



Estyn

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

A report on

Giggles Daycare

**Rhos Street School
Ffordd Glasdir**

**Ruthin
Ruthin
Denbighshire
LL15 1QQ**

Date of inspection: June 2022

by

Care Inspectorate Wales (CIW)

and

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

About Giggles Daycare

Name of setting	Giggles Daycare
Category of care provided	Full day care
Registered person(s)	Anna Louise Edwards
Responsible individual (if applicable)	Anna Louise Edwards
Person in charge	Anna Louise Edwards
Number of places	45
Age range of children	2.5 - 11 years old
Number of 3 and 4 year old children	37
Number of children who receive funding for early education	12
Opening days / times	Monday - Friday 8.30am - 6.00pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. However the service has practitioners who speak Welsh with the children and are introducing the language through simple words, songs and displays.
Date of previous CIW inspection	22nd January 2019
Date of previous Estyn inspection	April 2014
Dates of this inspection visit(s)	06/08/2022
<p>The service is based in a classroom in Rhos Street School in Ruthin. The maximum number of children who can be cared for is 24 and 45 in after school club.</p> <p>Very few children come from Welsh-speaking homes.</p> <p>A few children have additional learning needs.</p> <p>A few children speak English as an additional language.</p>	

Non-compliance

The provider was informed that the setting does not comply with regulations. No notice was issued but these are identified as areas for improvement that should be given attention by the responsible person. Information about all issues of non-compliance will be included in the Action and Improvement Summary Report, which will be sent separately to the report by CIW.

Recommendations

- R1 Provide increased opportunities for longer periods of play and independent learning
- R2 Ensure that assessment and planning at all levels focus on improving children's skills and experiences

What happens next

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

Main findings

Well-being:

Children are happy, settled and express enjoyment. They have a sense of belonging, are beginning to form friendships and are familiar with routines.

Nearly all children are confident communicators and their wants, moods and needs are considered by practitioners. For example, children are confident to make requests for more milk to drink or for various equipment to play with. Children feel valued as their needs are responded to in a timely manner. Nearly all children enjoy talking about what they like to play with and who their friend is. Older children are confident to make choices. For example, they organise themselves well when it starts to rain during outdoor play and work together successfully to arrange a game of indoor volleyball.

Nearly all children cope well with separation from their parents and carers and respond positively to the warm welcome given to them by practitioners. Children are familiar with the daily routine and are able to wash and dry their hands and put the paper towel in the bin provided. Children feel comfortable and approach practitioners with ease for a cuddle or to ask for something.

Interactions between children and practitioners are positive. Many children co-operate well and are interested and fully engaged in their play and learning. Nearly all children enjoy the social occasion of mealtimes; they sit nicely at the table and are well mannered. Many children are forming friendships and are learning to take turns and share. For example, younger children show good teamwork skills when playing in the role play area, pretending to be a bumble bee.

Nearly all children enjoy valuable play and learning opportunities indoors and outdoors. For example, they excitedly investigate insects with a magnifying glass, discussing how the centipede and beetle crawled, counting their legs and searching enthusiastically for a ladybird among the wildflowers. A few children choose to have quiet time and enjoy sitting on the practitioner's knee to have a story read to them.

Nearly all children develop their independence appropriately. Younger children persevere to zip up their own coats while older children enjoy making their snack, filling their wraps with a choice of cheese, ham or chicken. Younger children sustain concentration well as they carefully use tweezers to pick up bumble bee figurines from a wooden honeycomb. Older children enjoy opportunities to solve problems and work together successfully to find the best way to climb the apparatus.

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

Most children make good progress from their starting points during their time at the setting. They are eager to engage with the many resources available to them and enjoy playing and learning new skills alongside their friends.

Many children's literacy, communication and personal and social skills are good. For example, during a mini beast hunt in the garden, children describe what they have found and tell their friends how to find more. Many children ask questions and listen maturely to guidance on how to look after the insects they find. As a result, nearly all show respect for animals and the environment. Many children use books confidently to learn more about mini beasts. They show a keen interest and enjoy turning the pages to find more information. As a result many children's early literacy skills are developing well. They understand that they can find exciting information from different sources such as books.

Many children are developing good numeracy skills and have a growing understanding of mathematical language. They confidently use terms such as empty and full when playing with spoons and ladles in the water tray. Many children count the number of legs on an insect in both English and Welsh.

Most children enjoy singing a range of Welsh songs and rhymes with confidence and many use familiar Welsh vocabulary with their friends and practitioners. For example, they use a range of Welsh words when playing with the bug hotel. As a result, most children's Welsh language is developing well.

Many children have strong problem solving skills. For example, children work together to get a car to roll down a ramp and try different ways to catch it. They show good levels of perseverance and use trial and error to find a successful approach that solves their problem. Most children develop creative skills appropriately through art and craft activities such as painting a Daffodil. However, their ability to choose the materials and resources they want to use and their ability to create their own work independently is less well developed.

Most children develop information and communication technology (ICT) skills well. For example, they use phones to role play calling home to their parents to let them know they are happy at nursery.

Care and development:

Practitioners have a friendly, caring approach and manage interactions positively. They consistently praise children for their efforts and take delight in their achievements. They understand their role and responsibilities to keep children safe and healthy. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have completed First Aid and Safeguarding training suitable for the age ranges of the children being cared for and promote healthy lifestyles effectively. For example, they follow good hygiene procedures and encourage children to wash their hands, helping to develop their personal hygiene practice well. Healthy snacks are provided with a choice of milk or water to drink. Practitioners encourage children to play outdoors in the fresh air and this develops their physical skills well. Accidents and incidents are recorded but not all of these are signed by parents to evidence they have been kept informed. Fire drills are conducted, and the outcome recorded. Nappy changing procedures are in line with current guidance.

