



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

A report on

**Tiny Tots Premier Childcare Services
440 Malpas Road
Newport
NP20 6WE**

Date of inspection: September 2015

by

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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:

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

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Context

Tiny Tots Premier Childcare Services is a privately owned setting in the Malpas area of Newport. It meets in a large house that has been adapted on two floors for nursery provision. The setting is open for five days of the week. The setting has 13 members of staff, who attend on different days during the week.

The setting's registration allows it to take up to 64 children. It admits children from between six weeks and five years of age. At the time of the inspection, 28 children attended, five of them funded by the local authority.

Nearly all the children are of white British origin and the nearly all speak English as their first language. Currently, no children have additional learning needs.

The operational manager began her post in September 1999 and she has the managerial responsibility for more than one setting. She shares responsibilities with another manager at the Malpas setting.

The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in February 2015. Estyn's last inspection of the setting was in February 2010.

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The current performance of the setting is good because:

- Learning experiences are co-ordinated and planned thoroughly
- All children are supported well and benefit from a good range of interesting and motivating activities
- The teaching is effective and concentrates well on Foundation Phase outcomes
- The care of the children is a priority
- Good quality resources are used well to support children's learning
- The relationship between adults and children is positive
- Staff work effectively together, which contributes purposefully to the success of the setting

Prospects for improvement

The prospects for improvement are good because:

- The strategic direction provided by the managers is effective
- The setting has a successful record of implementing change that has impacted positively on children's standards and wellbeing
- Self-evaluation systems are carried out regularly to support the setting
- All staff have a very positive attitude towards improving their skills through participating actively in training
- Good support links with outside agencies are used consistently and sensibly
- The managers are very active in the day-to-day work of the setting
- The learning environment is stimulating, organised efficiently and used well to support all children's learning

Recommendations

- R1 Improve the outdoor gardening areas
- R2 Ensure that the targets in the improvement plan derive directly from the self-evaluation

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Wellbeing: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The curriculum is planned well to meet the philosophy of the Foundation Phase curriculum. It ensures that children make good progress in their learning. The curriculum builds effectively on children's previous knowledge and experiences. It includes interesting activities for the development of children's skills across the curriculum, particularly literacy and numeracy skills.

All staff contribute well to the weekly planning of the curriculum. The managers coordinate this efficiently and the views and ideas of all staff are considered and used effectively. The curriculum is flexible enough to allow staff to follow children's interests both indoors and in the outdoor learning area.

Staff plan day-to-day activities well and children have the freedom to select their own tasks and activities. Literacy and numeracy tasks are very evident both indoors and in the outdoor area. Good opportunities are also provided for children to develop their physical, creative and thinking skills. For example, children have good opportunities to develop their thinking skills through experimenting creatively with water and role-playing in the outdoor cooking area. Many adults communicate appropriately with the children in Welsh. All staff encourage the children to respond in Welsh and are very positive about the use of the language in daily activities.

The setting makes beneficial use of visits and visitors to enhance successfully children's learning experiences. For example, visits to the library, local shops and businesses, the museum and park add interest to the curriculum, which develops and extends the children's experiences effectively. The provision for developing the children's information technology skills is good. Staff direct the children purposefully

towards the use of technological resources like tablets, cameras, tills and electronic toys.

The traditions and celebrations of the culture of Wales are emphasised well through the celebration of St. David's Day. The staff sing and recite Welsh nursery rhymes very often throughout every session, which helps the children's understanding of the language. Staff promote children's awareness of other cultures well. For example, the setting celebrates festivals, such as, Chinese New Year and Diwali.

Teaching: Good

The quality of teaching is good. Staff have a good, practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a positive relationship between all the staff and the children. All staff have an active role in planning the curriculum and the best use is made of their expertise. There is a good balance between adult-directed and child-selected activities, both indoors and outdoors and staff know when to intervene sensibly in children's play. Staff set clear learning objectives for the children at the start of every focus activity. This ensures a good level of challenge for individual children, which matches their abilities.

All staff model language well in English and appropriately in Welsh. They encourage the children to evaluate their work well in all areas of learning, as individuals and with each other. As a result, children are enthusiastic and engaged fully in all activities, for example, when they weigh and measure different vegetables.

Staff work together effectively as a team and share information about children regularly. Staff have an efficient process of sharing information, which ensures effective assessment processes that targets individual children's needs. Purposeful daily assessments identify the next steps in children's learning effectively. Reports to parents are informative and highlight clearly their child's progress.

