



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

A report on

**Fingers & Thumbs Day Nursery
St Mary's Church Hall
School Road
Coity
Bridgend
CF35 6BL**

Date of inspection: March 2020

by

Care Inspectorate Wales (CIW)

and

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

About Fingers & Thumbs Day Nursery

Name of setting	Fingers and Thumbs Day Care
Category of care provided	Full Day Care
Registered person(s)	Caroline Davies
Responsible individual (if applicable)	
Person in charge	Caroline Davies
Number of places	30
Age range of children	2 to 4 years of age
Number of children funded for up to two terms	7 children
Number of children funded for up to five terms	3 children
Opening days / times	During term time, Monday to Friday 9.00am to 3.00pm, with the exception of Tuesday afternoon. During school holidays, Monday to Friday 8.30am to 4.30pm.
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 children who use, or intend to use their service. We recommend that the service

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	provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	14/05/2018
Date of previous Estyn inspection	30/05/2014
Dates of this inspection visit(s)	10/03/2020
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)	n/a
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 areas of non compliance were identified during this inspection.

Recommendations

- R1 Ensure that children have sufficient time to fully engage in tasks and activities
- R2 Review planning arrangements to ensure that they are manageable and focus clearly on skills development
- R3 Provide more opportunities for younger children to play outside in all weather
- R4 Establish a system of regular staff supervisions

What happens next

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

Main findings

Wellbeing: Good

Nearly all children confidently communicate their choices and preferences. They are aware of the options open to them and participate positively. For example, children request additional toys and resources and ask for alternative options at snack time.

Nearly all children have a sense of belonging, settle very well and are happy. They arrive enthusiastically and settle quickly to play on their own, with friends or with staff. Many are familiar with the setting and staff because they attended the parent and toddler sessions as younger children before starting at the setting. Nearly all children confidently participate in daily routines. A few children do not always want to participate in group activities such as circle time, but settled with staff encouragement.

Most children behave appropriately for their age and stage of development. They interact well with other children and staff, and close friendships are blossoming. For example, children play well together, pretending to be the dentist or the patient and enjoy painting pictures together or building towers and houses out of large soft play items. Most children listen and respond appropriately when reminded to share and are kind to one another. They show care and concern for each other, for example calling a staff member over to help a crying child.

Nearly all children show a keen interest and engage well, in most of the tasks set for them. They move freely between activities and many influence and initiate their own play, which they thoroughly enjoy. For example, they build towers and have fun knocking them down in the physical play area. However, they cannot give their time fully to activities and tasks due to a high number of interruptions and movement during the session.

Children appropriately develop their independence skills. They complete self-registration on arrival and happily take responsibility for their belongings. They quickly hang their coats on their named pegs and put their shoes away when they change into wellingtons for outdoor activities. All children complete self-care tasks independently, with staff encouragement if needed. For example, they wash their hands at appropriate times, get tissues to wipe their nose, serve their own food and pour their own drinks.

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

There is no report on children's learning. This is because there were too few three or four-year-old children who do not receive funded education elsewhere present at the time of the inspection to report on this without identifying individual children.

Care and development: Good

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners understand their responsibility to safeguard children from harm, including how to appropriately respond to any child protection concerns. The setting's comprehensive policies and procedures enable them to do this effectively. For example, they follow the medication policy competently and meet the needs of children with allergies safely. They keep detailed records of what children can and cannot eat and share this with all staff. Practitioners' mandatory training is up to date and all have undertaken additional, relevant courses to help them to support the children attending the setting successfully. They follow cleaning procedures appropriately to ensure a hygienic environment for the children and to minimise cross contamination.

Practitioners interact well with children and consistently implement positive behaviour strategies. For example, they promote children's good behaviour with rewards such as stickers or stamps, and praise them by saying 'well done' or 'da iawn'. Practitioners are kind and approachable. They use appropriate language for discussions with children and talk to them at eye level. However, practitioners do not always ensure that children face them during discussions and, as a result, the interaction is less meaningful because the child stops listening.

All practitioners know the children well and have a clear understanding of their individual needs, abilities and preferences. Practitioners provide a nurturing and caring environment where the needs of the children come first. For example, practitioners are mindful of children's family circumstances and adapt their approach to suit. All practitioners skilfully support children's development. They know when to intervene to develop and extend children's play, and when to step back to allow children to use their own initiative. The setting effectively supports children with additional needs and practitioners keep parents well informed about children's progress. They provide beneficial support to develop children's overall development, for example using physical activities such as dance and song, and promoting emotional understanding when discussing feelings and wellbeing. However, a few concepts are beyond children's understanding, such as giving compliments.

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

Practitioners have a firm understanding of how young children learn. They plan a wide range of activities that successfully stimulate children's interests and curiosity. Practitioners involve children in planning themes; these include a broad range of learning experiences that successfully reflect the ethos of the foundation phase. For example, they plan activities around children's favourite television characters and provide worthwhile activities to include in role-play scenarios such as creating a dentist practice for the 'people who help us' theme. Practitioners work effectively as

a team. However, on occasions planning arrangements are overly elaborate and do not always identify suitable activities and skills to support the enhancement of children's literacy and numeracy development well enough.

