



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Wiggles & Giggles  
70 Victoria Street  
Old Cwmbran  
Torfaen  
NP44 2LR**

**Date of inspection: November 2014**

**by**

**Michael T. Ridout  
Reporting Inspector**

**for**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Wiggles and Giggles is a privately owned English medium nursery situated in Old Cwmbran, Torfaen. It is registered for 34 children up to seven years of age and provides flexible day care sessions throughout the year on weekdays between 7.30am and 6.00pm.

During school terms the nursery provides morning and afternoon sessions delivering pre-school education for three and four year olds. At the time of the inspection nine children were registered. The Early Years Development and Childcare Partnership funds two of these children up to 10 hours per week.

Most of the families using the nursery live in Cwmbran. The pre-school children attending have a range of backgrounds and capabilities. All are English speaking and British born. None are from ethnic minorities. No families speak Welsh at home. No children receive additional support for learning.

The Care and Social Service Inspectorate for Wales last inspected the setting in July 2014 and Estyn in October 2008. The present proprietor bought the business in 2011 and the facilities have since been refurbished.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- the educational provision is purposeful and inclusive;
- a wide range of interesting learning experiences is planned;
- teaching is effective and assessment is well developed;
- effective care, support and guidance assures children's wellbeing; and
- the overall organisation of learning resources is good.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the nursery is well run, managed and developed;
- a strong ethos of teamwork is evident;
- a culture of self-improvement is well established;
- the setting has strong partnerships with parents and supporting agencies; and
- improvement since the last inspection is good.

## Recommendations

In order to improve further the setting should:

- R1 sharpen planning to ensure appropriate challenge in learning;
- R2 improve the range of resources for literacy and numeracy;
- R3 develop detailed action plans and prioritise the setting's goals;
- R4 improve the provision for outdoor learning.

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>N/A</b>
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**Standards: N/A**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children at the time of the inspection was too few to report on without identifying individual children.

**Wellbeing: N/A**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children at the time of the inspection was too few to report on without identifying individual children.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

A wide range of learning experiences is well planned and this promotes progress towards the Foundation Phase outcomes successfully. The children experience all areas of learning through interesting and well-organised activities.

Planning provides a good framework for long and short-term provision and is in line with children's needs. Broad themes are carefully chosen to provide relevant contexts for children to learn through play. Adult led tasks are well-defined and appropriate learning objectives are identified, but too few details of how tasks can be enhanced are provided. There is a good range of indoor activities and these build appropriately on children's prior knowledge and skills. Planning for outdoor activities is sound, but activities are not always fully developed.

Appropriate emphasis is placed on developing skills in literacy, numeracy and communication. For example, role-play activities in the 'café' are used effectively to promote speaking and listening skills. Similarly, children's number skills are developed well, such as when counting and matching coloured animals. The focus on ICT skills is developing steadily, for example through operating simulation programs and controllable toys.

The skills framework is used well to check that the activities planned promote relevant skills and that all areas of learning are covered. This helps to ensure appropriate progression in learning, but although fortnightly planning records learning objectives, too few details of how and what the children might learn are recorded to help maximise progress, especially for able children.

The provision for Welsh language development and to promote awareness of the history and culture of Wales is appropriate. Everyday Welsh vocabulary is introduced and enjoyable activities planned, such as to celebrate St David's Day.

### **Teaching: Good**

Teaching sets high expectations and promotes well children's personal and social development. Structured planning and routines help to ensure an appropriate balance between child-selected and adult initiated tasks. Practitioners manage children's learning and behaviour well; they provide good models of language and use a range of teaching strategies to good effect. However, their use of Welsh outside whole group activities is limited.

Practitioners have good knowledge and understanding of child development and the Foundation Phase. They know how to develop the tasks they lead or support and skilfully engage the children. For example, they promote early reading and writing skills effectively. Practitioners' understanding of the learning objectives for tasks and awareness of strategies to challenge children to extend their learning is steadily developing.

Practitioners are supportive and use questioning and praise well. Learning through play is strongly encouraged. Teaching often builds well on activities to extend learning. Opportunities for choice and independence are well promoted; children are given plenty of time to complete tasks and practitioners intervene appropriately when needed. This was clearly evident, for example, in play with vehicles and roadways.

A good range of assessment procedures is used consistently. Initial assessments identify children's starting points and a daily nursery-home diary is used well to record achievements. Furthermore, focused assessments are implemented and individual observation booklets completed for each child. The information recorded is increasingly used to plan the next steps in learning.

Parents and carers are kept well informed about their child's progress. Day-to-day contacts, regular formalised meetings and detailed written reports prior to transfer to school, promote well the exchange of information.

### **Care, support and guidance: Good**

The setting provides well for children's health and wellbeing. Strong emphasis is placed on personal and social development. Positive values such as fairness, honesty and respect for others are sensitively promoted. The provision for spiritual, moral, social and cultural development is good.

