



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

**A report on**

**Little Tigers Day Care  
Rogiet Primary School  
Station Road  
Rogiet  
NP26 3SD**

**Date of inspection: November 2015**

**by**

**Michael T Ridout  
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

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**Publication date: 14/01/2016**

## Context

Little Tigers Day Care is a non-maintained English medium setting situated in Rogiet, near Caldicot in Monmouthshire. It is a privately owned group based in the Community Suite at Rogiet Primary School. The setting was first registered in May 2011. It provides day care for a maximum of 24 children, under the age of eight. It is open 50 weeks of the year on weekdays from 8am – 5.30pm. Since early 2014 the provision includes educational sessions for three and four year olds during school terms.

At the time of the inspection 20 three year olds and 4 four year olds were registered. The Early Years Development and Childcare Partnership funds 19 children.

Most children are English speaking and British born. A very few are from ethnic minorities. No families speak Welsh at home. A very few children speak English as a second language or have additional learning needs.

There are six appropriately qualified practitioners including the owner. In 2014 the setting gained a quality Assurance Award from the Wales Pre-school Providers Association.

The Care and Social Service Inspectorate for Wales last inspected the setting in October 2015. This is the first inspection of the setting by Estyn.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

Performance is good:

- Most children progress well and achieve good overall standards
- Effective care, support and guidance assures children's wellbeing
- A wide range of learning experiences engages children's interest
- Teaching has high expectations of behaviour and achievement
- The learning environment is very well organised
- Partnerships with parents and the community are well-developed

### Prospects for improvement

Improvement is good:

- The setting is well led, managed and resourced
- Practitioners understand well their roles and responsibilities
- Teamwork and a shared sense of purpose are established in the setting
- Strong emphasis is placed on improving learning and teaching
- Managers provide clear direction and self-evaluation is developing well
- Since the setting opened there is a good track record of improvement

## Recommendations

- R1. ensure learning intentions match the activities planned
- R2. link assessments to activities and ensure the results inform next steps in learning
- R3. prioritise key areas for improvement and monitor their impact

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most children progress well and achieve good overall standards. They develop new knowledge and skills effectively as they try out new experiences in their play.

Most children have good speaking and listening skills. Many spontaneously begin simple conversations, for example during snack time. Most confidently contribute to discussion in groups. They ask sensible questions and express themselves clearly. A few use a wide vocabulary and confidently engage in extended conversation about events or what they are doing. Most recognise their own name, enjoy listening to stories and enthusiastically recite familiar songs and rhymes. A few handle books as readers and show awareness that the text conveys meaning. Mark making skills steadily develop and a few write their name independently.

Progress in early mathematical skills is good. Numeracy skills develop well as children count during group activities, sing rhymes and play number games. Most count orally to 10 and a few show a sound understanding of one-to-one correspondence. Many count reliably to ten pointing with their finger. The remainder count to 5 with increasing accuracy. A few children show appropriate understanding of time in the context of daily routines. During outdoor play activities they also name common shapes such as, square, rectangle, circle and triangle.

Children's competence in using a narrow range of skills in information and communication technology (ICT) is developing.

Competence in Welsh develops well during group sessions. Many respond in Welsh appropriately to the words and phrases spoken by adults and a very few occasionally speak Welsh spontaneously.

### Wellbeing: Good

Nearly all children are keen to learn and have positive attitudes to keeping healthy and safe. They eagerly engage in a range of activities, including energetic play and confidently make choices during free play. With few exceptions, children remain busy and on task for appropriate periods of time. They are well motivated and sustain interest and concentration well.

Children have good relationships with each other and with adults. They begin to show consideration and courtesy, such as when sharing resources and during snack time. With few exceptions, children work and play well together. Their attitudes to learning are very positive; they demonstrate enthusiasm and behaviour is good.

Many children confidently state their likes and dislikes and their contribution to decision making within the setting is developing. Most have high self-esteem, increase in self-confidence and readily undertake simple tasks, such as Helpwr Heddiw and tidying resources.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

A wide range of learning experiences successfully meets the needs of children and the community. The Foundation Phase is well implemented and planning ensures appropriate progression. All areas of learning are well represented in interesting activities. In particular, imaginative outdoor activities engage children's interest very well.

Broad themes provide relevant contexts for learning. Planning is detailed and activities are well defined with appropriate learning intentions. Long and short term planning is implemented flexibly and provides a good basis to guide practitioners in how and what children will learn.

There is strong emphasis on the development of literacy and numeracy skills. For example, stories are used skilfully to promote early reading skills and counting skills are developed in well-chosen practical activities. The focus on the development of ICT skills is at an early stage.

The provision for Welsh language development is well structured and awareness of Welsh history and culture is appropriately promoted.

### **Teaching: Good**

Practitioners manage and support learning well. They have high expectations of behaviour and achievement and good knowledge of the Foundation Phase. Their interventions during free-play, often encourage learning well. In general, practitioners provide good models in language.

Practitioners understand the purpose of activities and give plenty of time to for children to complete tasks. They use questioning and praise well to encourage learning, such as when developing communication and social skills during whole group sessions. Teaching maintains a steady pace.

