A report on

Tiddlers Wraparound

Tyn Y Wern Primary
Heol yr Ysgol
Trethomas
CF83 8FL

Date of inspection: May 2026

by

Care Inspectorate Wales (CIW)

and

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

About Tiddlers Wraparound

Name of setting	Tiddlers Wrap Around
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Beverly Dickinson
Person in charge	Beverly Dickinson
Number of places	39
Age range of children	2yrs-3yrs 11months
Number of 3 and 4 year old children	14
Number of children who receive funding for early education	15
Opening days / times	9:00 -15.30 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 is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	This is a post registration inspection.
Date of previous Estyn inspection	June 2018
Dates of this inspection visit(s)	07/05/2026

Summary

Theme	Judgement
Wellbeing and Care	**Excellent**
Teaching, Learning and Development	**Excellent**
Leadership and Management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further develop provision to support children's communication and language skills to ensure it is consistently strong across the setting

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to how staff skilfully promote play, nature, and holistic learning experiences to nurture independence among the children, for dissemination on their website.

Main findings

Wellbeing and Care: Excellent

Practitioners create a calm, nurturing and supportive environment where children are consistently treated with care, dignity and respect. They respond sensitively to children who need additional reassurance on arrival, ensuring they are greeted warmly and supported promptly, which helps children settle quickly and develop confidence. As a result, nearly all children feel emotionally secure and demonstrate a strong sense of belonging.

Children move confidently and freely through their surroundings. Many show a fondness for playing outdoors where they choose to spend most of their time, participating in a variety of fun activities. They venture inside mainly to gather items or costumes that enhance their play. Children make many independent decisions regarding where and how they engage in activities.

Practitioners promote equality, diversity and inclusion to an excellent standard. They ensure all children feel welcomed and valued, including those from different cultural backgrounds or with additional needs. The environment reflects children's identities and the wider community meaningfully. The resources, wall displays and stories, support children to feel represented and respected. As a result, children demonstrate secure attachments and become more confident.

Practitioners respond sensitively to children's verbal and non-verbal communication, creating a strong sense of safety and emotional security. For example, they notice changes in children's body language or facial expressions and recognise the children are seeking reassurance. They respond calmly and promptly, offering comfort and support enabling the children to flourish because they know their needs are met.

Children are listened to attentively, and their views respected. During familiar routines, such as story time, practitioners give children genuine choices, encourage them to vote on stories and acknowledge their contributions by acting on their decisions. This sensitive and responsive approach enables children to express preferences confidently. They are happy to share their ideas and actively participate in their play and daily experiences.

Children form strong, positive relationships with both practitioners and their peers. Practitioners model warm, respectful and caring interactions consistently, which helps children learn how to cooperate, take turns and show consideration for others. Children play together, share resources and support one another during play. For example, older children work together during a game of hide and seek, discussing tactics, such as the best place to hide and why. The supportive environment encourages children to listen to each other, consider different perspectives and begin to manage any disagreements.

Practitioners know children extremely well and use this knowledge effectively to meet individual needs. They develop strong partnerships with parents and carers, which supports continuity of care and ensures children's emotional needs are met consistently and their well-being is at the heart of the setting.

Teaching, Learning and Development: Excellent

Nearly all practitioners share a strong vision to promote learning through a flexible, child-centred approach. They collaborate effectively to provide a broad range of highly engaging activities and experiences. As a result, children's learning and development are promoted very successfully. Practitioners have a thorough understanding of child development and apply this knowledge purposefully which ensures children make strong progress across a broad range of skills. By making careful observations of children as they play and regularly discussing children's progress as a team, practitioners identify ways to enhance children's experiences and development across the curriculum. Consequently, nearly all children make significant progress over time.

Practitioners encourage children to lead their own play, try things out and overcome challenges along the way. This has a positive impact, and most children show particularly high levels of independence as they follow their own interests and express themselves freely. Most children develop their imagination and creative skills well and make very strong progress in developing their physical skills.

