



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales



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

A report on

**Giggles Playgroup
Gwaunmiskin Road
Beddau
Pontypridd
CF38 2AU**

Date of inspection: November 2016

by

Care and Social Services Inspectorate Wales (CSSIW)

and

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

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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Publication date: 16/01/2017

About the setting

Name of setting	Giggles Playgroup
Category of care provided	Full Day Care
Registered person(s)	Samantha Hastings
Responsible individual (if applicable)	
Person in charge	Samantha Hastings
Number of places	25
Age range of children	Aged 2 to 12
Number of children funded for education	None
Opening days / times	Monday to Friday 9.15am to 3.00pm
Language of the setting	English
Date of previous CSSIW inspection	3 February 2016
Date of previous Estyn inspection	January 2013
Dates of this inspection visit(s):	9 and 10 November 2016
Additional information	
During the inspection, there were five three-year-olds at the morning sessions.	

Report summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Good
Leadership and management	Adequate

Non-compliance

We notified the provider that the service was not compliant with Regulation 29 (3a) which must be addressed.

This is because the Registered Person had failed to provide practitioners with appropriate levels of supervision and appraisal.

We notified the provider that the service was not compliant with Regulation 31, Schedule 4 2(b) which must be addressed.

This is because the Registered Person had failed to notify CSSIW to changes within the staff team at the setting.

Recommendations

- R1 Use information gathered from assessment to inform next steps in children's learning to ensure challenge for children of all abilities
- R2 Develop a more rigorous approach to performance management, including regular supervisions and annual appraisals
- R3 Ensure that there is a clear link between the outcomes of self-evaluation and targets for improvement
- R4 Notify CSSIW about significant events or changes to the service provision

What happens next?

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

Main findings

Wellbeing

Good

Nearly all children feel safe and secure. They have a warm and respectful relationship with one another and practitioners and are happy and settled at the setting. They seek out staff when they are hurt or feeling upset. Children's play is self directed and free flowing. Nearly all children make informed choices and take control of their learning by choosing when and where they play, and with whom. As part of circle time activities they tell staff using thumbs up or thumbs down what they did or did not enjoy. Three-year-olds contribute appropriately to planning by talking about things that interest them with practitioners at the start of topics. On arrival to the nursery, children self register by placing their names on a board and are encouraged to share how they feel, by placing a happy or sad face on their mood board. All of which helps children to feel happy and secure.

Many children concentrate and engage with tasks for some period of time appropriate for their young age and stage of development. Observations show that most children share, and are beginning to play co-operatively and show concern for their peers. Nearly all children are well behaved and care for each other. They are beginning to wait patiently for others to complete tasks before taking their turn. During a craft activity to make a cave, they shared resources such as paints and leaves, passing each other resources and taking pride in their creation. Children particularly enjoy being safety monitor at the start of the morning session. They wear a high visibility waistcoat and hard hat and carry a clip board. With support from practitioners, they check that the outside play area is safe and ready for play. This promotes a sense of responsibility and ownership of the setting.

A majority of children demonstrate curiosity about the world around them and nearly all enjoy their learning and time at the setting. They are beginning to answer questions and make observations. Most children are engaged and happy in their learning environment. Most children are developing good self-help skills; they are beginning to get themselves ready to go outside to play, changing into wellies and putting on their coats. Many of the children wash hands appropriately after using the toilet and before lunch time, accessing the soap and paper towels with some independence. Children undertake a teeth cleaning programme every session and this further develops their self help skills and promotes good habits for a life time.

Nearly all of the children make informed choices about their mid-morning snack and drinks, what they eat and when they have it. Most children are beginning to serve themselves their snack and successfully pour water from a jug. Many children are beginning to use cutlery correctly, spreading and pouring, as well as wiping their hands and face following their snack. At lunch time, children choose from a variety of food from shared bowls. These activities develop children's self help skills, independence and self esteem.

Learning (for three-year-old children only)	Good
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Many children enter the setting with basic skills that are below the level expected for their age, particularly in language. However, during their time at the setting, most make good progress from their starting points in developing skills across the areas of learning. Most engage purposefully in a wide variety of play and learning activities indoors and outside. They enjoy practising their skills in familiar situations, and are usually enthusiastic when trying new experiences. Most three-year-olds develop suitable personal and social skills. Many are beginning to show consideration for others by taking turns and sharing toys and adult attention.

