A

Arolygiaeth Gofal Cymru
Care Inspectorate Wales
report on

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

Chuckles Day Care Wales Ltd

Pentwyn House
Pentwyn Lane
Bettws
Newport
NP20 7AE

Date of inspection: October 2023

by

Care Inspectorate Wales (CIW)

and

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

About Chuckles Day Care Wales Ltd

Name of setting	Chuckles Day Care Wales Ltd
Category of care provided	Day Nursery
Registered person(s)	
Responsible individual (if applicable)	Lisa Owen
Person in charge	Amy Baugh
Number of places	70
Age range of children	0-4
Number of 3 and 4 year old children	40
Number of children who receive funding for early education	33
Opening days / times	7:00-18:00
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an ‘Active Offer’ of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	August 2020
Date of previous Estyn inspection	20/04/2015
Dates of this inspection visit(s)	24/10/2023

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Care and development	**Excellent**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Excellent**
Environment	**Excellent**
Leadership and management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further develop the use of observation to promote children's learning and development

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to effective partnerships, for dissemination on their websites.

Main findings

Well-being: Excellent

Children show interest and amazement in discovery. They have a strong voice that has immediate effect on the day-to-day life at the setting. For example, children actively explore the outdoor area to find more worms after an initial discovery that sparked their interest. Children make mature choices and decisions about what affects them. For example, older children choose if they want to play inside, or out, with free flow promoted at all times. Children express themselves exceptionally well, for example when explaining that the owl had his eyes closed because he was fast asleep in the story. Children feel valued and know that the practitioners will always listen to their ideas and opinions. As a result, children are regularly engaged in high quality and purposeful interactions.

Nearly all children are happy and settled and cope exceptionally well with separation and transitions, many happily waving happy goodbyes to parents through the windows at the setting. Children have warm, close relationships with each other and practitioners. Children play alongside each other extremely well, promoting stimulating and imaginative discussions. For example, children independently share out post it notes to make lists and discuss taking turns to use the teapot during role play. Nearly all children listen and follow instructions well, for example when reminded to take turns and help to tidy up. Nearly all children demonstrate very good manners and express their thanks to the adults with minimal prompting.

Nearly all children make purposeful choices and move confidently between activities. Younger children play alongside each other as is appropriate for their age or stage of

development. They share resources effectively and show respect to one another when playing in the ‘shop’ and buying pumpkins from one another.

Nearly all children are active and notably engaged in their play. They show purpose and curiosity as they take part in a range of activities indoors and outdoors. Children successfully explore textures in sensory boxes and proudly count ducks in the outside water tray.

Nearly all children are developing increasing independence and self-help skills. For example, most younger children help to tidy up and try to feed themselves. Older children wash their hands independently and brush their teeth competently. Children choose if they want to help with things such as laying the tables and capably serve their own meals at snack and lunch time. Most children use cutlery competently. All children are confident to engage with support from practitioners when they feel they need an adult’s help with something.

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

Nearly all children make excellent progress from their starting points during their time at the setting. They engage very well with exemplary learning opportunities provided throughout the environment. Nearly all children remain engaged in their play for extended periods and confidently choose where they would like to play and what resources they would like to use. Nearly all children’s concentration levels are above expectations for their age or stage of development.

The children’s communication skills are a strong feature at the setting. Nearly all children speak confidently with peers and adults. Many use extended vocabulary, when describing the colours of a pumpkin in detail, using the colour ‘peach’ for the lighter shades of the skin. Nearly all children are confident to ask the practitioners for help when they need a hand with something. Children ask questions and initiate many conversations independently, particularly evident when they are proudly showing others their creations in the block area. Nearly all children develop a love of reading and choose to share books with friends in the reading cave outside. They know how to handle books correctly and turn pages independently whilst retelling parts of the story. Children are eager to make marks for a variety of purposes and this is evident in all areas of learning. Early writing skills are developed to a very high standard. Children understand the purpose of their early writing. For example, they write the ingredients for baking a cake in the kitchen.

Children’s numeracy skills are developed skilfully and they are developing a high level of understanding of mathematical language. They confidently use scales and refer to things being ‘full’ and ‘empty’. Whilst studying pumpkins children use language to compare size and weight. Nearly all children count independently during their play without practitioners support and explore block play confidently to create intricate models.

Nearly all children develop digital skills successfully and use a range of resources such as microphones, talking buttons and digital binoculars with minimal support from practitioners.

Nearly all children enjoy joining in with Welsh rhymes and songs and as a result Welsh skills are developing well. Nearly all follow simple instructions in Welsh. Many repeat key words used by the practitioners and a few are able to count to 5 and name basic colours.

Children's physical skills are developed effectively. Nearly all are confident to use tweezers and collection cups in the loose parts area and most manipulate dough skilfully. Children thoroughly enjoy taking part in the active play sessions run by the practitioners, resulting in competent children able to move appropriately and take suitable risks. For example, nearly all run up and down the green hill and develop good balance and co-ordination.

