



## Inspection Report

**Tiggys**

**Bryn Bach Primary School  
Merthyr Road  
Tredegar  
NP22 3RX**



**Date Inspection Completed**

03/08/22

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## About Tiggys

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Shirley Phillips
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	N/A
Is this a Flying Start service?	Yes
Does this service provide the 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.

<u><a href="#">Well-being</a></u>	<b>Excellent</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

For further information on ratings, please see the end of this report

## **Summary**

Children are extremely happy, settled and make outstanding progress in all aspects of their learning and development. Their opinions and interests are highly valued, and they express themselves positively. They form close relationships with staff helping them to feel safe and valued. Their independence is consistently encouraged by them participating in a variety of experiences.

Staff are professional and passionate about their roles, providing safe, warm, and nurturing care. They work consistently in line with the setting's policies and procedures and effectively support children's needs. They plan a range of interesting and stimulating activities led by the children's interests and keep effective records of children's progress.

The environment is welcoming and well organised so that children can access resources independently. The indoor play areas are spacious, and children have access to a well-equipped outdoor area. Children freely choose what they want to play with. A recommendation has been made in relation to maintaining oversight of building maintenance checks.

Overall, the leadership and management of the setting requires attention to a small number of areas to ensure compliance with regulations and national minimum standards. Recommendations have been made in relation to children's records and the daily attendance registers kept. An area for improvement has also been highlighted in relation to notifiable events.

Children have a strong voice in a setting that is child centred. They choose freely from a wide range of exciting play resources, and have many opportunities to voice what activities they would like to take part in when staff ask, *"What would you like to do today?"* They are involved in activity planning and their contributions are recorded by staff. They express themselves confidently and can ask for anything they want because they know they are listened to. For example, at snack time, we heard a child ask, *"Please can I have some more?"*

Children are extremely happy and feel valued. They settle quickly into their play and feel comfortable in their surroundings, understanding routines well which helps them to feel safe and secure. They have developed strong bonds of affection with their caregivers. For example, we saw children seek out hugs from staff. Their emotional well-being is considered, and we heard children responding, *"I'm happy because I'm going to play outside"* when staff ask, *"How are you feeling today?"* Children receive frequent praise for their efforts and achievements and their work is on display, providing them with a strong sense of achievement and positive self-esteem.

Children interact well with staff and peers and thrive on interactions with visitors. For example, a child approached us and said, *"Hello, what's your name, I've never met you before"* whilst another child asked, *"Can you come and read a story for me in the den?"* Children have wonderful friendships with one another and enjoy each other's company. During snack time, they sit at tables and chat about their interests and laugh and giggle at each other's stories. They are kind and considerate to both one another and staff. For example, we observed a child helping a member of staff to put resources away saying, *"I will help you because teamwork makes the dream work."*

Children are highly motivated and engaged in their play and learning, showing high concentration skills. We saw children engaged in a colour mixing activity whilst singing *"Red and yellow and pink and green"* on top of their voice as they enjoy mixing colours together to make new ones. We saw children enthusiastically join in with songs such as 'Bore da ffrindiau' and confidently answer the question *"Sut mae'r tywydd heddiw?"*

Children are developing their self-help skills superbly. We saw young children feed themselves and independently access their drinks throughout the day. They use the toilet independently and wash their hands, with staff offering support where needed. They access their belongings from personal pegs and put their own coats on asking for help with confidence when they need it. For example, a child asked a member of staff *"Please can you help me put my coat on, I'm stuck"*. Staff remain near enough to support and intervene where needed but encourage children to work things out for themselves.

Staff have a strong understanding of how to keep children safe and healthy. They are suitably qualified, providing children with valuable care. They receive regular safeguarding training and are confident in their role, following rigorous safeguarding procedures. Staff keep beneficial records relating to accidents and incidents which are signed by parents. These are monitored and evaluated regularly to identify any emerging trends and eliminate any possible risks to children. There are systems in place to record the safe administration of prescribed medication and staff ensure parents are informed. Most staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. Healthy eating is encouraged, and staff follow clear and agreed procedures to manage food allergies or individual dietary requirements. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. All staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff have lovely relationships with children, interacting in a kind, caring and patient manner. They are responsive and nurturing, which means children approach them with ease. They act as good role models treating children and each other with dignity and respect. There is a comprehensive behaviour management policy, promoting positive strategies. We saw staff implement this effectively remaining consistent in their approach, using lots of positive language and praise enhancing children's well-being. We heard *"That's amazing, well done"*, *"Thank you very much, that's so kind of you"* often. Manners are always encouraged, for example we heard staff say, *"Boys and girls, where are your magic words?"* and *"It's nice to have good manners isn't it?"*

Staff support children's learning and development successfully. They have beneficial skills and knowledge to identify children's individual needs and plan a range of play experiences that appeal to children's interests, taking their ideas into account. They implement the new curriculum very well using invitations to play and learning provocations facilitating children's learning naturally and in the moment. For example, they happily join in with activities helping to extend the children's creative imagination when children excitedly ask, "Can we go on a bear hunt?" Staff monitor and track children's progress with regular observations, enabling them to monitor key milestones achieved and plan next steps in learning. They use one-page profiles which are regularly updated to gain a clear understanding of children's individual needs, likes and dislikes. For children requiring additional support, staff are proactive in their approach, working well with other agencies to meet children's needs. Staff promote the Welsh language successfully, using simple phrases and words with children.