Many three-year-olds listen to and carry out instructions well. They make themselves understood through their actions and gestures, and speak appropriately for their stage of development, when they feel confident to do so. They enjoy sharing stories and songs in English and Welsh, and join in eagerly with familiar responses, repeated phrases and actions. A few children are beginning to respond to and use a few simple phrases in Welsh. For instance, on arrival at the setting, they tell practitioners how they are feeling in Welsh.

Most children are beginning to develop early numeracy skills appropriately. A few count up to five with support when rolling balls down a chute, and are beginning to understand the concept of using money to pay for their snack. The majority use simple mathematical language to compare the size of objects, or to talk about position. For example, when they go on a bear hunt in the garden, they understand over, under and through.

The development of children's physical skills is generally good. They spread yoghurt on a wrap, make good attempts at cutting paper with scissors, balance with growing confidence on low beams and climb over small obstacles. Many develop their early skills in information and communication technology (ICT) well, using loudspeakers, light boxes, cameras and tablet computers.

Care and development	Good
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Practitioners are caring and supportive. All practitioners know the children well, treat them with respect and value their rights, views and opinions. Practitioners and children show respect for each other and children feel comfortable to approach staff for help when needed. Courtesy and good manners are promoted and mutual respect is at the heart of the setting. Children say please and thank you and practitioners prompt children to include manners in their day to day play. All members of staff foster this ethos, which results in a happy and relaxed learning environment for all.

There is very good provision for children's health and wellbeing and the nursery has a comprehensive range of appropriate policies and procedures that provide clear and suitable information for staff and parents. Practitioners undertake their duties conscientiously, in line with these policies, including the completion of daily risk assessments. This has a positive impact on keeping all stakeholders and visitors safe. Practitioners are able to discuss their role in relation to safeguarding procedures with some confidence. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Through well-planned daily routines, practitioners encourage children to eat and drink healthy snacks regularly and provide worthwhile opportunities for them to exercise and play outside. The morning always starts with a physical warm up activity, led by an enthusiastic team of practitioners. The rolling snack programme provides nearly all children with the opportunity to maximise their independence and make choices. Practitioners use this opportunity effectively to socialise with the children, promoting both their language and social skills.

Practitioners ensure that children play and learn in a stimulating and secure environment. The setting places an emphasis on raising both parents' and children's awareness of healthy lifestyles, general wellbeing and safety. Practitioners make good use of national initiatives such as a national teeth cleaning programme, as well as visitors talking about internet safety. This helps to develop children's and parents awareness of a range of important health and safety approaches, as well as promoting valuable habits for life.

All practitioners are extremely good role models of behaviour and constantly promote and encourage positive behaviour throughout the sessions. For example, children are reminded to use "kind hands." Practitioners are fair and consistent in their use of rewards and sanctions and most children are beginning to become aware of the setting's rules. All practitioners plan activities well and ensure that most children are thoroughly engaged in their work. They position themselves well, both inside and outside, without being overly obtrusive to ensure that children have appropriate levels of care and support. This ensures that children can develop their independence in a safe and secure environment.

Practitioners plan activities to ensure that nearly all children, regardless of ability or background, benefit from aspects of the Foundation Phase Curriculum. Planning is also undertaken and evaluated for children who attend under the Flying Start scheme. Practitioners complete regular assessments for all children and therefore have a good understanding of their stage of development. There is an effective key worker system in place. This supports positive and effective communication with parents and other agencies and therefore ensures good outcomes for the children attending the setting.

Teaching and assessment (for three-year-old children only)	Good
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All practitioners contribute effectively to planning topics and activities throughout the year. Planning focuses appropriately on developing children's skills and ensures that they have access to interesting experiences in all areas of learning over time. Learning activities and play opportunities in the outdoor and indoor environment are stimulating. They motivate nearly all children to take part and develop their communication, numeracy, physical and personal and social skills well.

