Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Wiggles and Giggles

Flying Start Centre
Victoria Estate
Monmouth
NP25 5AR



Date Inspection Completed

22/01/2025

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About Wiggles and Giggles

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Monmouthshire County Council Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	9 July 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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

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

Summary

Children are confident communicators, happily sharing their thoughts, ideas and interests. They are happy, settle well and develop a sense of belonging. Children learn to interact well and are polite and respectful. Children focus well for their ages and stages of development. They enjoy their play and are inspired to learn and be creative. Children develop well and can learn a good range of skills as they explore and investigate their surroundings.

Staff understand their roles and responsibilities and effectively implement the settings policies and procedures. Staff are good role models and have a caring manner with the children. They understand child development and are good at facilitating and extending children's learning.

The management team ensure they provide a safe environment. They have developed a welcoming space where children have the creative space that inspires their enthusiasm to learn. Leaders provide purposeful resources that support and considers children's holistic development well. The outdoor space would benefit from redevelopment.

The management team, manage their setting well and have a good understanding of their setting and the care they provide. They have a good self-evaluation process in place to ensure improvements are meaningful and benefit the children. Managers have developed a good team of staff and support them well. They have developed a positive relationship with parents to ensure information is shared effectively.

Well-being Good

Children are confident communicators, happily asking for items they want. For example, if they wanted more snack, they ask staff sitting at their table for more humus and bread sticks. Children move around their playroom freely, choosing what and where they want to play. Children express themselves well as they know they will be listened and responded to appropriately by staff. Their interests are known and considered effectively by staff when planning activities. For example, an older child was noted for showing interest in helping to collect the plates and cups after snack time. The child was given plenty of encouragement and praise. The child responded with smiles and claps.

Children settle well as they are provided with consistent care by staff with whom they develop a positive relationship. Children are happy, which was evident as they freely approached visitors and invited us into their play. They develop a sense of value as staff respond to their needs offering lots of eye contact. Basic sign language is always used to help all children understand what is being said and they are given time to express themselves. Younger children are given time to communicate their needs. All children are encouraged to develop positive friendships and enjoy playing alongside others.

Children learn to be well mannered, polite and respectful towards others and when using the resources. With support and encouragement children help to put items away when they have finished playing and when asked by staff at times such as before snack. Children learn to interact well as they share the space and resources. For example, young toddlers enjoyed sharing toys and inviting other children into their play, passing pens as they scribbled on paper on the floor. Staff noted that younger children preferred to utilise the floor space rather than sit at the tables. Therefore, staff rolled out paper and secured it to the floor with taping so everyone can engage in mark making. We observed a small group of children delighting in playing in the role play area using items such as a wooden spoon to use as a drumstick.

Children focus well for their ages and stages of development as they have access to resources and activities that allow them to follow their interests. Children enjoy their play and are inspired to learn and be creative. For example, they enjoyed pushing their toy cars on to a ramp and splashing them into the water tray. Children develop well and can learn a range of skills as they have access to age appropriate activities and toys that support them. They have opportunities to learn new skill, such as using scissors and then practice this during their craft activities. Children enjoy exploring their surroundings as they investigate the outdoor play area. Children are encouraged to become independent learners. For example, all the children feed themselves including the younger children who are given the opportunity to try different fruits and vegetables at snack time. When children showed they didn’t like peppers staff copied the expressions on their faces, and they all laughed. This showed that children and staff are at ease with each other and feel happy to be themselves.

Care and Development — Good

Staff understand their roles and responsibilities. They effectively implement the settings policies and procedures to keep children safe. Staff are aware of the procedure to follow should they have concerns about a child. Most staff have paediatric first aid training which enables them to deal with minor accidents and incidents appropriately. In the main staff follow good hygiene procedures when washing hands before preparing food and after nappy changing or helping with toileting tasks. However, we noted that not all staff follow the setting procedures in wearing disposable aprons when nappy changing. On viewing accident records we noted that they are consistently signed and dated with parental signatures included. However, some pertinent details regarding the types of treatment that was given at the time of injury to the child were not clear. The accident records did not show if parents were advised if their child's injury effected the head. In discussions with management, we were told that a card stating the advice is issued to parents, but this was not included in the accident record form.

Staff have effective procedures and routines in place to help them promote a healthy lifestyle. They offer nutritious snack. For example, crackers, bread sticks, humus and fruit for snack, with water or milk to drink. Staff ensure children have opportunities to be active indoors and outside, and provide weatherproof clothing so children have daily opportunities to get fresh air and exercise.

