Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Tiggys

Bryn Bach Primary School
Merthyr Road
Tredegar
Blaenau Gwent
NP22 3RX

Date of inspection: May 2024

by

Care Inspectorate Wales (CIW)

and

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

About Tiggys

Name of setting	Tiggys
Category of care provided	Full Day Care
Registered person(s)	Shirley Phillips
Responsible individual (if applicable)	n/a
Person in charge	Emma-Jane Powell
Number of places	30
Age range of children	2-12
Number of 3 and 4 year old children	29 3-year-olds and 24 4-year-olds
Number of children who receive funding for early education	Six
Opening days / times	07:30-18:00 Monday - Friday
Flying start service	Yes
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	8 August 2022
Date of previous Estyn inspection	This is the setting's first Estyn inspection
Dates of this inspection visit(s)	21/05/2024

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)**	**n/a**
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 Consider the voice of the child within the Quality of Care Review

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to the use of observations that inform planning and impact on children's learning and development for dissemination on their websites.

Main findings

Well-being: Excellent

Nearly all children are happy within their learning and play environment. They have a very strong voice at the setting and express their feelings clearly, and make effective choices about where and who they play with. For example, older children build structures using connecting discs and then request to leave them somewhere safe to continue their building on returning to the setting later. Children of all ages use the wide range of interesting activities and resources provided to construct their own play and develop their ideas.

Nearly all children arrive extremely happy and eager to start their day. The very few children who are upset on arrival are well supported and soon move on to play happily. Nearly all children develop exceptionally positive attachments with practitioners, which has a positive effect on their well-being. For example, children give drawings of hearts they have made to practitioners and express considerable joy when the practitioners show gratitude. Nearly all children show affection towards their friends through playing together, sharing resources and kind words.

Nearly all children behave very well as is appropriate for their ages and stages of development. Most children play co-operatively together or alongside each other. They resolve minor disagreements quickly and resume their play positively. They learn to follow rules and respect other people and property through routines such as working together to help tidy up. Many children speak very eloquently with practitioners and clearly explain what they have made and learnt from activities.

Nearly all children are very actively involved in their play. They spend considerable time concentrating on activities of their choice and show great perseverance. For example, when creating a bridge with logs, children move them around carefully to increase the stability of the structure. Most children demonstrate excitement when their name is sung during morning songs or when investigating pouring water using a teapot and flowerpot.

Nearly all children develop exceptionally well through the wide-ranging opportunities provided. As they move between activities and follow their own interests, children develop significant confidence in making choices. They follow routines effectively and develop their self-help skills well. For example, many children go to wash their hands unprompted when told it is snack time. Nearly all children take pride in their ability to demonstrate their skills as they experiment with a wide range of learning experiences. For example, they show great dexterity when threading different thicknesses of wool through buttons and pasta or using chopsticks to pick up objects.

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

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying induvial children.

Care and development: Excellent

Leaders and practitioners understand their roles and responsibilities well and implement the setting's policies and procedures very effectively. They carry out stringent infection control through regular cleaning and handwashing. Practitioners promote excellent practices to ensure that children stay healthy by applying sun cream, ensuring that children wear sun hats, guiding children to brush their teeth and encouraging children to wash their hands regularly. They follow thorough nappy changing procedures that respect children's privacy and develop their next steps towards toilet training. They provide healthy snacks, offer milk or water to drink and participate in a healthy award programme. Practitioners enable children to spend a good amount of time outside every day, which ensures they get plenty of fresh air and exercise. Leaders and practitioners keep accurate attendance registers, log visitors and undertake fire drills, which all contribute to safe provision for children. Leaders and practitioners keep detailed and accurate records of any concerns, medication administration, accidents, incidents and relevant information securely. Practitioners have up-to-date first aid certificates. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are exceptionally caring and supportive. They interact with children in a very warm and friendly manner, creating a positive, happy and stimulating atmosphere for learning and play. Practitioners know the children and their individual needs very well. They quickly identify when children need some reassurance or support and deliver this in a way that fully meets the needs of the individual child. They show great interest in the well-being of children through asking how they are in Welsh and then asking further questions to encourage children to explain their

feelings. Practitioners use praise consistently to encourage and acknowledge children's developments. They act as very good role models by interacting respectfully with each other and ensuring that all interactions with children are positive. A suitable behaviour management policy guides practitioners to use techniques such as explanation and distraction to promote positive children's behaviours. As a result, children are learning to manage their behaviour in an atmosphere that fosters and promotes understanding and self-esteem.