Practitioners build strong relationships with children and this helps children to feel confident to take part in activities. Adults ask a wide range of open-ended questions that encourage children to think about what they are doing as they learn, and help them to solve problems for themselves. Most practitioners intervene sensitively to move children forward although, very occasionally, a few are too quick to offer support and are reluctant to let children make mistakes.

Children benefit from visits to places in the locality and visitors to the setting. For example, they spend time in the local primary school's 'Den Dysgu' and go to the nearby library and shops to enrich their learning. There are plenty of occasions for children to hear the Welsh language, and to sing and repeat simple sentences in Welsh. Practitioners ensure a suitable range of experiences throughout the year for children to learn about Welsh culture and other cultures, and to develop their spiritual, moral, social and cultural understanding through celebrating a wide range of festivals, including St David's Day, Remembrance Day and Diwali.

Practitioners understand the expectations of the Foundation Phase well. They use a suitable range of teaching strategies to engage children in activities and make creative use of a good range of resources, particularly technology, and the outdoor environment, to enhance learning. The setting has comprehensive processes to assess children's progress. Practitioners assess children regularly, both formally and through informal observations, in line with the expectations of the Foundation Phase. As a result, practitioners gain a sound understanding of children's strengths and areas for development. However, occasionally, they do not use this information well enough to plan for children's next steps and ensure suitable challenge for all. The setting keeps parents well informed about their children's wellbeing and progress through verbal and written reports.

Environment	Good
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Leaders ensures that the accommodation is safe and secure. Risk assessments are thorough and undertaken for both the inside and outdoor learning environment. These are reviewed and updated regularly. Fire equipment is tested on a weekly basis and emergency evacuation procedures are completed regularly, although record keeping needs more detail in relation to who participated and a general evaluation of how well the procedure was completed. Practitioners implement safety precautions such as locking doors and gates. Safety routines are embedded into the daily routines of the setting and help to ensure the smooth running of the setting. Practitioners supervise children well during indoors and outdoor activities, therefore providing a safe and appropriate environment.

All staff work hard to ensure that the environment is warm, inviting and suitable for children's play and learning. Practitioners take pride in displaying the children's work. Displays are bilingual in English and Welsh. The overall environment is bright, clean and colourful and provides children with an enhanced learning and play space. The positioning of resources enables children to have room to engage freely in their play with their peers and practitioners. The environment promotes children's self-help skills. For example, practitioners position aprons close to the paint boards and nearly all the children use these independently. They fill paint pots with plenty of paint, and mark making materials are readily available. Practitioners rotate resources and toys mid session, which ensures that children have a good range to keep their interest and promote learning opportunities.

The children's toilets and hand washing facilities are easily accessible to the children, including soap and paper towels, and this promotes their independence. They are well resourced, clean and well maintained. However, nappy changing arrangements for the younger children is an area that needs further consideration. Currently

children are changed on a mat on the floor of the children's toilets. This means that the toilets and hand washing facilities are not easily available to the older children during nappy changing and the privacy and dignity of the younger children are compromised. The Responsible Person confirmed that they will be looking at alternative arrangements in the immediate future, to address these shortcomings.

All children have access to a suitable range of toys and learning resources both indoors and outdoors. The outdoor learning environment is particularly impressive as there is a large covered area where there are messy play resources, such as water and sand play. Additionally, there is a separate grassed area with a wide variety of toys including balancing beams and a slide. Practitioners use the space well, for example to support the topic of going on a bear hunt. Nearly all resources are clean, well maintained and fit for purpose. The setting has sufficient quantities to ensure that all children have equal access, choice and variety of toys and resources.

Leadership and management	Adequate
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The leader has a strong sense of purpose and aims to ensure that the setting provides the best for its children and their parents. She shares this vision with her staff and secures their commitment to providing high quality care and education for children at the setting. The setting has an up-to-date statement of purpose that provides an accurate picture of what the setting offers. Leaders ensure that the setting complies with nearly all child care regulations and meets the national minimum standards in most areas. However, leaders do not have a sufficiently robust and systematic approach to staff performance management, and do not carry out regular supervisions and annual appraisals. Furthermore, the registered person has not kept CSSIW informed of recent staff changes and therefore is not fully compliant.

