# **Tiddlers Wraparound**

# **Quality of Care Review – 2023 - 2024**

Tiddlers Wraparound is a setting with a strong community. We are situated in Ty’n-y-Wern Nursery Building and open Monday – Friday 9am- 11.30am, 11.30a.m. – 3.30 p.m. 39 weeks of the year. We have capacity for 39 children aged 2 years – 3years, 11 months. We provide placements for Flying Start, Early Years education, Wraparound and playgroup. The Leader and play workers are a well-qualified team of experienced childcare professionals and provide excellent levels of care in a secure, creative and stimulating environment.

We use an online Tapestry learning journal account to be able to share children’s journeys with parents and to keep them informed. This service has been very successful with parents.

Parents are invited to complete questionnaires twice per year, Flying Start, Early Years and playgroup questionnaires and feedback are used to help us determine what we do well and what we can improve. We liaise with parents, via Tapestry and in person to discuss their child’s development and gives parent’s opportunity to discuss any changes or improvements that they feel would benefit their child. A parent suggestion box is located at the entrance of the setting. We have a closed Facebook and a twitter account for parents. All parent suggestions are discussed at weekly meetings and parent’s views, ideas and suggestions are used to contribute to our setting improvement plans and self -evaluation. We have an open-door policy and the Play Leader or Deputy Leader are available each day to meet with parents if requested.

**Our overall response from score from parents received via questionnaire responses are: (responses received January 2024) There were 43 children attending the setting.**

Flying Start: (21 children) Early Years education: (5 children) Playgroup: ( 1 child) Wraparound: (6 children)

How would you rate the quality of staff at the Childcare setting?

Extremely Poor – 0 Poor – 0 Satisfactory – 0 Good – 1 Excellent – 33

How would you rate the quality of experiences at the setting?

Extremely Poor – 0 Poor – 0 Satisfactory – 0 Good – 1 Excellent – 33

How would you rate the overall quality of the setting?

Extremely Poor – 0 Poor – 0 Satisfactory – 0 Good 1 Excellent – 33

How would you rate the level of involvement you have in the setting?

Extremely Poor – 0 Poor – 0 Satisfactory – 0 Good – 3 Excellent – 30

As a result of attending the setting, (parents were asked to circle their response and comment if desired:

**Speech has improved** :

Strongly disagree – 0, Disagree – 0 Neither Agree/Disagree - 21 Agree – 5 Strongly Agree - 7

**Behaviour has improved:**

Strongly disagree – 0, Disagree – 0 Neither Agree/Disagree - 8 Agree – 2 Strongly Agree - 13

**Social skills have improved:**

Strongly disagree – 0, Disagree – 0 Neither Agree/Disagree - 10 Agree – 3 Strongly Agree - 17