Care, support and guidance: Good

The setting's provision for ensuring children's health, wellbeing, spiritual, moral, social and cultural development is effective. Staff foster values, such as honesty, fairness and respect consistently through day-to-day activities. They work very hard to promote children's self-esteem and confidence. Children have good opportunities to reflect, discuss their feelings, and learn to take turns. Snack time is a social occasion and children are encouraged enthusiastically to take responsibility for preparing and serving fruit and drinks. The setting makes appropriate arrangements for promoting healthy eating and drinking. There are good opportunities available to all children to recycle paper, cardboard, tins and plastic bottles. This is beginning to develop their understanding of sustainability effectively.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. The setting provides a safe environment. It is secure; the doors are locked and only opened by a member of staff. Consequently, no one can enter or a child leave unaccompanied. The outdoor area is enclosed within the setting's boundary and the gates are locked securely when the children are outdoors. Good care is taken when children are being collected to ensure that they are in the care of their parents or of a known carer.

There are sound processes in place to support children with additional learning needs. The manager is the additional learning needs co-ordinator. She is familiar with the necessary procedures for supporting children with additional needs and uses outside support well.

Learning environment: Good

The setting, through the daily activities and the approach adopted by the staff promotes a positive ethos. The staff know the children well and their individuality is recognised. Every child has equal access to an interesting curriculum.

The setting uses its resources successfully in the building and outside to meet the requirements of the Foundation Phase curriculum and the needs of children. The resources are accessible to the children, which promotes the children's sense of responsibility well. The provision of resources in focus tasks, continuous activities and in the opportunities to enhance learning are shared effectively.

Although the outdoor area is limited in size, it is organised sensibly and the children have the opportunity to use all the resources, including an outdoor reading area. They learn through stimulating experiences. There is provision for the children to grow plants in specified areas. However, there are too few opportunities for children to learn about how things grow due to the limited amount of growing areas and planting activities in the outdoor area.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Staff understand their roles and responsibilities fully and co-operate well as a team. They use guidance from external agencies such as the local authority sensibly. They also use expertise from the National Day Nurseries Association at times for training, administrative support and the content of policies. This practice ensures the best use of expertise to support the setting. The managers and staff plan purposefully to provide interesting and practical experiences for the children.

The improvement plan identifies accurately what needs to be done in order for the setting to improve. The strategic plan's targets have a positive effect by creating improvements over time. However, the targets do not correspond consistently with the many improvement areas noted in the self-evaluation report.

Staff receive effective and relevant training, which affects the quality of provision well. The managers lead efficiently and give good consideration to legislation and the management systems meet requirements. The setting gives good consideration to national priorities, including implementing the Foundation Phase curriculum purposefully.

Improving quality: Good

When creating the self-evaluation, the sensible consideration of the views of everyone involved with the setting is evident. The needs of the setting are set out in

detail in the improvement plan. The managers discuss the self-evaluation with confidence and they use regular self-evaluation processes throughout the year to target the development needs of the setting.

In the improvement plan, the areas for development include improving community links, developing children's awareness of diversity, improving self-evaluation processes and developing better transition links with more local schools.

Staff focus diligently on creating improvements. They target development areas efficiently. Generally, the managers target relevant development areas appropriately. However, there are inconsistent links between the self-evaluation and the improvement plan's targets. Although there are relevant and concise targets in the plan, they do not arise with enough accuracy from the setting's self-evaluation.

Staff make very good use of professional training opportunities and learning experiences. This has a positive effect on the learning and wellbeing of children.

Partnership working: Good

There are effective links with parents and carers. They are kept well informed of their children's achievements and progress. This helps them to support their children's learning. The parents, in the questionnaire replies and during discussions, express their satisfaction with the setting and are very appreciative of the standards of care and the quality of education provided. The open door policy of the setting means that parents have regular opportunities to meet staff and discuss any concerns very early on. An informative booklet and website provide parents and carers with relevant details of the setting.

By the time the children leave the setting, parents feel that they are well prepared for the next stage in their education at school. The links between the setting and the local schools are good and if parents choose to do so, their children are taken to and from the schools by the setting's staff. The partnerships between the setting and the National Day Nurseries Association and the local authority are well-established. The setting acts quickly and conscientiously on advice from these partners, which have supported the setting in moving forward and contributed to its good provision.

Resource management: Good

The leadership is strategic and plans for the future well. The resources are well managed to support learning and improvements in the setting. The managers ensure that the setting has enough qualified staff and effective training. The managers and staff use support agencies purposefully for the benefit of the children.

Staff work effectively together to improve children's achievements. Sensible use is made of all available resources. They are accessible for the children. Staff make good use of the building and the local area to provide a range of interesting learning experiences.

The effective provision and secure leadership ensures that the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	1%	0%		
Children behave well in the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	11	11 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	18%	0%	0%		
Staff treat all children fairly and with respect.	11	11 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	11	11 100%	0 0%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	11	11 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	10	9 90%	1 10%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed	11	11	0	0	0	0	Rwy'n cael gwybodaeth

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
about my child's progress.		100%	0%	0%	0%		gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	11	10 91%	1 9%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	11	9 82%	2 18%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	11	11 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	11	8 73%	3 27%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	11	10 91%	1 9%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mr Nicholas Jones	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.wales)

Glossary of terms

Areas of Learning	<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"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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>
Foundation Phase	<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>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<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>

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