Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Mrs Tiggywinkles

Stone Lodge
Princetown
Tredegar
NP22 3AG



Date Inspection Completed

12/11/2021

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About Mrs Tiggywinkles

Type of care provided	Children's Day Care Full Day Care
Registered Person	Shirley Phillips
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	8 March 2018
Is this a Flying Start 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, or intend to use their service.

Well-being	**EXCELLENT**
Care and Development	**EXCELLENT**
Environment	**EXCELLENT**
Leadership and Management	**EXCELLENT**

For further information on ratings, please see the end of this report

Summary

Children are very happy and enjoy their time at the setting. They have excellent opportunities for play and learning within an extremely nurturing setting. Children interact well and form close bonds with their peers and staff. They have many opportunities to develop skills for independence. They learn skills through an extensive range of high quality experiences and play.

Staff are professional, well qualified and work seamlessly together as part of a team. They have a very good understanding of how to keep children safe and healthy. Staff have implemented robust, in-depth Covid-19 policies and procedures. They plan an excellent variety of interesting and fun activities, to support children's development. Staff keep good records of children's progress.

The environment is clean, extremely welcoming and well organised, with best use made of the space available. The outside area is an interesting, stimulating and safe area. There is an excellent selection of well-maintained and good quality resources both inside and outside. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks consistently.

The leadership and management of the setting is strong. Leaders at this service are passionate and committed to providing high quality childcare. They have extremely thorough processes in place to ensure that staff are fully involved in working together to provide excellent care for the children. There is a clear culture of continuous improvement and building strong partnerships with parents and others for the benefit of the children.

Well-being Excellent

Children have a strong voice and many opportunities to make choices. They decide what they would like to play with from the numerous activities on offer. Younger children choose from an excellent range of developmentally appropriate and stimulating resources. This promotes their all-round development, enabling them to follow their own interests with confidence. For example, a child asked to wash their hands when they finished a painting activity, as they wanted to play in the water tray.

Children are happy, relaxed, and confident. They develop strong attachments with staff in their base room and they are comfortable to approach familiar people when they need help or reassurance. Children feel secure by knowing the daily routines and confidently respond to directions from staff. They have close relationships with staff. For example, on numerous occasions children spontaneously approached staff for cuddles and babies held up their arms as they displayed signs of wanting a nap. Children playing alone, were content and were soon joined by other children and staff in their games. Children seek out staff members for comfort or to celebrate success and bonds of trust are evident.

Children are learning to behave very well. They naturally use good manners, respect each other and share. We saw children enjoying ‘making breakfast’ together in the home area, taking turns to fill the cereal bowls and pour the milk. Children sat happily together and chatted to each other and staff, listening to others talking about subjects that were important to them, for example what they were going to do on the weekend or their favourite food. On the rare occasion it is required, children respond positively to instruction such as to slow down or to use kind hands.

Children have excellent opportunities to develop new skills with the play and learning experiences available. The children are curious and engaged learners who value the chance to explore the environment. The emphasis is on free play but there are also structured, adult led activities, which children participate in and enjoy. Children are very engaged in their chosen play throughout the nursery. For example, exploring the light box or freely accessing wall activities in the baby room. Children really enjoy messy play. They need little encouragement to mix paint with their hands, making different colours and painting shapes with fruit stencils on large pieces of paper. Others enjoy building towers out of blocks, learning to balance them in a way to be steadier and laughing as they fall down. Babies smile as they clap to music, learning to make sounds and rhythms.

Children are developing very well and have opportunities to become independent. They are given time to do things for themselves such as taking off their coats when they arrive and feeding themselves. They enjoy helping to tidy up and are becoming proficient in dressing themselves in aprons for messy play. Babies are becoming increasingly social and independent. They share positive facial expressions with others and readily explore their playroom accessing toys they would like to play with.

Care and Development — Excellent

Staff have a very good understanding of their roles within the setting. They are effective in keeping children safe and healthy because they confidently follow the setting's policies and procedures. These include sleep and nappy changing/toileting procedures. Staff are very confident about their responsibilities in relation to child protection concerns and medical needs. They ensure that there are up to date and detailed health-care plans in place for children, where necessary. Staff are aware of the updated Wales Safeguarding Procedures and the revised Additional Learning Needs legislation. They supervise children very well and implement safe hygiene procedures. They provide healthy meals and snacks with free access to drinking water throughout the nursery. Staff support children to be physically active and this includes a very enthusiastic session of 'Busy feet', which staff and children really enjoyed. Staff complete regular fire drills with the children. Accidents and incidents are recorded clearly and are monitored regularly to identify any trends, which need to be addressed.

Staff manage interactions extremely well. They have a sound understanding of child development, and its impact on children's behaviour. There is a suitable behaviour management policy in place. Staff implement the policy well, using lots of positive language and praise, which enhances children's well-being. They offer simple, clear explanations, and encourage kind behaviour such as 'kind hands' and 'walking feet'. They implement consistent and positive behaviour management strategies in a calm and patient manner. Staff are nurturing and act as good role models. For example, using good manners, apologising if anything negative occurs and listening to other staff. They encourage children to be kind to each other, to help tidy up, and they sit with them for their snacks to promote their social skills.