**Confidence has improved:**

Strongly disagree – 0, Disagree – 0 Neither Agree/Disagree - 5 Agree – 10

Strongly Agree - 18

Nearly all children settle within the first 6 weeks of attending the setting and show that they feel secure, comfortable, and happy. We operate a key worker system and staff and children form positive relationships. Children’s likes and dislikes are determined through observation and monitoring, and these are taken into consideration when planning the environment and experiences. Staff encourage children to play alongside and with each other throughout each session. Nearly all themes are always related to the season, children contribute with ideas, they are encouraged to make choices and decisions, for example during the Autumn term we collected leaves that had fallen in the garden, children made leaf garlands, collage pictures, leaf bouquets, used them in the mud kitchen, made fairy homes and leaf piles for the hedgehogs. Children enjoy their play and learning this is evident in their day-to-day play, children use all areas of the setting well, many children will spend longer periods of time playing in their favourite area, for example the mud kitchen/restaurant/shop area under the shelter is always very busy. All children contribute to looking after equipment and resources, they clean if appropriate and return items to where they belong. Turn taking and sharing are evident throughout play and learning experiences and children are respectful and kind to each other and staff. Children respond very well to planting seeds, plants, herbs and vegetables, they show great care and understanding when looking after their garden. They learn how to care effectively for the produce that we grow. Children show awareness of how they can use the vegetables and herbs both in the kitchen area and in the food that we prepare and cook. All children are given choices of recipes that they would like to cook that incorporates the produce that we have grown. Authentic cooking equipment and utensils are used both in play and in real cooking experiences. Children reflect on their experiences throughout each session interacting with key workers and each other. Through observations we can measure children’s enjoyment and preferences and ensure that we enhance their play. Most children co-operate and play very well with one another across all the age groups, they share toys, equipment and resources. Some of the children within the setting show consideration and compassion for other children, for example some of the more confident children will help others to put on their coats when going outside. Nearly all the children behave very well, they play appropriately with resources and help to tidy up at the end of the session. Nearly all the children are confident to independently access all areas of the setting. Children have very good relationships with each other and with key workers and other staff. Children will approach staff members if they require any help and will also seek out adults if they think other children may need support or are hurt. Most children play enthusiastically throughout each session with many seeking out favourite experiences. Nearly all children can make decisions about what they want to eat and serve themselves at snack time and pour their own drinks, each child will prepare their own snack, using knives, forks, spoons etc; Children are provided with knives that are sharp enough to cut all food items but safe for children to use. Nearly all children are independent in food preparation and confident to use utensils appropriately. Most children will seek out adults to show them their achievements for example when they have produced artwork that they would like displayed, children’s work is celebrated throughout each session. Their artwork and writing are displayed and photographs (taken by the children of other works such as clay models) are displayed throughout the setting so that children, staff, parents’, and visitors can admire their work. Children’s play and learning is enhanced throughout the seasons, and they show enthusiasm and excitement when engaging in new experiences as well as sustaining interest and concentration when playing and learning. Many of the opportunities for play and learning give children the chance to become resilient, co-operative, confident and independent.

All staff are suitably qualified and are confident and familiar with the Curriculum for Wales for non-maintained settings. All children upon entering the setting are observed over a 4–6-week period, observations gathered help to inform staff of children’s starting point, what they know, what they can do, their schemas and interests, this in turn helps to plan for children’s learning and experiences with opportunities and experiences that will excite and engage them. Planning is in place that provides children with uninterrupted learning, for example books relating to the seasons such as the weather will be read to children consistently with children having independent access to the same reading materials, this can then be enhanced throughout the sessions such as during the Autumn, Leaf Man is read to the children, children will collect leaves and make shapes, compare their size, use them in their artwork, have conversations about the different colours, shapes and textures of leaves that they have found, they will use a variety of equipment such as wheelbarrows and bags to collect leaves and other natural loose parts, this has greatly enhanced children’s enthusiasm and interest. Children can reflect naturally on their experiences and will engage with key workers in the next step. Key workers can build on these experiences to plan effective and appropriate experiences to enhance children’s knowledge and skills. Assessments are completed at baseline, midterm and at the end of each child’s journey. Observations are carried out continually which allows key workers to really understand each child’s progression and identify areas that may require support or encouragement. Key workers use positive feedback and praise to encourage children and help them to be confident in their learning. Clear timetables, rules and expectations are explained to children and nearly all children respond extremely well. Key workers support children to engage in risky play, such as building balance beams, where children will work together to balance planks of wood on logs and then navigate their way across, this also helps children to problem solve and think creatively. Recycling is encouraged through left over food for the compost bin, fruit for feeding insects and butterflies, looking after our plants in the garden and ensuring that everyone is kind and respectful to each other. Children are given access to cameras, tablets, light boxes and voice recorders, key workers support children to use these effectively. Staff share observations during weekly meetings, and this helps for all staff to be able to support children. The Welsh language is used consistently throughout each session. Three members of staff are fluent in Welsh and they support all staff in their use and understanding of key Welsh words and phrases. Simple directions and praise as well as singing and rhymes are carried out in Welsh. Welsh values and the culture of Wales are celebrated through growing plants and vegetables that are native or representational to Wales such as leeks and daffodils and cooking Welsh recipes. Images of Welsh landmarks including local landmarks such as Caerphilly Castle are displayed in the setting. We arrange visits for the children and parents to local farms and theatres, supporting the Welsh arts and culture, and visiting local community areas of interest such as the River Walk and forest area.