## Environment

Good

The setting operates from a demountable building. Managers and staff ensure that the environment is clean, safe and secure. Staff ensure only authorised persons have entry to the setting and maintain a log of any visitors. They complete daily safety checks of the environment to identify and where possible eliminate any risks to children's safety. Comprehensive risk assessments for all areas of the setting and activities are in place and are effectively followed by staff. Regular fire evacuation drills are undertaken with the children ensuring that everyone is aware of how to leave the building safely. Routine maintenance checks for the building are undertaken by the school, however, it was identified during inspection that managers did not have an oversight of when such checks had been completed or hold the relevant certificates. This was resolved immediately upon bringing it to the attention of the manager who then obtained the relevant certificates for viewing.

The environment is welcoming and child friendly. The setting is well maintained and provides bright, spacious, and exciting areas for the children to explore. The indoor environment is organised into two main rooms, providing ample space for children to play and learn. Each playroom is organised well to promote children's curiosity and imagination. Furniture is of suitable size and design for the age of the children which supports independence. They have access to a stimulating outside area, which enhances children's learning, play opportunities and physical skills. Managers told us how they have recently developed the outdoor area by implementing an allotment where children have planted a variety of herbs and vegetables including potatoes, mint and rosemary. This demonstrates their commitment to on-going improvement. Bathrooms are well stocked with toilet roll, soap and paper towels to support children's independence and promote an infection free environment.

There is a wide range of good quality resources available which provide meaningful play opportunities and suit the age of the children. Children access the resources freely because they are stored at low level, which promotes independence. For example, indoors younger children enjoy having access to a sensory area, a creative area and a role-play home corner with items such as teapots and weighing scales supporting the curiosity approach. Older children have spaces to relax, play games or use technology such as iPads and an interactive whiteboard. In the outdoor area, children enjoy using a variety of physical equipment such as ride-on toys and balancing beams. There are also areas where the children can relax, for example, picnic benches and reading dens. Multi-cultural resources are available and encourage children to have an understanding and awareness of cultures and customs beyond their own lived experience. Staff monitor resources to ensure they are of good quality and relevant to children's learning.

## Leadership and Management

Adequate

Overall, the leadership and management of the setting is suitable. There is a clear statement of purpose which provides parents with detailed information on how the setting runs, allowing parents to make an informed choice. There are appropriate record keeping systems in place in relation to children's contracts. However, managers do not obtain all relevant information about children as part of the admission process such as the child's gender. Suitable policies and procedures are in place which are reviewed regularly ensuring the setting operates smoothly. Managers ensure that children's registers are used daily and completed accurately, however the layout of the register is not set out clearly, making it difficult to read in an emergency. This was discussed with managers, who have stated that prompt action will be taken in this area to address the issue immediately.

There are good systems in place to monitor the quality-of-care provided. Although the views of contributors are sought, the quality-of-care report did not clearly show how those views had fed into the development of the service. Managers promptly addressed the issue and immediately provided an updated report. The updated report shows how they consider contributors views carefully using comments or suggestions to identify areas for improvement. For example, parents had stated that they would like to see more photographs of their children undertaking activities throughout the day. We saw evidence that managers had acted upon this. Staff are also working on implementing a new digital communication app to easier share this type of information with parents.

Managers value their staff and complete robust recruitment procedures to ensure they are suitable to work with children. There are enough qualified and experienced staff to make sure children are always well cared for. Staff told us they feel supported by management and enjoy their work. Managers undertake regular supervision and annual appraisals which helps to support their professional development. The responsible individual has failed to notify Care Inspectorate Wales of general staff changes at the setting, which is a regulatory requirement. While no immediate action is required, this as an area for improvement and we expect the provider to take action.

Partnerships with parents and outside agencies are positive. Communication with parents is solid with staff sharing information daily via verbal feedback and a closed Facebook group. Parents reported a good level of satisfaction with the setting and the care their children receive. Comments from parents included *"All staff are very approachable and always very helpful and supportive"* and *"My child has shown huge improvements because they follow the new curriculum and teach them basic skills"*. There are links with key professionals and agencies to ensure appropriate support is available for children.



## **Recommendations to meet with the National Minimum Standards**

R1. Keep sufficient oversight of when building maintenance checks are required and ensure to obtain all records as appropriate.

R2. Ensure children's records hold relevant information including gender of individual children.

R3. Ensure that children's attendance registers are set out concisely to make it easier for staff to follow in the case of an emergency.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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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.	New
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Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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