



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

A report on

**Tiny Tots Day Care Nursery - Malpas
440 Malpas Rd
Newport
NP20 6WE**

Date of inspection: October 2019

by

Care Inspectorate Wales (CIW)

and

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

About Tiny Tots Day Care Nursery - Malpas

Name of setting	Tiny Tots Day Care Nursery - Malpas
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Laura Paginton and Sarah Delahay
Person in charge	Laura Paginton, Sarah Delahay and Rebecca Sweeting
Number of places	64
Age range of children	0 to 12 years old
Number of children funded for up to two terms	9
Number of children funded for up to five terms	3
Opening days / times	8:00 -18:00
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. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care
Date of previous CIW inspection	18/10/2017
Date of previous Estyn inspection	01/09/2015

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Dates of this inspection visit(s)	02/10/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Develop the use of natural and “real life” resources to challenge children and promote open-ended play
- R2 Develop formal monitoring systems and use the information to inform staff appraisals and improvement targets

What happens next

Estyn and CIW will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Wellbeing: Good

Most children make choices and decisions about their play and learning confidently and occasionally make appropriate requests for alternative resources. Nearly all children explore areas independently, for example when choosing to play in the sand.

Most children express their views clearly. Older children speak with confidence during group activities such as circle time and snack time. For example, they ask for help to peel a banana.

Nearly all children are confident that practitioners will listen to them and consider their views. They approach practitioners frequently to make requests, and to share personal news. These conversations often occur between children and adults spontaneously. Many pre-school children contribute to ideas for themes and topics effectively, for example when contributing their ideas to the planning of activities. Babies use emerging speech and gestures successfully to make their feelings known such as pointing to toys they want that are out of reach.

Nearly all children have a strong sense of security and belonging. Many arrive at the setting with enthusiasm. They show familiarity with routines and know where to put personal belongings. Nearly all children are happy and have strong bonds with practitioners and a few have formed good friendships with peers. For example, a few children enquire if their friends are present and they warmly greet them when they see them. Most children cope with separation from parents and carers when entering the setting very well.

Most children develop good co-operative skills and are respectful of others. Many praise other children's achievements, for example when constructing their model houses. Older children co-operate well and take turns to share equipment such as scissors and sellotape. Most younger children develop these skills well. For example, when toddlers work together, they take turns to fill a bucket with sand. A few children are beginning to understand empathy and feelings effectively. Following a story, a few children discuss sensibly the difficulty of using stairs if you are in a wheel chair.

Nearly all children concentrate well and show interest in activities for appropriate amounts of time. For example, a few children demonstrate perseverance as they continue with an activity into lunchtime. Nearly all children demonstrate interest and enjoyment in their play and learning. For example, children express their enjoyment when playing indoors and outside such as when they push plastic fish to the bottom of the water tray to watch it bob to the top. Many children self-initiate activities successfully such as when making shopping lists in the home corner. Many children in the after school club participate enthusiastically in creative activities such as modelling clay hedgehogs.

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

Most children make good progress from their individual starting points and a few children make very good progress. Most children's communication skills are developing well. For example, when making their houses, nearly all children talk confidently about the process and why they chose their resources. Nearly all are attentive when listening to stories read to them and listen carefully to questions and answer appropriately. For example, they make suggestions about what may happen next in a story. A few children select and handle books independently such as when visiting the outdoor book tent. Many children take part enthusiastically in activities that develop their mark making skills well, such as using paint tubes and felt tipped pens to design their models. Many demonstrate a good understanding of writing for a purpose. For example, they write their name on their own work or they make lists in the home corner.

Nearly all children's mathematical skills are developing well. Many children count the number of windows on their house successfully and they identify the shapes of the windows accurately. Many develop a good understanding of pattern. For example, they talk about the dinosaur patterns on their clothes. Nearly all children use mathematical language skilfully in their play. For example, they use the word "long" to describe their train track or "tall" to describe their towers. Most develop their mathematical and problem-solving skills successfully. For example, when making their model homes they talk about the resources they need and how they will join different materials together.

Many children build their Welsh skills systematically as they move through the setting. For example, they respond to simple Welsh phrases such as "ble mae". Most children use Welsh independently during the session, such as when identifying different colours in their play. They join in confidently to sing Welsh songs. A few children greet visitors confidently saying, "bore da" when asked to say hello by the setting leader.