Staff are motivated, well qualified and keen to effectively promote children's development. They know the children's individual needs very well. They monitor children's progress effectively, carrying out regular observations and using developmental progress tracking systems well. They communicate with each other consistently and are aware of their individual roles in delivering nurturing, responsive care. Staff attend to children's personal needs promptly and discretely. They treat children with respect and value them as individuals. They plan a very good range of interesting activities based on the principles of the Foundation Phase and are aware of the pending changes to the curriculum in Wales. Staff have undertaken a number of training courses, which allows them to support the children confidently. They deal with children's interactions sensitively and with exceptional skill. Staff kneel down to the children's level and use calm voices to guide them. Staff regularly use the Welsh language during activities and children engage well with this.

Environment Excellent

People who run the setting provide a safe, well-maintained and very welcoming environment. They have detailed risk assessments for all areas of the environment and many activities and these are reviewed on a regular basis. They ensure that annual safety checks are completed in a timely manner. There is a secure system for entry to the setting and staff ensure that all visitors are signed into the service, with additional checks in place during the Covid-19 pandemic. There are also health and safety reminders around the setting, such as posters outlining fire evacuation, Covid-19 and hygiene procedures. A member of staff is designated as a health and safety champion. Nearly all staff are trained in health and safety matters.

People who run the setting have organised the space to a very high standard and with children's needs at the forefront of the ideas. Areas are light and decorated in neutral colours with many natural materials, providing a calm ambiance. They provide inviting, well-equipped play areas for different aged children, with good sleeping and nappy changing/toileting facilities. Play areas are welcoming and homely, set up to reflect the real world, such as a large home area and a 'rose garden'. Rooms are adapted at meal times according to numbers and needs of individual groups. A sensory room has recently been established in an outside building. They have designed the environment so that children have the option to play in the outdoors regularly. The outside area has been extensively renovated with a separate area for babies. There are numerous, well thought out areas for children to play imaginatively and develop their physical skills. Walls are adorned with mirrors and objects to stimulate children's thinking and develop their fine motor skills.

People who run the setting ensure that there are plenty of excellent resources to stimulate the children's interest and imagination. Play resources are varied and highly suitable for the age of the children who have access to them. Learning areas are changed regularly to maintain children's interest and extend their skills. There is an extensive range of good quality, real life resources, such as pots and pans and crockery. It is a very rich environment for play and learning. Downstairs, one room is predominantly used for messy play. Staff organise use of the rooms on a rota throughout the day, but this is flexible. The resources are easily accessible to children as they are visible and stored at their level. People who run the setting invest time and finances in furniture, toys and equipment in every area of the setting. This ensures that children can always access developmentally appropriate resources that promote their curiosity.

Leadership and Management — Excellent

People who run the service are skilled, experienced and manage the service very well. There is a clear and inspirational vision for the service outlined in the Statement of Purpose. There is a strong ethos of child-centred care and this is evident when you speak to staff. There are detailed policies and procedures in place that are reviewed and updated as and when required. They give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes. The registered person and person in charge are very aware of national priorities and developments in childcare. Daily records are maintained well. Some minor changes were made to policies and records during the course of the inspection to further clarify and strengthen some areas.

People who run the setting have a robust system to review the quality of the service they offer. All relevant parties contribute to an effective self-evaluation process and create a culture of continuous improvement. They fully respond to parent, staff and children's requests and review a part of their 'improvement plan' at staff meetings, fully involving staff in setting targets. The registered person and person in charge set high expectations of themselves and staff. The registered person submitted the Self-Assessment of Service Statement (SASS) to CIW appropriately. This included a comprehensive report of their quality of care review, including their plans for future improvements.

People who run the setting have effective systems in place to recruit, induct and employ staff. Staff files evidence that all the required checks and information required by regulations, is sought prior to staff being employed at the setting. Daily records such as attendance records and staff rotas show that a sufficient number of staff are employed for the numbers of children attending. The person in charge is included in numbers but confirmed that they have time in the office to provide good management of the setting on a day-to-day basis. Staff are able to take responsibilities for specific areas such as health and safety, providing them with opportunities to further their development. All but one staff member hold a childcare and first aid qualification. There is a strong culture of continuous development, as the leaders and staff are proactive in identifying any training opportunities that extends their knowledge of childcare. Leaders monitor staffs' professional development and progress through one to one supervision and an annual appraisal. Leaders carry out various risk assessments for staff who require them for example, during the Covid-19 pandemic. Action plans are drawn up to support staff following any assessment. Staff told us they felt supported to do their jobs to a high standard. There is a strong team ethos and they described the setting as a 'family' working and supporting each other personally and professionally. They work seamlessly as a team. The staff's sense of pride in their roles was palpable throughout the setting.

People who run the setting have established systems to enable them to work in close partnerships with parents. They seek very detailed information about their children's needs and preferences and they keep parents well informed via detailed newsletters, emails, notices on display in the setting and by regularly updating them through an electronic 'app'.

These systems have been reviewed during the Covid-19 pandemic. Parents tell CIW that they are very happy with how the setting communicates with them and keeps them updated regarding their child. Leaders and staff have established links with a wide variety of external organisations and individuals such as the local authority and childcare support organisations. They proactively engage with consultations regarding childcare matters such as the Welsh Government Healthy and Nutrition guidance review. They put themselves forward for working groups such as piloting the new Curriculum for Wales. They won a number of awards in the Blaenau Gwent childcare recognition event in 2019.

Recommendations to meet with the National Minimum Standards

None.

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	N/A

	inspection	

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.

Date Published 20/12/2021