Nearly all children have very strong problem-solving skills. For example, they work together to fix the torch and discuss ways to rescue the bug trapped in the till. Most children show excellent levels of perseverance with trial and error approaches to reach their desired goal. For example, they tape sticks to a wooden vehicle to adapt it to make an aeroplane.

Children express themselves freely in art, yoga, music, and role play opportunities. Nearly all are highly creative individuals and have clear views about what they would like to create. For example, they draw a bug they had just found outside and make colourful prints with Autumn leaves they had collected earlier.

Nearly all children are able to take turns, share resources and space consistently. For example, they share the hammer in the wood workshop, take turns with the microphones to read stories and share the work top space in the role pay area. They have an excellent understanding of right and wrong and their behaviour is exemplary, resulting in a calm and purposeful environment.

Care and development: Excellent

All practitioners are dedicated in their roles. They are professional and passionate about the care they provide. They interact with the children in an extremely warm and gentle manner, creating a positive, calm, and happy atmosphere throughout. They engage purposefully as they know the children very well. They use the behaviour management policy effectively. All practitioners give praise for good behaviour and use positive techniques successfully to develop mutual respect. They remind children to use kind hands and use distraction competently.

Practitioners successfully keep children safe and healthy. They adhere diligently to the setting's effective policies and procedures in relation to hygiene, health and safety and review them regularly. Practitioners supervise children exceptionally well and complete relevant records in relation to accidents, incidents and medication. They know what to do in an emergency as they practise and record regular fire evacuation drills. Leaders provide a vast range of healthy meals and snacks for children including milk or water to drink. They follow effective procedures to support

children with allergies and dietary needs and follow the detailed care plans extremely effectively. The setting achieves recognised high standards in relation to promoting healthy eating and implements a toothbrushing scheme across the ages to encourage good dental hygiene amongst the children. They have a thorough understanding of how to protect children and know what to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are highly successful in meeting the needs of children, including those with additional learning needs. They identify children who may have an additional need and have well-established systems in place to support them. For example, one-page profiles and support cards are in place, which provide practitioners with detailed knowledge about a child's interests and fascinations, empowering them to support and nurture the child successfully.

All practitioners are highly responsive to children and support them purposefully in their play. They sing action songs as they transition from one area to the next and confidently use sign language at circle time, which supports children's engagement successfully. Practitioners are motivated and engage with children exceptionally well to promote their all-round development. Practitioners plan activities around themes and imaginatively introduce a range of resources within the indoor and outdoor areas. For example, they include natural autumnal objects in sensory exploration areas and provide a range of creative and mark making activities. This ignites children's curiosity and develops their creative thinking. Practitioners promote equal opportunities and diversity successfully.

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

Practitioners have very thorough understanding of child development and how children demonstrate repetitive actions of play. They encourage the children's curiosity and practitioners have expertly embraced the curriculum for non-maintained settings. They plan for long periods of un-interrupted play and understand the value of allowing children to become engrossed in their own creative play.

Practitioners have successfully created an extremely purposeful learning environment built on the children's interests, needs and choices. Practitioners have adopted a team approach to planning, which is highly reflective. Practitioners understand that they need to adapt and change this planning to follow the interests and needs of the children. For example, practitioners adapt planning to explore the planets after a child showed a fascination with learning about space at home.

Nearly all practitioners provide worthwhile experiences for the children based on detailed regular observations, for example providing binoculars for the children to participate in bird watching. However, practitioners have not yet fully developed their approach to observation to ensure that they respond to individual children's needs and to deepen and extend their learning. Nearly all practitioners are highly reflective. For example, they identified the wood workshop area needed to be relocated and the

block area needed to be made larger for better access and to further engage the children.

Practitioners are excellent role models for promoting physical skills by being fully active with the children, for example hopping, jumping, and crawling with the children at every opportunity. The opportunities for developing children's fine motor skills are plentiful. Practitioners expertly model how to use the screw drivers in the wood workshop area and make dough with the children.

Practitioners' interactions with the children are sensitive and encouraging. They explain things clearly and give clear instructions with visual cues if necessary. Nearly all practitioners know when to interact and when to step back and observe, for example supporting children's numeracy skills when counting scoops in Welsh in the sand area.

Practitioners promote children's social, moral, cultural, and spiritual development very effectively. They develop the children's awareness of Welsh culture and develop a sense of belonging and respect. Practitioners get to know the children's families very well and provide valuable opportunities to celebrate the children's individual cultures. For example, they arrange family visit days, ensuring that individual cultures and countries are acknowledged and visible in the setting. Practitioners have a gentle, sensitive approach and show care for every child's individual needs.

Practitioners encourage children to grow their own vegetables and herbs in the settings allotment. They ensure that the children are immersed in awe and wonder at the natural world and the way things develop and grow. The experiences are based on the world they live in and their immediate locality. This ethos is embedded by using home grown produce from the allotment to make soups and meals to eat. Practitioners provide further valuable experiences by regularly visiting the local library to enjoy stories. They also visit the nearby care home to spend time with the residents, developing a strong sense of community and belonging.