Practitioners have an exceptional understanding of their responsibilities and provide excellent opportunities for children to develop. For example, they encourage the children to develop their own self-care routines of hand washing, tooth brushing and toileting very effectively. They are extremely responsive to children's interests and plan an exciting range of relevant activities and experiences focused on their fascinations. Practitioners join in effectively with children's play to support and extend learning. They use questioning very skilfully to identify children's views, thoughts and recall of learning so far. For example, they ask children to suggest what would happen if they turned a screwdriver the opposite way. Practitioners regularly update 'All About Me' profiles to provide an accurate holistic overview of each child's individual needs.

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

Practitioners have a very good understanding of child development and how children learn. They provide a rich variety of high-quality learning experiences that they match well to children's interests and stages of development, for example talking about and showing the hands on a clock when a child asks about how long until their friend arrives in the morning. Practitioners have high expectations of children and know their individual strengths and needs. They use this knowledge extremely well to encourage children to develop their problem-solving and thinking skills through worthwhile and beneficial opportunities.

Practitioners use highly effective observations and assessments to identify where children require support or challenge. Children's interests and patterns of repetitive play are used well during planning to enthuse and stimulate learning. Practitioners support children very effectively during their play to make worthwhile choices, for example using outdoor risky play to develop balance and co-ordination and providing binoculars and magnifying glasses when searching for aeroplanes, birds or mini beasts in the outdoors.

An outstanding feature of the provision is the high-quality interactions between children and practitioners. Practitioners demonstrate excellent questioning skills, which encourage children to extend their knowledge and understanding during stimulating learning opportunities in the indoor and outdoor learning environments. For example, practitioners encourage children to ask questions, make observations and learn useful fascinating facts about the life cycle of a bee. As a result, nearly all children make very good progress form their starting points and ask and answer worthwhile questions, which extends their knowledge and understanding. Practitioners competently play alongside children and use worthwhile interactions to

extend learning, knowing when to stand back and observe and when to intervene to develop children's skills. They model language and behaviours very effectively and introduce new vocabulary to children during worthwhile play opportunities.

The planning process allows for well-considered activities that enable children to develop a wide range of skills progressively in all areas. Practitioners ensure that the majority of activities are based on children's interests and are child initiated. This allows children to have a voice in what they learn about, for example when children pretend to fix and mend the cupboards in the role play area, with practitioners asking useful questions to extend the learning. They also follow up these behaviours with planned learning and play experiences that relate well to the original activity.

Practitioners read stories to the children whenever the opportunity arises and demonstrate a strong appreciation for stories and books. This has a positive influence on children who model this behaviour and develop a love of reading. During role play, practitioners encourage the children to write shopping lists and pretend food orders, which allows children to understand the purpose of mark making very effectively. Practitioners ensure that Welsh is used throughout sessions. They encourage the children successfully to use words and simple phrases during group activities, as well as incidentally throughout the day. They enthusiastically encourage the children to count and join in singing a range of Welsh songs and rhymes, which supports children's development of Welsh language skills highly effectively. Practitioners provide purposeful opportunities for children to learn about and celebrate other cultures, in addition to learning about Welsh culture and heritage. For example, practitioners effectively embrace children's own cultures, looking at flags, talking about different countries and tasting foods from around the world.

Practitioners make excellent use of the local community to enhance children's learning, for example when using local transport to visit a café and make weekly visits to a local pond to search for tadpoles. They encourage parents and carers to send photographs and information about their children to help develop their sense of belonging and for practitioners to know about the children's lives. Practitioners support regular opportunities to involve children's families in activities, which effectively enhances strong links with home and supports children to make strong progress during their time at the setting.