Practitioners regularly praise children for their efforts. They provide a friendly and welcoming environment and make sure all children are provided with reassurance and comfort. Practitioners are good role models. They know the children well and take an interest in their families, likes, dislikes and what they have been doing at home. They provide suitable and sensitive support for children who may have an additional learning need. They organise interesting opportunities for children to make choices and decisions about their play and learning and track children's progress. However, the outcome and evaluation from these observations are not always used purposefully to aid planning for the children's next steps.

Practitioners provide children with opportunities to learn about the world around them, for example by going on nature walks, planting flowers and learning about insects. Photographs of children show them participating in a wide range of craft, baking and dressing up activities to celebrate festivals and learning about different cultures. Nearly all practitioners encourage children to practice using their senses and organise interesting activities using sand, water, soil and play dough.

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

Practitioners plan a wide range of engaging and interesting learning activities that develop children's skills successfully. They plan a curriculum that is broad and balanced and covers all areas of learning. Practitioners plan a range of useful tasks, often based upon table top activities, but do not always place sufficient focus on the skills that they want the children to develop. They do not always provide a wide enough range of opportunities for children to engage in longer periods of uninterrupted play. As a result, opportunities for children to be creative and learn independently through play is less well developed.

Practitioners develop children's spiritual, moral and social skills well. The teaching ensures children treat each other with care and respect and there is a happy and caring atmosphere at the setting. For example, when talking to the children about what they need to do to care for the pet fish. Practitioners are very good role models and have highly supportive relationships with each other and the children. For example, when teaching children how to share and play appropriately they explain why sharing is important and model the appropriate language that supports cooperative play.

Practitioners promote the cultural heritage of Wales well by celebrating festivals such as St David's Day. They encourage the regular use of Welsh through singing familiar Welsh songs and rhymes and using Welsh words and phrases when talking to the children.

They plan interesting opportunities to develop children's literacy, numeracy and ICT skills. For example, children use digital cameras to record their play and share with adults. Practitioners plan for the development of children's physical skills successfully. For example, they provide opportunities to use tools such as hammers and encourage the children to be safe by wearing goggles.

Practitioners make useful observations of what the children have been doing and this feeds into a range of portfolios which summarise a child's progress over time.

However, these comments are sometimes overly descriptive and are not always useful for planning the next steps in learning. Practitioners provide parents and carers with a variety of beneficial information on their children's achievements. The online portfolio is a highly effective way of sharing information with parents and carers about the wide range of activities the children have been enjoying at the setting.

Environment:

Leaders provide a safe and clean environment where children can play and learn effectively.

Leaders and practitioners complete a range of risk assessments which appropriately identify the potential hazards to children and the measures in place to manage these risks. However, not all of these are specifically reflective of the premises and of the range of activities provided for the children. Leaders ensure cleaning routines are effective and follow current guidance. Information is available to everyone about how they will deal with emergencies. However, not all the equipment in the First Aid box is up to date. Practitioners supervise children well during their activities.

Leaders make sure the layout of the playroom is attractive and engaging. The playroom is richly resourced with wide ranging, good quality equipment and toys suitable for the ages cared for. Leaders ensure that children have access to appropriately sized furniture and cosy areas for rest and quiet time.

Leaders ensure beautifully organised areas for play and learning, inviting children to develop their curiosity and imagination well. There is a good selection of natural and re-cycled resources to develop children's sensory, language, numeracy and self-awareness skills. Indoor storage facilities are suitable and accessible to children. Leaders make sure that children's artwork is attractively displayed and that there are designated areas for children to store their personal items. This helps to create a sense of belonging.

Leaders have organised the outdoor play area effectively providing children with more opportunities to play in the fresh air in all weathers. This area is organised with a wide range of equipment for children to choose from and develop their sensory, physical and fine motor skills successfully. Leaders ensure that children have the opportunity to learn about the natural world and have created interesting areas for them to investigate, discover and learn about insects, plants and flowers.

Leadership and management:

The setting benefits from passionate and dedicated leadership. Leaders have a vision for the setting based on developing happiness, enjoyment and contentment. Leaders ensure all practitioners feel supported and work very well as a team and are valued. As a result, children and families experience a warm, caring and nurturing environment, which supports children's development well.

The setting has comprehensive procedures to evaluate its work, staff development and improvement planning. Leaders use first-hand evidence to identify the setting's strengths accurately, as well as any areas for improvement. Leaders consider the views of practitioners, parents and carers, children and other stakeholders and use

the outcomes to prioritise issues that they would like to improve. However, priorities within the improvement plan do not always focus clearly on children's development and progress in skills. As a result, it is not always easy to measure the impact of the work undertaken.

Leaders have established a range of valuable partnerships and these are a strong feature of the setting. The setting has good links with the local primary school. Leaders and practitioners have established a strong commitment to teamwork, and this has a positive impact on outcomes for children. For example, leaders collaborate with school staff to share learning environments and resources very successfully. This ensures that the children move between the setting and the school very happily and calmly. Leaders provide parents and carers with regular updates that show photos of children playing. These include interesting descriptive comments. As a result, parents feel well informed about their child's experience and progress at the setting.

Leaders ensure that all staff attend regular and relevant training, both formally through courses and through less formal mentoring. For example, staff are developing their capacity to support children with additional learning needs by attending training on sign language and then reinforcing this through practice at the setting. The management committee work very closely with the setting and provide beneficial guidance and support.

Overall, the setting makes good use of practitioners and resources to support children's well-being, play and learning. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners, and ensure resources are plentiful and of good quality. For example, a well-resourced outdoor play area supports children's learning 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)

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