Practitioners use a beneficial range of teaching strategies to encourage and motivate children to learn. They use resources imaginatively to ignite children's curiosity, such as going on a hunt outdoors to find and sort food that is good and bad for teeth. Practitioners provide a good balance between child selected and practitioner led activities. However, time to enable children to participate in each activity is too short to allow all planned activities to be completed within the session. Practitioners know when to engage with children to move learning on and when to allow them to explore for themselves.

Practitioners model language well and ask questions skilfully to develop children's vocabulary and thinking skills. For example, they ask them how they can make a roof for houses using large "waffle" style blocks. They encourage children to share their own experiences of events such as visiting a dentist, to reinforce their understanding of cleaning teeth. This develops children's understanding of the need to keep healthy successfully.

The setting provides worthwhile opportunities for children to develop a wide range of skills. For example, practitioners promote communication, numeracy and information and communication technology (ICT) skills effectively. They support children to sing songs and rhymes, enjoy books in a quiet area, and mark make using shaving foam, paint and toothpaste. Practitioners encourage children to count in meaningful ways, such as counting how many are in each morning and how many plates are needed at snack time. They encourage children to explore shape and size in their play and to handle money at the role play dentist. Practitioners use ICT resources to develop children's skills successfully. For example, they recite English and Welsh numbers on pegs which have a recording device built inside, for children to hear and match to the correct numbers.

A broad range of learning experiences promote children's moral, spiritual and cultural development well. The setting plans outdoor learning experiences for older children effectively. Regular trips to a local woodland provide valuable opportunities for school aged children to learn about the natural world. Practitioners provide regular opportunities for children to find out about other cultures through the celebration of festivals such as Saint David's Day, Holi, Chinese New Year and Diwali. They use dolls and costumes to promote children's understanding of different faiths and customs in a meaningful way.

The setting has effective arrangements to assess and track children's progress and development. Practitioners carry out regular, observations of children to inform assessment records and to identify their next steps in learning.

Practitioners provide parents with valuable updates about what their children have been learning, including an informative end of year report, which parents find beneficial.

Environment: Good

The premises is safe, secure, and well maintained both indoors and outdoors. Practitioners implement effective and robust systems to keep children safe. For example, they ensure that children can move between rooms safely and keep doors closed to areas that pose a potential risk to children.

The premises is bright, well decorated and easily accessed by children of all ages and abilities as it is all on one floor. Leaders promote children's independence successfully. For example, most resources are stored at child height allowing children to choose additional resources to those already set out. However, practitioners also ensure that any that pose a potential risk are stored out of children's reach appropriately. The hall is arranged into interesting learning areas following the foundation phase principles and bilingual labelling and pictures provide useful visual cues. There is a suitable outdoor area, although use is limited during the winter months and on rainy days. Practitioners take older children to a forest school location and other local attractions to ensure that they have appropriate time outside to widen their learning experiences.

Leaders offer a good range of toys and resources to stimulate children's curiosity and interest. They set out resources well in clear areas of learning, which provide fun and interesting activities. Leaders support children's individual needs effectively, for example by providing additional devices to enable children to communicate. Practitioners ensure that all toys and resources are cleaned frequently and they dispose of any broken items appropriately. Children have access to child sized furniture, such as tables and chairs as well as other equipment to promote their physical development and independence skills successfully.

Leadership and management: Good

The leader meets children's needs effectively and organises the setting well. She has a clear vision that focuses on ensuring children are happy, safe and learn through play within a caring and supportive environment. She shares this vision with other practitioners and parents successfully. There is an appropriate focus on teamwork and the leader works collaboratively with practitioners to develop children's learning and wellbeing successfully.

Practitioners have up to date job descriptions and roles and responsibilities are clearly defined. They are appropriately deployed and readily take responsibility for developing specific areas of learning. The leader sets high expectations for herself and practitioners and identifies their training needs well, for example for staff who provide one to one support to children with specific identified needs.

The leader ensures that there are enough suitably qualified and experienced practitioners to ensure good outcomes for children. She follows robust recruitment

practices and ensures that induction procedures are effective. She monitors the effectiveness of practitioners' skills through annual appraisals, supervisions and observations of them at work. However, supervisions are not undertaken consistently and regularly enough.

The setting has worthwhile arrangements to identify its strengths and areas for development. The leader gathers the views of practitioners, parents and children appropriately and acts on the information thoughtfully. For example, children use stickers to identify the activities they enjoy most and these are used to create similar activities to promote learning in other areas. The leader prioritises areas for improvement that reflect the needs of the setting and have the greatest impact on outcomes for children. For example, through discussion with advisory staff, the setting has started to promote the use of natural and open-ended resources, which provide children with opportunities for greater curiosity, exploration and problem solving in their play.

The setting has a range of worthwhile partnerships. Practitioners take active steps to keep parents informed about their children's progress and the life of the setting. They do this through regular newsletters, emails, social media and informal daily discussions.

The setting's links with local primary schools positively supports children to move onto the next stage of their education. Practitioners ensure that children's needs are communicated clearly to teachers. There is a useful partnership with the advisory teacher. For example, following her advice, the setting has increased the provision of ICT equipment and children are developing their ICT skills. There are beneficial links with outside agencies and the leader implements their advice to help children and families who need specific support well.

There are successful links with the local community, which enhance children's learning experiences effectively. For example, regular visits from a librarian and the church rector support children's understanding of the work of people in the community.

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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