Environment: Excellent

Leaders spark curiosity and empower children to investigate. Nearly all the resources reflect the natural environment and contains authentic objects, for example use of a real china tea set and tea pot in the role play area. The practitioners promote loose parts and block play extremely well, developing valuable problem-solving skills. Practitioners provide a rich environment with emphasis on neutral furnishings and high quality resources. This enables the children to make excellent progress in all areas of development. Nearly all resources are at low level, which allows children to successfully access them and to be extremely independent in their play. Children use appropriately sized furniture and equipment for their age and stage of development.

Leaders ensure the indoor and outdoor environments are safe and secure. Thorough, comprehensive risk assessments are in place for all areas, which staff adhere to daily. Monthly reviews are in place to ensure that the safety of the children is paramount. Daily cleaning, management and health and safety checks of the environment are complete. They ensure that all required safety checks are complete

and follow rigid procedures in relation to visitors accessing the setting. The premises are very clean, and practitioners practise effective and consistent hygiene procedures, such as sanitising tables and highchairs. They follow appropriate hygiene procedures during nappy changing and at mealtimes.

Leaders ensure that the secure and extensive outdoor area provides innovative and varied learning and play opportunities for all ages. These include a mud kitchen, bike track, sand and water area, book and cwtch area and vast green space to fully develop the children imagination and investigation skills. Older children have continuous access to a fully engaging, creative, undercover outdoor space, allowing them to feel valued and able to play in their preferred space for maximum progress and enjoyment. Younger children have access to a very stimulating secure outdoor area, accessing these at numerous times throughout the day. All children and practitioners are provided with wet weather clothing and equipment to ensure that outdoors is accessible in all weathers.

Leaders provide designated areas for children to store their personal items and display children's artwork attractively across the setting. Photographs of children and their families support a sense of belonging and promote children's self-esteem admirably. Leaders use a variety of play materials effectively to promote children's cultural awareness, including Welsh heritage and diversity. This effectively promotes children's understanding of the world.

Leadership and management: Excellent

Leaders have a clear vision for the setting and are passionate about making every day count through planning engaging experience and worthwhile opportunities to enhance and enrich the lives of the children, their families and practitioners who work at the setting.

Leaders at all levels provide outstanding leadership, which has a direct impact on practitioners and the progress children make at the setting. They create and maintain an exceptional team ethic, where staff feel highly valued and nurtured to develop themselves personally and professionally. Leaders go above and beyond expectations to support and develop staff well-being. For example, they provide low cost healthy lunches for staff. Leaders have installed an onsite gym and offer free weekly dance classes to practitioners. This approach supports staff well-being extremely well and has a real impact on staff retention. Leaders have high expectations and invest extensively in their staff through high quality training. They encourage staff to develop their skills as professionals and fully engage and support them with college work, leading to additional qualifications.

Leaders evaluate all aspects of the setting. They use external agencies advice and practitioners' views to expertly develop and improve the provision and support children's learning. Leaders have established exceptional links with a range of partners. They work closely with local schools through activities such as forest school sessions and sports day visits. Leaders work with the local authority early years advisory teacher to improve standards and share good practice with other settings. Leaders plan family and parent workshops throughout the year, focusing on local

community needs and priorities, such as a healthy food workshop and cooking days. They provide food and menu cards for families to use at home. The setting has close involvement in transition projects, supporting children and families moving from the nursery into the local schools.

Working alongside parents and carers to support the holistic development of the child and the family is a highly effective element of the setting's work. They provide a vast amount of information for families, such as daily updates and observations of their child. They hold regular face-to-face meetings to discuss children's well-being and progress. Parents are encouraged to complete 'All about me' forms to help children settle into the nursery quickly and are reviewed regularly as a child develops. The setting has a warm and welcoming ethos, which the parents value, developing very strong relationships and effective open communication.

Leaders are committed to developing practitioners' use of the Welsh language to further enhance children's understanding. They have extensive initiatives in place to support staff, for example an external agency visits weekly to work with both the children and practitioners, which has developed staff confidence to use the language regularly with the children.

Leaders run successful recruitment days and follow thorough recruitment and induction processes to ensure that standards are high and continue to improve. Leaders complete highly effective staff appraisals and supervisions with the practitioners. They ensure that all practitioners have the opportunity to develop professionally in line with the self-evaluation but also have regard to practitioners' requests for training.

Leaders make effective use of available grants to support and improve partnerships with parents and carers. Leaders ensure that the rooms are well resourced with quality equipment and use grant money wisely to purchase new resources when needed. For example, they purchased outdoor play equipment, and the allotment area was extended to promote physical health and well-being. This is an aspect identified as a local community priority.

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)

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

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

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Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

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.

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