



*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**

**Tiny Beginnings Day Nursery  
The Storehouse  
Howells Place  
Monmouth  
NP25 3ED**

**Date of inspection: November 2013**

**by**

**Mary Dyas  
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                        |

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW..or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

**Publication date: 28/11/2013**

## Context

Tiny Beginnings is an English-medium setting that operates from a converted furniture warehouse in Monmouth. The accommodation is on three floors and within the past three months has undergone considerable conversion to enable the pre-school age group to be based on the ground floor with free flow access to the outdoors. The nursery is open from Monday to Friday between 8am and 6pm and is registered to take up to 45 children from 0 to 5 years. At the time of the inspection there were 18 children on roll in the group. There were fifteen three to four year-olds of whom fourteen were in receipt of funded educational provision.

Children attending the setting come from the local area and from a range of backgrounds, drawing from social and private housing. All speak English as their home language. There are currently no children who have been identified as having additional learning needs but the setting is fully inclusive and has supported children well in the past.

The nursery was last inspected by the Care and Social Standards Inspectorate Wales in November 2012 and by Estyn in February 2008.

## Summary

|  |                  |
|--|------------------|
| <b>The setting's current performance</b>       | <b>Good</b>      |
| <b>The setting's prospects for improvement</b> | <b>Excellent</b> |

### Current performance

The current performance of the provider is judged to be good because:

- All children make good progress from their starting points;
- All children are happy and form strong relationships with one another and with the adults in the setting;
- All children behave well and have positive attitudes to their learning;
- All children are developing good decision making skills and are able to work independently or in small groups;
- High quality planning and assessment processes ensure that practitioners have a clear understanding of each child's progress and the next steps in their learning;
- Practitioners provide a wide range of interesting and stimulating activities that interest and engage the children;
- Teaching is consistently good; and
- The setting leaders provide strong direction and support .

### Prospects for improvement

The setting's prospects for improvement are excellent because:

- Self-evaluation is exemplary and results in realistic targets for improvement with clear success criteria;
- Managers are fully committed to high quality provision;
- Positive leadership has promoted a positive ethos of high expectations that is shared by all staff;
- Staff development and performance management is well established and highly effective;
- Staff in the setting are very committed and work hard to implement new ideas; and
- Procedures for planning and differentiation of teaching to meet the needs of each child are outstanding.

## **Recommendations**

R1. Improve the provision to develop children's confidence and competence in the Welsh language.

R2. Further develop the recently implemented system of staff observations to evaluate performance and identify targets for improvement.

R3. Fully establish the process of involving children in setting and achieving personal targets for improvement.

### **What happens next?**

The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### **Standards: Good**

All children achieve well during their time in the nursery and make good progress in relation to their starting points across all the Foundation Phase areas of learning. They participate eagerly in the planned activities offered to them and are confident in approaching a new situation. All children are able to concentrate on a chosen task for appropriate periods of time and become absorbed in what they are doing.

All children express themselves clearly, talk enthusiastically about what they are doing and are happy to speak to visitors. They follow simple spoken instructions and talk to one another as they play together. Action songs and rhymes are popular and most join in with these eagerly. All are making good progress with mark making and use a range of instruments to make marks in different areas of provision both indoors and outdoors. All sit quietly to listen to group stories and show their interest and understanding through questions and comments.

All children show an increasing understanding of the Welsh words and phrases they have been introduced to and respond appropriately to questions such as 'Pwy wyt ti?' and 'Pa lliw?'. They are not yet using their knowledge independently.

### **Wellbeing: Good**

All children are happy and confident in the setting. They arrive eagerly anticipating the activities of the day settle immediately. All join in with activities and are interested to try out new experiences such as exploring making marks in shaving foam or building an obstacle course outdoors.

Children all have good relationships with the adults in the setting. They show that they trust them and freely ask for help. Behaviour in the setting is good. Children understand the need to share and to take turns and know that it is important to treat each other nicely. They are developing good independent skills and most are able to put their coats on independently while many also try to do up their zips and buttons themselves.

Children are involved in planning and evaluating activities, for example when planning Percy the Park Keeper's tool shed for role play they suggested what items might be needed.

|   |
|---|
| <b>Key Question 2: How good is provision?</b> |
|---|

|                  |
|------------------|
| <b>Excellent</b> |
|------------------|

**Learning experiences: Excellent**

Practitioners plan a curriculum that takes into account the requirements of the Foundation Phase and the individual identified needs of the children in the group. Plans cover all areas of learning of the Foundation Phase. Staff discuss children's progress and responses to the activities and adapt the planned activities appropriately to meet their needs. These activities succeed in engaging children's interest and curiosity both indoors and outdoors and enable children to make good progress in communication, numeracy, ICT and the wider creative skills. Children are encouraged to think for themselves and are provided with many opportunities to solve problems, be independent and experiment with new experiences.

Planning is extremely thorough and detailed and is firmly based on the requirements of the Foundation Phase. Learning intentions are clearly indicated and planning for differentiation is outstanding. Children's individual needs and their personal targets for improvement are specifically identified in the planning and evaluations of focused tasks. This specific identification of individual learning needs is relatively recent and has not yet had an impact on the standards achieved by the children.