Most children develop their creative skills effectively. For example, they use wooden blocks skilfully to create their own structures. Most children access and use information and communication technology (ICT) equipment well both indoors and outside. For example, they use the selfie sticks to photograph their friends and they talk about the pictures they take to each other. They use the hand held computer confidently to play a shape matching game.

Most children develop their physical skills effectively, for example when throwing beanbags in to a hoop and threading paper clips. Nearly all children are developing good gross motor skills such as running and avoiding obstacles or riding a peddle bike. Many are beginning to take measured risks in their learning. For example, they willingly work out how to use the tools in a woodwork session. Nearly all children develop their personal and social skills very well. For example, children treat each other with care and respect and nearly all children wait their turn patiently.

Care and development: Good

The setting's arrangements to ensure the safety and security of the setting are good. For example, practitioners routinely ask visitors for identification. Leaders review and share all policies and procedures regularly. As a result, all practitioners follow agreed policies and procedures consistently. Leaders and practitioners maintain records appropriately such as recording accidents and incidents. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting has effective policies and procedures to develop children's health and wellbeing. Practitioners encourage good hand washing routinely and keep areas clean and tidy. The setting provides healthy meals to children and all children have access to clean drinking water. Practitioners plan a range of beneficial physical play and exercise to improve children's health and wellbeing. For example, children take part in regular active sessions to encourage physical movement.

Nearly all practitioners have a consistent approach to managing children's behaviour. They provide children with clear, age appropriate directions and praise children for good behaviour. For example, practitioners praise children when they are kind and helpful. As a result, most children behave very well. All practitioners model politeness and encourage good manners. As a result, many children demonstrate good social skills. However, a few practitioners do not always manage older children's eagerness effectively enough. As a result, younger children's views are sometimes lost.

Key workers understand the needs of individual children very well. They value the information collected through the settling in period and utilise this successfully to plan how to care for each child. All practitioners provide children with worthwhile learning and development opportunities. A few practitioners adapt the learning environment intuitively and provide alternatives for individual children. For example, practitioners use a "busy box" to stimulate interest for individual children, whilst other children participate in a group activity. As a result, all children engage well and sustain interest in their activities.

All practitioners have a good understanding of how to track children's progress. They use this information well to plan and evaluate activities. Practitioners identify next steps in children's learning successfully by undertaking regular observations.

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

Practitioners provide a wide range of worthwhile learning opportunities that promote high levels of engagement amongst the children. For example, they plan exciting opportunities for children to explore nature such as digging up carrots in the garden. All practitioners are good role models. They praise children and encourage good behaviour consistently. As a result, nearly all children behave well, share and take turns independently such as when waiting their turn to speak at registration time.

Practitioners use a range of teaching strategies skilfully. They use open-ended questions to challenge children to extend their responses and develop their language effectively. Practitioners provide beneficial opportunities for children to read and write and they celebrate all attempts. As a result, many children gain a sense of achievement and become confident in handling books and as writers. Practitioners use block play effectively to develop numeracy skills. For example, they model mathematical language well such as “big” and “small”. Activities provide valuable opportunities for children to reason and problem solve, for example, when deciding which equipment to use to dig up carrots in the garden. All practitioners value the children’s creative process. For example, the wood working display shows photographs of children’s cutting and wood working skills and not just the end product.

All practitioners have a good understanding of foundation phase practice. For example, practitioners understand when to intervene and when to support individual children skilfully. This develops children’s resilience and perseverance successfully. For example, they persevere to throw beanbags into a hoop accurately. Practitioners have developed effective planning and assessment procedures. They are beginning to use the outcomes of on-entry observations to track children’s progress well. Practitioners take account of individual children’s interests usefully in routines, free play and focussed activities. For example, they collect children’s ideas and include them when planning a new theme.

The setting develops children’s understanding of Welsh culture well. For example, they celebrates Dydd Santes Dwynwen and St David’s Day. All practitioners are effective Welsh language role models. They use Welsh phrases regularly as part of routines and encourage all children to have a go when responding. As a result, many children’s Welsh language skills are developing well.