Staff are good role models and have a caring manner with the children. They show respect and interest in everything the children say and do. Staff happily join in with children's play when asked or invited, but also know that sometimes it is better to allow the children their own space and time to play and learn. They implement consistent and effective behaviour management strategies, which is helped by the staff knowing the children well and understanding their needs. For example, when children do not want to join in with an activity, staff support and encourage them. Staff make routines a sociable experience for the children. For example, they sit with them when they are having snack, talking about their day and interests.

Staff understand child development and provide a good range of suitable activities and resources. The Welsh language is often used when singing or even talking to the children. Staff involve parents to gain knowledge of the children's interests and complete regular observations on the children. Staff effectively record the individual progress of the children and use this to identify future learning opportunities and next steps. The setting has clear plans to support children with ALN and external providers such as physio therapist regularly visit the setting to help and support children and families.

Environment — Good

The management team ensure they provide a safe environment. Access to the premises is controlled and external doors and gates are kept locked. Staff and children's registers are kept, and visitors are recorded so everyone on the premises can be accounted for. Managers conduct risk assessments regularly to ensure hazards are eliminated or managed well. Daily risk assessments and checks are completed prior to children attending to ensure no new hazards have arisen and the children have a safe space to play. Regular fire drills are conducted so staff and children are aware of the procedure to follow in an emergency.

The management team have a clear vision for their setting. They ensure the environment is welcoming, supports children and creates stimulating opportunities where they can play and learn. The indoor environment is arranged well to promote children's enthusiasm and engagement in activities. The environment is well maintained and decorated in calming neutral colours to create a welcoming and relaxing atmosphere. Staff ensure children have access to a variety of outdoor opportunities. There are different play surfaces for children such as grassed areas. However, the outdoor area was muddy which can be restrictive for children who were not fully mobile. In addition, larger equipment such as outdoor mats are not stored away overnight. This can be a health hazard. The management team highlighted additional adjoining outdoor space that if used would greatly benefit the setting and maintenance of resources.

The management team provide purposeful resources that support children's holistic development. Staff consider children's development well and ensure appropriate access to activities that extend and build upon individuals' abilities effectively. They use re-cycled and natural materials to effectively enhance children's play and learning. They offer an environment that is equipped with authentic, imaginative, exciting, and creative resources that self-motivate children to become independent learners.

Leadership and Management — Good

The management team manage their setting well. They have a good understanding of their setting and the care they provide. The statement of purpose contains all the required information parents need to decide if it is the right care for their child. Policies and procedures are reviewed and updated regularly. These are shared with staff on a regular basis to ensure they are understood and implemented effectively. Paperwork is well organised, so information is easy to find and records, such as children's registration documents are complete.

Managers are effective in self-evaluating their setting. They conduct an annual quality of care review where they gain the opinions of staff, children and parents. This feeds into ongoing plans to make positive changes to the setting and care provided. The management team's vision of the setting has been well planned, and developments have had a positive impact upon the children. This includes improvements to be made to the outdoor facilities and toileting area.

The management have developed a good team of staff who work well together to ensure the setting runs smoothly. Managers are committed and dedicated to providing good care for the children. They manage staff well, ensuring they are kept up to date through regular meetings, supervisions and annual appraisals. Managers regularly ask staff relevant questions about a policy they are focusing on to ensure they are aware of what is included and the procedures to follow. All the relevant checks are completed, and managers ensure staff are appropriately qualified and suitable to care for children. The managers ensure staff supervise children well. However, we noted that staff supervision did not fully reflect how staff are progressing in practice.

Managers and staff develop a positive relationship with parents. They keep them updated about their child's experiences and development. This is done daily through verbal feedback and through newsletters. 'Stay and Play' sessions give parents the opportunity to visit the setting and see what is involved in a child's typical day. Parents spoken to during the inspection told us they are very satisfied with the setting. A parent expressed that staff listen to their views and give them feedback on a daily basis. Others said how well they feel supported by the staff.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 5 - Records	Broaden the accident records to include information of the actual first aid given at the time. The record should also include advice for parents to supervise children if an injury to the head is received.
Standard 10 - Healthcare	Ensure all staff follow the setting's nappy changing policy in wearing PPE as required.
Standard 22 - Environment	Develop the outside play area so that all children can access all areas and resources safely and independently.
Standard 15 - Staffing ratios	Ensure that staff supervisions include comprehensive information regarding how individual staff are progressing in their practice.

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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