Welsh is well used during group time through reading stories in Welsh and singing Welsh songs but the consistent use of incidental Welsh throughout the session to develop children's independent use of the language is limited. All children celebrate and learn about Welsh culture and traditions when they celebrate St David's Day.

**Teaching: Excellent**

The setting leaders and room leader are very experienced and have a sound understanding of the principles of the Foundation Phase. They implement their ideas imaginatively to suit the needs of the children. All staff interact positively with the children and show consistently good use of high quality questioning skills to develop the children's thinking skills. There is a good balance between adult intervention and allowing children to follow their own ideas to develop their decision making skills.

Practitioners provide an imaginative range of high quality learning experiences for the children both indoors and outdoors and make good use of resources, including technology, to enhance learning. Their knowledge of the children as individuals, and their enthusiasm for the activities they have planned, provides all children with excellent support. The cycle of planning, teaching and assessment and the tracking of the progress of each individual child. is a real strength of the setting. Practitioners have an exceptional understanding of the developing needs of each child and their progress is meticulously planned and recorded.

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

Good arrangements are in place to support children's health and wellbeing. Practitioners value children as individuals and strive to enable each child to develop their potential and personality. A range of policies relating directly to the practice within the nursery ensures that children settle quickly when they start at the setting and are kept safe from harm and bullying.

The setting's arrangements for safeguarding children meet requirements and give no reason for concern. Procedures for checking the suitability of staff are robust and adhered to and there are good procedures for managing children's arrival at and leaving the setting.

Provision for ensuring children's spiritual, moral, social and cultural development is good. Practitioners are good role models and foster a sense of right and wrong and of treating one other with respect. Although there are currently no children with identified additional learning needs, practitioners are aware of the need for early identification and have worked closely with other professionals in past years.

### **Learning environment: Good**

The nursery is a warm and inclusive community where staff and children are valued. There is equality of access to all children whatever their background. Staff know their children well, are sensitive to their needs and show children affection, consideration and understanding. Policies and procedures for dealing with specific instances of discrimination are in place.

The nursery is generously staffed with appropriately qualified and experienced practitioners. Resources are well matched to the demands of the Foundation Phase curriculum and accessible to the children. There is a generous supply of resources and materials which are well used to support the planned activities. The accommodation is well used to provide for all aspects of children's learning and is enhanced by the well-equipped outdoor area. The nursery makes good use of the local area to support the children's learning.

|  |             |
|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

### **Leadership: Excellent**

The setting leaders are highly qualified and experienced. They work closely together to ensure the provision for the care and education of the children is of a consistently high standard. They are highly reflective in their practice and have established outstanding procedures to ensure the needs of individual children are identified and their progress evaluated and recorded.

The nursery is a warm and happy place where staff and children are valued and managers have high expectations for themselves and for the whole staff team. A rigorous appraisal system identifies training needs and addresses areas for improvement. Managers are developing a systematic procedure to evaluate performance and identify targets for improvement.

The setting responds very positively to national and local priorities, for example by undertaking major adaptations to the building in order to enable the pre-school children to access free flow between the indoor and outdoor learning spaces.

### **Improving quality: Good**

There is a strong emphasis on self-evaluation for improvement in the nursery. The setting leaders routinely work in the setting and have first-hand knowledge of the strengths and areas for improvement. Formal and informal discussions with practitioners ensure that they are kept informed of needs and requirements. Leaders have been effective in tackling areas for improvement such as the need to change around the accommodation for the different groups of children in order to fulfil the requirements of the Foundation Phase for the older children. Targets for improvement clearly identify necessary resources and timescales and progress is reviewed termly.

Leaders have set up helpful links with other settings to share and gain knowledge and expertise in order to continue to bring about improvements to their provision

### **Partnership working: Good**

The setting provides parents and carers with good information about their children's care and education through both informal and formal opportunities. A particular strength is the daily written note that focuses mainly on the child's learning experiences. Parents and carers have also been consulted about their child's personal targets. There are opportunities for them to be involved in the life of the setting, for example by sharing an interest or an aspect of their work with the children, suggesting healthy dishes for mealtimes or making a recipe provided by the nursery cook. Details about the daily activities, planning, menus and other information are available on the parents' notice board.

Children from the setting move on to a number of different schools around Monmouth and current arrangements provide good support for the children's transition to the next stage of their education.

Practitioners value the support they receive from the local authority's advisory service and have taken advice and implemented suggestions. Visitors from the local community enhance children's learning as do their visits to interesting places around the town.

### **Resource management: Good**

The nursery leaders ensure the setting is appropriately staffed with well qualified and trained staff. They are effectively deployed to support children's learning and deliver the planned curriculum. Staff support one another well to ensure children are fully involved and have opportunities to develop their own ideas.

Staff have good opportunities to develop their expertise through a range of courses and opportunities to meet with practitioners from other settings to share ideas and good practice.

The pre-school group is well resourced with a range of good quality equipment, which is used well to support the planned activities. The indoor and outdoor spaces are well set out with the full range of areas of learning to provide children with good learning experiences.

In view of the good outcomes achieved by children, the setting provides good 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

|                       |                     |
|-----------------------|---------------------|
| Mrs Mary Elspeth Dyas | Reporting Inspector |
|-----------------------|---------------------|

### 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 partnership's 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>National Childminding Association (NCMA)</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 (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.  |