Learning experiences promote children’s moral, spiritual and cultural development highly effectively. For example, children express awe and wonder when finding a slug in the garden and they understand that they need to treat all living things with care and respect.

The setting utilises parents and the community very well to enhance children’s learning. For example, practitioners invite parents to talk to children about their skills, interests and professions such as working as a doctor. Practitioners keep parents informed of their child’s progress successfully through face-to-face contact and written reports.

Environment: Good

Practitioners care for children in a safe, clean environment. There are suitable procedures in place to identify and eliminate risks, such as daily visual premises check. All practitioners work effectively to promote children’s safety and protect them from harm. Practitioners implement effective daily routines, in line with the setting’s procedures for health and safety. Records are generally detailed and provide assurances that actions are taken to effect change. For example, practitioners review risk assessments annually or sooner when they identify a hazard.

The nursery is a welcoming environment and meets the needs of children well. There is plenty of space available to support children attending. Some rooms are shared by different age groups throughout the day, offering a variety of opportunities, flexibility and choice. Practitioners consider the layout and design of rooms carefully, to meet the needs of all children. For example, the baby rooms have soft floor space to encourage the development of physical skills such as crawling. The nursery has well furnished rooms to support children's independence successfully. For example, low level, clearly labelled storage enables all children to access resources independently. All children have direct access to a beneficial outdoor learning area, which is utilised well.

Children attending the after school club benefit from a dedicated play area, which is designed to suit their needs. Practitioners display children's work and photographs in most areas of the setting and there are several dedicated spaces for personal belongings in cloakrooms. This gives children a strong sense of ownership in the setting.

Indoor and outdoor areas provide good play and learning opportunities. Traditional role-play areas, creative play and messy areas are easily accessible to all children. However, there is a limited amount of natural play resources and they do not utilise sustainable resources when planning for children's play.

Children of all ages benefit from a good range of accessible reading materials. Play materials promote cultural awareness, including the Welsh heritage and equal opportunities successfully. As a result, children gain a good understanding of the world they live in.

Leadership and management: Good

The setting's management team have a clear vision for the nursery and they communicate this very well to all stakeholders. They work closely together and have high expectations of all. There is a strong commitment to teamwork and many practitioners contribute productively to ideas and strategies. For example, leaders empower all practitioners to alter provision when needed such as developing the mark making area and the outdoor provision. As a result, all children benefit from a highly positive and nurturing environment.

The nursery has effective policies and procedures. Managers update and share these regularly. For example, staff meetings and appraisals have an appropriate focus on discussing and explaining policies such as child protection. As a result, all staff understand policies and procedures very well. The setting benefits from an effective operations manager who oversees the strategic running of the setting. Leaders follow safe recruitment processes and the setting meets the required numbers of suitably qualified practitioners.

Leaders have appropriate arrangements in place to identify strengths and areas to improve. For example, they have improved the independence of children successfully. However, the formal monitoring systems and appraisals are at an early stage of development. As a result, staff development targets do not always clearly match the setting's priorities for improvement.

The management team has implemented a 'changes book' to record ongoing improvements for each room successfully. Practitioners make positive alterations to provision such as changes to planning systems in the pre-school room. As a result, the process is now more manageable and effective. Leaders value professional development. All practitioners attend worthwhile training sessions. For example, following training on physical education all staff use the strategies effectively to improve children's physical co-ordination such as ball skills. Training information is cascaded throughout the setting effectively and, as a result, there are ongoing improvements to the quality of provision in the setting.

Managers develop strong relationships with parents. A particularly effective example of this is the parental engagement sessions. For example, cookery sessions provide highly effective opportunities for parents to understand and contribute to the work of the setting. Through engagement events, many parents develop their knowledge of how to support their children at home. This has a positive effect on children's outcomes. There is a very positive and worthwhile partnership with the local authority. Leaders act on advice from the local authority advisory teacher in a timely manner to improve the setting, for example by developing the provision for mark-making. The setting benefits from visitors to the setting. For example, fire fighters visit the nursery to talk about what they do. Leaders ensure that practitioners keep parents well informed about children's care and development through daily contact, social media, engagement events and newsletters.

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)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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