Environment: Excellent

Leaders and practitioners provide the children with an extremely rich, stimulating environment that they change and adapt regularly in relation to children's needs and their ideas. They effectively display children's drawings and writing skills in a way that celebrates successes and achievements. They ensure that it is safe, secure and maintained to a very high standard. Leaders demonstrate a good understanding of the relevant health and safety matters through ensuring that all required safety tests are undertaken in a timely manner. Practitioners carry out daily checks and cleaning to ensure the environment is hazard free. Leaders have developed detailed risk assessments for the building and activities, which are reviewed regularly. They are very responsive in their management of risk and they are currently in the process of

strengthening this process through moving to a format they have identified as more effective.

The setting is based within a demountable building on a school site. The playrooms are decorated with calming colours punctuated with colour through children's artwork, photographs of the children and natural resources. All furniture is appropriately sized and provides opportunities for children to engage with activities where they are comfortable. There is plenty of space for practitioners to lead group activities such as dance while other children continue to play freely. They regularly review the use of focused areas to identify how they are used by children and identify possible improvements to accentuate experiences and outcomes. They then assess the impact of any changes made. The outdoor area is small but exceptionally well organised to provide varied learning opportunities. This includes a comfortable area where children can look at books and a purpose-built woodwork shed. Practitioners provide stimulating outdoor activities in all weathers and set out activities in a very inviting way to interest children. Leaders make very good use of grants to develop and enhance their environment. Children have opportunities to explore planting and growing through gardening in an allotment on the neighbouring school playground.

Practitioners provide an interesting range of resources to support children's learning well and support their creativity. They are varied, stimulating and very well maintained both inside and outside. Children have access to age-appropriate items made from a range of materials and textures. Practitioners set up resources in themed areas with some resources reflecting our diverse society together with some real-life objects. They place books in all areas of the setting to lead children's exploration and encourage engagement with words.

Leadership and management: Excellent

All leaders are passionate about the work of the setting. They have high expectations of themselves and practitioners, enabling them to lead and make decisions in the best interests of the children. Leaders have a clear vision for the setting, which they share with practitioners, parents and carers and the wider community. They work effectively to ensure there is a strong culture of collaboration where all feel valued. The strong ethos of belonging is evident within the excellent teamwork amongst practitioners, forming a rich and stimulating environment for the children to feel confident and thrive.

The setting's processes for self-evaluation and improvement planning are comprehensive, evaluative and reflective. They are based on first-hand evidence, observations from practitioners and effective conversations with external partners. For example, leaders worked closely with the local authority advisory teacher to relocate the woodworking area to the outdoors to allow children to make better use of the area. Leaders make worthwhile changes that are based on their strong reflections which then support children in their learning. They make excellent use of grants available to them which has a direct result on the provision for children. Leaders and practitioners have created a welcoming homelike environment that effectively supports children's well-being. However, the quality of care review currently does not take account of children's views.

A strength of leadership is the focus on the provision of comprehensive professional development for practitioners. Through the effective appraisal process, they support practitioners to develop their interests and engage with valuable training opportunities. For example, individual practitioners' outdoor learning training has supported other practitioners in providing highly engaging experiences for children. Practitioners share roles and responsibilities well and benefit from sharing good practice when working together. As a result, children make very good progress when learning through a range of stimulating and interesting experiences.

Leaders have established a range of highly effective partnerships that benefit the children. They enjoy strong links with parents and carers, keeping them well informed about their child's learning and experiences through written reports, verbal communication and a computer app. Leaders encourage communication from parents and carers and arrange for them to visit the setting to discuss children's progress. Leaders are approachable, friendly and keen to work with families to ensure that children are happy and settle well. They respond swiftly and appropriately to any concerns parents and carers may have, which supports the strong partnership between them. Leaders and practitioners make excellent use of the local community, visiting local landmarks, businesses and using local transport. This has a valuable impact on children's understanding of the world around them.

The setting has excellent transition arrangements for children when they start at the setting as well as when they are ready to move on to primary school. Leaders ensure that useful information is shared with the school, which aids transition and effectively supports children in their next steps in education. They also encourage children to join in with worthwhile events at school, which supports their awareness and confidence well.

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
31	The registered person (RP) has failed to notify us of changes of staff working on the premises. Ensure all notifiable events are submitted to 'Care Inspectorate Wales' as soon as possible but no later than within 14 days.	Achieved

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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