Healthy eating is strongly encouraged through the choice of foods offered at snack time and children enjoy regular opportunities for energetic play. Good behaviour and positive attitudes are very well promoted. Children are sensitively encouraged to distinguish between right and wrong. Visits and events help engage children with the local community and promote curiosity about the wider world. Opportunities, such as outdoor visits encourage reflection on the wonders of the natural world. Cultural awareness is well promoted, for example through celebrating festivals and tasting foods from other countries. The setting encourages sustainability through activities,

such as recycling and composting, but the children's involvement is not sufficiently developed.

The setting has an appropriate policy and procedures to support children with additional learning needs when required.

Appropriate risk assessments are implemented; all members of staff have a valid disclosure and barring service certificate and are trained in first aid and safeguarding. The setting has an appropriate policy and has procedures for safeguarding. These arrangements give no cause for concern.

### **Learning environment: Good**

The provision has an inclusive ethos and promotes equality well. Practitioners treat children with respect. They successfully foster positive relationships and take good account of children's different backgrounds. This helps to ensure children feel safe and free from undue anxiety.

Practitioners encourage sensitivity and understanding towards others and use positive strategies to manage any challenging behaviour. Equal opportunities are well promoted. However, policies do not include details of steps to ensure that future children with disabilities do not experience less favourable treatment.

Sufficient qualified and experienced practitioners provide well for the number of children. A basic sufficiency of resources is available to meet the requirements of the Foundation Phase, but the range for literacy and numeracy is limited. The accommodation is well maintained and provides a safe and secure environment. A suitable area for outdoor learning adjoins the nursery, but storage for equipment is limited.

Good use is made of local resources and occasional visitors to enrich children's experiences.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting is well led, managed and developed. The proprietor sets high professional standards and is well supported by key managers and experienced practitioners. Leadership provides clear strategic direction and successfully encourages development of the pre-school provision. Practitioners have good understanding of their roles and responsibilities. A purposeful and enthusiastic teamwork ethos, a strong sense of purpose and shared values are evident within the setting. An appropriate range of policies and procedures are implemented consistently.

Leadership is successful in focussing on children's needs, for example in the refurbishment of the nursery. Day-to-day routines are well structured and the organisation of pre-school sessions is effective. Practitioners contribute to an annual



appraisal. This process is suitably rigorous. It is both supportive and developmental and appropriate targets are agreed.

The proprietor and key managers closely monitor developments. The setting takes forward national and local priorities well. The Foundation Phase is well implemented and there is appropriate emphasis on promoting equality, healthy lifestyles and tackling disadvantage.

### **Improving quality: Good**

There is strong evidence of steady improvement in educational provision over the last three years. As a result the setting has made good progress in addressing the recommendations made in the last inspection.

A culture of self-improvement is evident and managers take careful account of the views of practitioners and parents, such as through questionnaires. Managers complete an annual review of provision across the nursery that identifies both strengths and weaknesses. A recent action plan has assured a positive response to recommendations arising from an inspection of the quality of care in the nursery.

A stronger focus on the evaluation of educational provision is developing. The self-evaluation report and improvement plan developed prior to this inspection provide a good basis to prioritise key educational goals and structure further improvements. However, the absence of detailed action plans to show how initiatives will be resourced and managed limits the focus on strategies to achieve key goals.

### **Partnership working: Good**

The setting's partnerships impact well on the quality of educational provision.

Strong links with parents and carers ensure effective communication. They receive detailed information about the nursery and induction arrangements for children are well managed. Newsletters provide details of events and increasing use is made of social media and a website to keep parents informed. However, opportunities are missed to provide information about the pre-school curriculum.

A daily nursery-home diary is used effectively to promote the exchange of information about children's progress on a day-to-day basis. Consultation meetings are arranged with parents to discuss children's achievements and individual records are discussed before transfer to school.

Links with receiving schools are well organised prior to transfer to school and arrangements include meetings with teachers and the exchange of records.

Partnerships with the local authority and other agencies, including the National Day Nurseries Association, are beneficial in the provision of training and guidance. The support and quality assurance provided by the local authority is valued by the setting.

**Resource management: Good**

The deployment of practitioners is both efficient and effective. Available learning resources are organised well to motivate children's learning indoors, but the use made of outdoor provision is less effective. Managers monitor closely the overall work of the nursery, but planning for future resource needs in the pre-school provision is not sufficiently formalised.

Practitioners engage regularly in appropriate professional development. During training events they share best practice with other practitioners, but have not had opportunities to learn about successful aspects of provision through visiting another setting.

The setting deploys its own resources, together with the funding received for early entitlement education to good effect. This impacts well on the quality of educational provision and represents value for money.

## Appendix 1

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

The number of responses received were fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

Mr. Michael T. Ridout	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
<b>Foundation Phase</b>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.