The provision provides excellent opportunity for both adult and child led learning and development. Children’s well-being is paramount and staff use observation and monitoring to ensure they understand each child’s likes and dislikes and level of skill and development so that they have a suitably challenging and enjoyable experience. We strive to always improve our children’s standards and well-being.

There is a home corner, reading corner and block play area and authentic furniture and accessories, opportunities for symbolic play, small world, weaving, sewing and cooking. The setting is secured during each session with a padlocked front gate, doors are kept locked when staff and children are indoors. There are daily risk assessments which are completed on entering the setting which ensure the premises have been checked indoors and outdoors. Equipment and resources are checked for suitability before being used. Risk assessments are completed for risky play experiences such as for the climbing rope, this is done to ensure the rope and chain are in excellent working condition, the weather conditions that may affect how the rope is used and to ensure that the activity is always supervised. Regular learning walks take place throughout each term, this enables all staff to review and adapt or enhance the environment. The outdoor environment has undertaken continuous enhancement including enhancing the shelter area to include a market stall that children are able to source herbs and vegetables from the garden to sell, a mud kitchen where the produce from the garden and market stall are used to create dishes. Children use real kitchen utensils and equipment, they have several recipe books and work with staff to create ‘today’s special menus,’ within the same area there is a table and chairs for the outdoor restaurant, children help to create menus and price lists, real crockery, knives and forks are used daily. Within the same area there is a stage which is used to play instruments, music on the radio or cd’s and is alternated as a cosy lounge/reading area. We have a woodwork and deconstruction cabin to allow for woodwork each week throughout the seasons. Adapting and enhancing this area has proved extremely successful, the area is busy with children daily, many of the children’s personal and social skills, mathematics, science and technology, environmental awareness, creativity, language and literacy skills have been observed and measured within this area and nearly all have developed very well. Within the outdoor and indoor environment, loose parts, den building and open-ended play opportunities have been embedded. There are opportunities throughout each session for children to enjoy risky play and problem solving. All areas of the environment are observed daily, and this helps to inform enhancement and adaption of the environment to continue to ensure the suitability, quality of resources and equipment. We have created a large block play area outdoors including ramps and loose parts.

We receive excellent support from EAS advisory teacher and Caerphilly Workforce Development officer. We are also supported by a Flying Start Advisory teacher.

Welsh language is used extensively throughout each session. Staff’s knowledge of welsh is very good and parent’s and visitors have given excellent feedback as to the children’s use of Welsh. We have embarked on the Road to Bilingualism programme to further enrich staff and children’s knowledge and use of the Welsh.

All staff have current safeguarding, health & safety, paediatric first aid and food hygiene training and certificates.

There are well established routines within the setting. As a leader I am committed to a whole team approach. The planning process has been greatly adapted, the vision - to provide a child led environment, a seize the season approach taking advantage of learning opportunities in line with the seasonal changes taking place. This allowed for greater autonomy for all staff, an overview of suggestions was put in place, replacing the original template, as a leader I worked closely with staff initially to model and embed ideas and opportunities that could be used. All staff have positively engaged with the new approach, they have become proficient in seizing opportunities for children to explore, investigate and contribute to learning experiences and enhanced play. Weekly meetings are held where staff contribute ideas with suggestions and evaluations, planning changes have allowed for children to naturally reflect on their own learning as well as contributing ideas for their next step. Staff have also expressed the ability to ensure an individual child approach. As part of my leadership training, I attended Observation as a tool for learning course, this had a great impact on how this could support staff to measure effectively children’s schemas, skills and development. All staff were provided with a tablet each to support recording observations and taking photographs. Feedback is positive, all members of staff found that they can capture effective observations and share practice and ideas with each other. The self-evaluation process is a whole team approach, we reflect continuously on what works well and how we can improve provision. Staff have a positive attitude to professional development through accessing training opportunities and sharing good practice and ideas. Weekly meetings allow for evaluations to be discussed and shared thinking to continue to raise standards. Improvements that are identified form the basis for our setting improvement plan, we discuss how we can implement, the timescale, cost and who will be responsible or oversee any actions. The setting improvements for the previous year highlighted more opportunities for risky play, problem solving, IT, Welsh and implementing woodwork into the daily routines. All of these have been successfully implemented. Through our EYDG grant we paid for a large new Froebel Garden, with children growing Fruit, herbs, vegetables and flowers, these are shared with families and there are plans to liaise with the local community food bank. All staff are suitably qualified and are trained to effectively understand and implement the new curriculum for Wales and are showing understanding and the value of the four purposes. All staff receive three monthly supervisions – staff are provided with an agenda 5 days prior to their meeting, they can evaluate their own role and responsibilities, reflect on what they have achieved and what they would like to improve. An action plan is prepared for staff to share excellent practice and to achieve training requirements, with clear timescales and outcomes identified. All staff receive an annual appraisal. Every Monday morning staff attend 30 minutes early for a well-being session, we discuss the week ahead and how we can support each other. Staff observe each other’s practices mostly by way of video recording, these are shared with each other and the leader, they help to identify strengths and areas for improved practice or training requirements. An open-door policy is in place for staff to meet with the leader to discuss professional development or any concerns. There are robust policies and procedures in place, and these are reviewed annually or in line with recommended changes.