Appropriate procedures for assessment are being developed, but the use of assessment information to help plan the next steps in learning is not securely established. Practitioners regularly record children's achievements and compile informative learning journals for each child. However, the assessments recorded are not always closely enough linked to the learning intentions in planning.

Parents' value informal communication with practitioners and the information discussed in formalised consultations about their child's progress.

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

Arrangements to assure children's healthy development and wellbeing are well implemented. The promotion of their personal development successfully encourages a sense of curiosity about the world and fosters positive values, such as tolerance, honesty and fairness.

Practitioners strongly promote good behaviour and enthusiastically engage children in a range of community and cultural activities. Opportunities for spiritual, moral, social and cultural development are well promoted across a range of activities, such as those involving the church community café and a mobile post office.

Provision to promote awareness of sustainability is at an early stage of development.

The setting has good procedures to provide personal and specialist support when required. Arrangements to integrate children who need extra help with their learning are well implemented.

Suitable procedures are in place to ensure the nursery is safe, including well-focused risk assessments. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

### **Learning environment: Good**

The setting has a caring and inclusive ethos. Practitioners foster positive relationships and take good account of children's backgrounds. They treat children with respect; this helps ensure they feel safe and free from undue anxiety.

Practitioners sensitively encourage understanding towards others and use positive strategies to manage any challenging or inappropriate behaviour. Equal opportunities and awareness of diversity are appropriately promoted. The setting's policies and procedures are well considered and indicate how it would work to ensure any future child with disabilities does not experience disadvantage. An appropriate complaints procedure is in place.

There are sufficient appropriately qualified practitioners for the number of children. A range of age appropriate learning resources provides well for the Foundation Phase. Resources are accessible and well organised to provide activities in all areas of learning. The accommodation provides a safe and secure environment. Practitioners create a stimulating environment and the outdoor provision is very good.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting is well led and organised. Teamwork and a shared sense of purpose are established. Managers provide clear direction, have high expectations, communicate well with parents and sustain improvements in learning and teaching. Managerial procedures are systematic, but strategic planning for the medium term is not sufficiently formalised.

Practitioners have a good understanding of their responsibilities, such as their role as key workers. An appropriate range of well-considered policies is in place and these are implemented consistently.

Effective administrative procedures are implemented and the work of the setting is monitored informally. Personnel procedures are thorough, including an annual appraisal that leads to appropriate targets that reflect the needs of the setting and the employee. Strong emphasis is placed on updating practitioners' professional expertise.

The setting takes forward national and local priorities well. It enthusiastically embraces the Foundation Phase philosophy and approach. There is strong emphasis on equality and improving outcomes for children.

### **Improving quality: Good**

The setting is steadily developing procedures for self-evaluation and planning for improvement. Managers demonstrate a good understanding of the setting's achievements since it opened. A reflective culture is evident among practitioners. They are increasingly involved in self-evaluation and managers regularly seek the views of staff and parents.

There is a good track record in addressing the recommendations from previous inspections, by another agency, and in the effect of actions taken following an audit of provision. Current initiatives have a positive impact on professional practice and in improving the quality of educational provision.

The setting's self-evaluation report and improvement plan provide a sound basis to further develop provision. The aspects identified are relevant to the setting's needs. The key elements of a cycle of self-evaluation are in place. However, the evaluation of initiatives is not closely enough linked to specific criteria and the setting has not yet had enough time to monitor initiatives for a sufficient period.

### **Partnership working: Good**

Strong links with parents and community organisations significantly enhance children's learning and wellbeing. Parents are given a good range of information and their involvement in their child's education is encouraged. Frequent use is made of social media to keep parents informed and friendly daily contacts encourage well the exchange of information about children's achievements. Managers also arrange formalised consultations with parents to discuss progress.

The setting has effective links with the adjoining primary school to which most children transfer. Links with community groups, in particular the church café, enhance children's experiences well. The setting also provides placements for students.

Practitioners take opportunities to share good practice with other settings, through attending training events and visits. The partnership with the local authority and other agencies, including the Wales Pre-school Providers Association, is beneficial in the provision of training and guidance. The quality assurance provided by the local authority impacts well on provision.

**Resource management: Good**

Sessions are efficiently organised; practitioners are effectively deployed, such as through duty rotas, and the learning resources for activities are very well organised and easily accessible. The provision of activities is successful in motivating children to play and learn. Daily routines help ensure the effective use of indoor and outdoor facilities, so that children choose to play indoors or outdoors. Practitioners' benefit from attending appropriate training and carefully consider the good practice observed.

The impact of resources on learning and teaching is reviewed informally. The owner prudently manages income and expenditure and accounts are independently audited each year. There is clear evidence of expenditure to improve provision in line with topics, but planning for future resource needs is not sufficiently formalised.

The setting uses its own resources and the funding received for early entitlement education, to good effect. This impacts well on children's outcomes and represents 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

Michael T Ridout	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](http://www.estyn.gov.wales))

## 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 partnerships 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>Professional Association for Childcare and Early Years (PACEY)</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 Day Nurseries Association (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.