All staff have appropriate opportunities to contribute to self-evaluation and, as a result, they know the setting well. Leaders and practitioners reflect critically on teaching and learning each day. They meet regularly to discuss children's achievements and to evaluate successes and failures so that they can consider any changes they need to make to activities. The current self-evaluation report is mainly evaluative and highlights clearly the setting's strengths. The improvement plan identifies three suitable targets, with appropriate action points, timescales, and allocated resources. These targets are relevant and derive from the analysis of children's progress and input from practitioners. However, leaders do not make the link between the findings of self-evaluation and the setting's priorities for improvement clear. The setting has made good progress in addressing the recommendations from the last Estyn inspection report, particularly in securing better provision for Welsh through improving practitioners' skills and confidence in using the language with children. All recommendations made at the last CSSIW inspection have also been addressed.

The setting is well-staffed and equipped with a wealth of high-quality learning resources. Practitioners have clear job descriptions and they understand their roles and specific responsibilities. For example, the practitioner responsible for additional learning needs works closely with children and collaborates effectively with parents and external agencies to address the needs of specific children. The leader ensures

that the building and grounds are clean and welcoming and provide a stimulating environment in which to learn. Resources are in good condition and are renewed and updated regularly. Spending decisions focus well on priorities for improvement and ensuring high quality provision for children. For instance, considerable improvements to the grounds mean that children gain significant benefit from playing and learning in a safe, clean and stimulating outdoor environment. Children have plenty of physical exercise, their enthusiasm for the outdoors and levels of wellbeing are particularly high, and this leads to good behaviour and friendly relationships.

Partnerships with parents are very good and the setting operates an open door policy. Parents are regularly invited to attend information sessions on topics such as safeguarding, internet safety and healthy eating. Parents are informed of who their child's key worker is and this relationship is further developed by key workers handing over children at the end of each nursery session. Parent consultation meetings are held after the first term and parents are provided with written reports once per term. The setting works effectively with a range of multi agency professionals such as social workers, health visitors, educational psychologists, flying start workers and specialist pre school practitioners. Children and practitioners visit the local community such as the shops and library and the setting welcomes visitors into the setting. This supports children to develop a greater understanding of their community and wider world.

Appendix 1

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		0%	0%	0%	0%		
My child likes this setting.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		0%	0%	0%	0%		
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	13	9 69%	4 31%	0 0%	0 0%	0	Derbyniais wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		0%	0%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		0%	0%	0%	0%		
My child has a keyworker who ensures that his or her needs are met.	13	12 92%	1 8%	0 0%	0 0%	0	Mae gweithiwr allweddol gan fy mhlentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		0%	0%	0%	0%		
My child is making good progress at the setting.	13	13 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		0%	0%	0%	0%		
Children behave well in the setting.	12	10 83%	2 17%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		0%	0%	0%	0%		
Care is good.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r gofal yn dda.
		0%	0%	0%	0%		
Teaching is good.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		0%	0%	0%	0%		
Staff treat all children fairly and with respect.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		0%	0%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	12	12 100%	0 0%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		0%	0%	0%	0%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	12	11 92%	1 8%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		0%	0%	0%	0%		
I am kept well informed about my child's progress.	13	11 85%	1 8%	1 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		0%	0%	0%	0%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		0%	0%	0%	0%		
I understand the setting's procedure for dealing with complaints.	12	11 92%	1 8%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		0%	0%	0%	0%		
My child is well prepared for moving on to school.	12	7 58%	5 42%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		0%	0%	0%	0%		
There is a good range of activities including trips or visits.	13	9 69%	4 31%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		0%	0%	0%	0%		
The setting is well run.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		0%	0%	0%	0%		

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.wales) (www.cssiw.org.uk)

Appendix 3

Glossary

Additional learning needs (ALN)	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none">• personal and social development, wellbeing and cultural diversity• language, literacy and communications skills• mathematical development• Welsh language development• knowledge and understanding of the world• physical development• creative development
Care Council for Wales	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
Foundation Phase	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
Flying Start	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
Funded non-maintained settings	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
Key person or key worker system	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

Leaders	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> • Registered person – the person who is registered by CSSIW to provide the service; this may be an individual or an organisation • Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf • Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service
Practitioners	All persons working directly with children in a setting
Safeguarding	Statutory duty to keep children safe and promote their wellbeing