The setting provides placements for early years education and has a highly effective partnership with EAS, the advisory teacher provides excellent support and we have had very practical and advantageous training events, which have ensured continued improvements in standards, teaching, resources, and provision. As a leader I have engaged in three working parties, practice worth sharing events, one for introducing schema for parents, Leadership and as a joint lead for Outdoor learning, these were successfully delivered through sharing information, providing evidence of proven effectiveness and ideas with other settings as well as providing links for gathering information and resources.

The setting also provides placements for Flying start funded children, the workforce development officer and advisory teacher provide very good support, there is access to training events throughout the year for which all staff can attend. The local authority provides opportunities for training to ensure staff are suitably trained and qualified in line with current standards and legislation.

We have excellent links with parents, key workers are familiar and friendly with parents and discuss their children’s achievements and developments informally. We carry out Christmas Carols in the forest, Easter and Summer picnics, parent stay and play days, Not a box/stick day for World book day where families bring boxes and sticks to make their own creations relating the story to their play. All parents signed a consent form to share images. Tiddlers purchased an annual subscription to Tapestry Online Learning Journal. Tapestry allows for staff to carry out video and photographic observations of children and to share these with parents. Parent feedback has been exceptionally positive. Tiddlers will continue to use Tapestry for observation and recording, and to engage with parents. We have a wishes and dreams tree in the entrance and parents were asked to write on a card what they wished for their child during their time at Tiddlers, we had incredibly positive feedback from this and nearly all parents sent their cards in to be added to the tree. We have shared Schema for parents’ booklet links, outdoor learning ideas, maths, reading and literacy ideas and many of the experiences that the children have during each session, through email and social media A newsletter is sent home each term, notices are displayed inside the nursery and on the notice board outside as well as weekly social media posts to keep parents informed of their child’s experiences and learning.

Parents can speak with the leader and key workers at the beginning and end of each session and can request one to one meeting. Questionnaires are sent out each term for parents to be able to express their views and this in turn drives performance and improves standards in care and provision. We have particularly good relationships with parents and value their involvement, every half term a memo is published on Tapestry to advise parents what their children will be learning and experiencing to give them opportunity to understand what they are learning and to support this at home.

We have established good links with the reception teacher and Head teacher. The leader and staff have a shared vision that will provide seamless opportunities for children. The nursery teacher and staff are invited to attend the setting prior to transition to become familiar with the children and for the children to engage with nursery staff. Many of the children who transition to nursery continue to attend Tiddler’s wraparound session.

Health visitors and other specialist agencies are involved with the setting to provide health support and additional learning needs support.

We have strong links with the local community who provide support with resources such as fresh fruit and vegetables from the local supermarket.

To ensure the four purposes are understood by all staff and are embedded principles, to liaise with all staff and keep staff up to date and informed of changes through regular meetings and training opportunities.

Our vision is to continue to provide excellent opportunity for children to learn and develop. We will work more closely with parents and listen to their views, ideas and opinion to help to inform us. Children’s needs, voices, exploration, play, schema and thinking continue to be observed to contribute to planning for effective learning. All staff are familiar with NMS curriculum and this is evident in their practice and observations.