Practitioners routinely involve children in adapting the provision, particularly in the outdoor areas. As a result, the learning environments both indoors and outside are highly engaging and promote children's curiosity and concentration exceptionally well. Children respond with enthusiasm and take ownership of daily tasks such as filling water trays and transporting soil to the mud kitchen. This nurtures their independence and strengthens their personal and social skills very successfully.

Provision to enhance children's social, moral, cultural and spiritual development is highly effective. They involve children in growing a wide variety of produce which they regularly donate to a local food bank. From a young age children show respect for living things and are motivated to care for them, such as when they water strawberry plants independently. Nearly all practitioners skilfully and consistently promote play and engagement with the natural world which leads to exceptionally high levels of independence among the children. This is a strength of the setting.

Practitioners support older children to develop numeracy, digital, Welsh language and literacy skills successfully. They place a particularly strong emphasis on supporting the development of pre-reading skills. Practitioners skilfully engage children in exploring sound, singing rhymes and gaining meaning from signs and symbols in the environment. Nearly all older children select favourite stories and most show delight as they repeat familiar phrases with confidence. Most develop their early writing skills well. They enjoy engaging with a wide range of mark making experiences with increasing control.

Most practitioners' support children's communication and language skills successfully. They model unfamiliar vocabulary well and engage children in meaningful conversations. However, at times the use of soothers with a few of the younger children tends to limit opportunities for them to communicate freely.

Leadership and Management: Excellent

Leaders have an extremely clear vision which places children's well-being, learning and independence at the heart of their work. They communicate this vision effectively to staff, parents and partners, ensuring a shared understanding of the child centred ethos and the importance of high-quality interactions. As a result, the setting benefits from a positive, inclusive culture where practitioners feel valued, confident and motivated to contribute ideas and take ownership of their practice.

Leaders establish and maintain a robust culture of safeguarding. Policies and procedures are comprehensive, reviewed regularly and implemented consistently in practice. Staff demonstrate a secure understanding of safeguarding processes and are clear about what actions to take should they have concerns about a child. Leaders have systems in place to ensure safe recruitment of staff and conduct ongoing suitability checks. They deploy staff effectively and always maintain appropriate ratios. As a result, children are cared for in a safe and secure environment.

An outstanding feature of leadership is the strong commitment to staff training and professional development. Leaders are dedicated to developing staff knowledge, skills and confidence. They ensure all staff participate in ongoing training, focusing on effective teaching methods and different learning strategies. For example, leaders provide training to support staff to understand children's schemas, and they revisit this training regularly to ensure consistency in their practice. This enables staff to engage meaningfully in children's play and to support learning exceptionally well. As a result, staff interactions are highly effective and contribute to excellent outcomes for children, particularly in relation to independence, confidence and problem solving.

Leaders manage staff extremely well and place a strong emphasis on staff well-being. They provide regular supervision, appraisal and staff meetings, which offer valuable opportunities for reflection, professional dialogue and clear goal setting. Staff report very high levels of support and feel respected and appreciated by leaders. Many staff demonstrate long term commitment to the setting, reflecting strong morale and a sense of belonging within the team. Leaders are also proactive in encouraging staff to access additional training, responding positively to individual interests and supporting staff to further develop their expertise. This strong investment in professional learning promotes consistency in practice and sustains high standards across the setting.

Leaders have a highly effective approach to self-evaluation and improvement. They monitor practice closely, involve staff meaningfully and use a reflective, case study approach to identify strengths and areas for development. Leaders also seek the views of parents and consider feedback carefully when planning improvements. They implement well-judged strategies that lead to continuous improvement. As a result, the quality of provision continues to improve over time.

Leaders work closely with partners to provide excellent care and education for the children. They ensure practitioners share information with parents regularly about their child's day, as well as their progress in particular areas. There is clear and valuable communication between the setting and the home through informal chats as well as a useful digital

application. Leaders have beneficial working relationships with local authority advisory teachers who visit regularly. This valuable partnership contributes well to the development of the provision over time. Leaders also contribute beyond the setting by sharing good practice with others.

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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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

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