the end of each session. However, not all records are in sufficient detail. Practitioners have attended relevant child protection training and are aware of the procedures to be followed if they have concerns. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Nearly all practitioners follow good hygiene procedures consistently. Practitioners encourage children to wash their hands at appropriate times consistently. They promote healthy lifestyles successfully, for example by providing ample opportunities for children to eat healthy snacks whilst at the setting, drink plenty of fresh water and clean their teeth daily. They also facilitate daily outdoor physical activities effectively, including physical play on large play equipment and ensuring children have enough space to run around. This has a positive impact on children's wellbeing.

Practitioners manage interactions with children exceptionally well and are caring, nurturing and responsive to the children's needs. They respond appropriately and consider children's stages of development and ability when promoting positive interactions. For example, practitioners use distraction techniques successfully, occasionally withdrawing children from activities for short periods to remind them of expected behaviours. They use kind, gentle, calm voices at all times and act as good role models using their 'gentle hands' approach. This develops children's courtesy and good manners successfully.

Practitioners promote children's all round development and meet individual needs well. They plan activities well and take into account children's next steps effectively.



Practitioners work closely with external agencies, parents and carers when a need is identified appropriately. For example, they provide favourite play items identified by parents or carers which have a calming effect. Practitioners plan activities to support and reinforce English as an additional language, which strengthen children's understanding and communication skills successfully.

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

The setting provides children with a stimulating range of learning experiences across all areas of learning that focus suitably on developing children's skills. Areas and activities for children to select in their free play are of high quality and practitioners make imaginative use of resources to provide an interesting learning environment. There are useful opportunities for children to develop their problem solving skills, such as when sorting clothes for a teddy to wear in hot and cold weather. Planned activities are interesting and practitioners support and challenge the children well to ask useful questions, such as how to get a bear out of a block of ice. However, there are limited links with the local community, which means that children's understanding of the world around them is currently underdeveloped.

Practitioners involve children appropriately in contributing ideas for daily routines, for example asking them what they would like to have for their snack and discussing feelings using Welsh. They provide good opportunities to develop numeracy skills during play, encouraging the children to sort, match and count backwards confidently. Practitioners collaborate to plan flexible, responsive and innovative activities.

Practitioners provide good quality opportunities to develop children's literacy, numeracy and ICT skills. They plan effectively to develop these skills in the indoor and outdoor environments. For example, the reading tent has a wide range of books and the small world play area has stick puppets that practitioners use well to help the children pose problems and to develop their communication skills.

Nearly all children have worthwhile opportunities to learn about Welsh culture and traditions. Practitioners use Welsh well during welcome sessions and encourage the children to respond to instructions and questions. They use songs and rhymes well to introduce simple Welsh phrases and encourage the children to use simple words during their play.

The setting provides a good range of indoor and outdoor learning opportunities that challenge the children to develop independence and resilience. Practitioners make meaningful links between activities, for example by using a book as a stimulus for children to splash through water and stomp through mud when looking for a bear.

Practitioners have positive working relationships with children and use strategies to manage children's behaviour effectively. They have a good understanding of

foundation phase philosophy and know when it's appropriate to intervene in children's play to enhance the learning. They use questioning to extend children's learning and to develop their thinking skills very effectively.

The setting has effective arrangements to track children's progress and to plan for the next steps in their learning. Practitioners make careful observations of what children do well and skills that require further development. These observations feed suitably into future planning. The setting keeps parents and carers well informed about their child's progress across the foundation phase areas of learning through discussions and information sharing events.

### **Environment: Good**

Leaders ensure that the premises are safe and secure. They carry out regular risk assessments, daily checks and annual audits to ensure that the environment is safe for children. Practitioners supervise children well during indoor and outdoor activities and ensure that staffing ratios are appropriate and effective.

Leaders and practitioners provide a welcoming, bright and stimulating environment for children to access freely. Age appropriate furniture and play and learning resources provide an effective, continuous learning environment indoors and outdoors. Practitioners display children's work attractively. This gives children pride in their achievements and a sense of belonging. Posters are displayed to create a sense of a worldwide community. However, there are few multicultural resources for children to use in their play, such as dolls, books and jigsaws and recycled resources for junk modelling are limited.

The environment promotes children's self-help skills successfully. For example, aprons are placed near to water activities, sand trays and painting easels which children use independently. Appropriate toilets and hand washing facilities located close to the play room enable children to access these independently when they need to.

Leaders ensure all children have access to a range of quality toys and learning resources, both indoors and outdoors which are appropriate for their age and needs. Learning areas and resources reflect the foundation phase philosophy well and practitioners use these effectively to develop children's wellbeing and skills. For example, dinosaurs and diggers are presented in tyres filled with sand and stone to promote imaginative play, and sand and water activities are available indoors and outdoors at all times. Practitioners use gardening areas in several locations on the school site to grow flowers, fruits and vegetables. All equipment is suitably stored away when it is not in use, to keep it in good condition and clean for use. The setting has sufficient quantities of good quality resources to ensure all children have equal access, choice and variety.

## **Leadership and management: Good**

Leaders have a sound vision that focuses on ensuring the children are safe and well supported in the setting and there is an appropriate statement of purpose available. This is in line with the positive ethos of the setting which emphasises the calm atmosphere, focused on wellbeing. The registered person and the person in charge are experienced in working with young children and work collaboratively to promote children's wellbeing and outcomes. Leaders have appropriate procedures for the safe recruitment of staff. They ensure staff appointed are suitable and have appropriate childcare qualifications.

Leaders ensure that there are appropriate policies and procedures to support practitioners in most aspects of their work. As a result, practitioners understand their roles and responsibilities well and carry out their roles diligently.

Leaders ensure that practitioners have a clear understanding of the requirements of the foundation phase. They are committed to providing good quality pre-school experiences for children and create a setting based on a nurturing ethos. As a result, most children make good progress in their skills. Leaders support practitioners professional development well through training events such as child protection updates, the use of Makaton for signing and visits from the local authority advisory teacher.

Leaders use the self-evaluation procedures appropriately to identify their strengths and areas for development. The self-evaluation process identifies suitable priorities for improvement such as developing the outdoor provision and a review of snack menus.

The setting has new well-qualified, experienced practitioners. Leaders deploy practitioners effectively to make good use of their time and expertise in most areas. Nearly all practitioners are clear regarding their roles and responsibilities. However as staff are new, the supervision and appraisal process, which should follow on from their induction, has not been established.

Partnership with parents is effective. Practitioners inform parents regularly about all aspects of the setting's work through newsletters and daily conversations when appropriate. Parents feel comfortable to talk to practitioners about concerns and receive their children's 'busy books' when they leave the setting. Leaders liaise with the local authority advisory teacher effectively and practitioners benefit from their support and advice and from attending training sessions. The setting has very strong transition arrangements with the school and the leader shares assessment information and knowledge of the children as they move on to the next stage in their education.

## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

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