



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

**A report on**

**Tiny Tots Clytha Square  
1 The Avenue  
Clytha Square  
Newport  
NP20 2FF**

**Date of inspection: January 2016**

**by**

**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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## Context

Tiny Tots Premier Childcare Services, Clytha Square, is a private day nursery in Newport local authority. It is one of two nurseries run by the same company in the Newport area. The company took over the Clytha Square site in July 1999.

The nursery is registered to provide full-time and part-time day care for 60 children from birth to 12 years of age for 52 weeks of the year. The nursery also provides part-time, funded education places for three and four-year-olds during school terms. Fourteen children are currently in receipt of local authority funding.

Most children have English as their home language and a very few children speak English as an additional language. No children come from homes where Welsh is spoken. At the time of the inspection, no children had been identified as having additional learning needs.

The nursery is run by 14 full-time and part-time staff. All staff working with the children are suitably qualified and experienced in working with young children. A manager, who took up her post in 2013, takes responsibility for the day-to-day running of the nursery. An operations manager, who took up her post in 2013, supports and oversees both nursery sites.

The setting was last inspected by the Care and Social Services Inspectorate for Wales (CSSIW) in September 2014 and by Estyn in February 2010.

## Summary

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

### Current performance

The setting is good because:

- Nearly all children make good progress in relation to their age and starting points
- Most children arrive happily at the setting and settle quickly
- Nearly all children enjoy the activities offered and make confident choices about where they want to play
- Practitioners work together to plan interesting learning experiences
- Practitioners provide a stimulating, challenging and inviting learning environment indoors and outside
- There are good opportunities to help children learn about keeping healthy and physically active
- The setting provides interesting opportunities to develop children's spiritual, moral and cultural skills
- The setting has a warm and welcoming atmosphere

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's manager and the operational manager work together effectively
- Practitioners work together well as a team to ensure high-quality provision
- Managers have high expectations of all staff
- There are good systems in place to review and update policies and procedures
- There is a strong focus on continuous improvement in the setting
- The setting benefits from strong partnerships with parents and the local community
- Practitioners make good use of information from training to improve provision
- Staff and resources are deployed effectively
- Leaders manage the budget well

## Recommendations

- R1 Ensure that planning takes full account of children's stage of development to meet their individual needs effectively
- R2 Extend opportunities for children to practise and embed their skills in areas of continuous provision
- R3 Improve observation and assessment systems to provide the information practitioners need to plan for next steps in children's learning

### **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?

Good

#### Standards: Good

Nearly all children make good progress in relation to their age and starting points.

Most children develop good communication skills. Many talk confidently using simple sentences to describe what they are doing and a few more able children talk articulately and at length about things that interest them. Almost all children listen well to instructions, and the majority carry out one-step instructions reliably. Nearly all children develop effective thinking and problem-solving skills. For example, they make interesting suggestions when adults ask who took the underpants from the washing line in the setting.

Most children use pencils confidently to mark-make, and hold writing instruments appropriately, when writing a letter to an alien, for example. However, a few do not use an appropriate grip.

Almost all children enjoy listening to stories. Most recall a familiar story from the previous day and join in enthusiastically with favourite words and phrases. Many children show an appropriate interest in books they choose themselves. They handle books like readers, developing early reading skills successfully. Nearly all children recognise their own name when they register themselves at the setting.

Most children use early mathematical skills well and count by rote up to at least five. A few children count forwards and backward from zero to ten independently, when they blow up and deflate a balloon. They are beginning to use mathematical language correctly in their play, for example describing objects in the sand tray as bigger or smaller. Many children are beginning to recognise and name numbers and a few do this to five.

Many children persevere well during outdoor activities, such as balancing and throwing hoops into a basket. A few ride scooters skilfully and confidently.

Nearly all children make good progress developing their Welsh language skills. They understand and follow simple instructions and use Welsh words for familiar items and actions such as 'diod' and 'golchi dwylo'. Many children use 'enw' and 'barod' naturally in their focused tasks and use 'ga i' appropriately with a little encouragement.

#### Wellbeing: Good

Most children arrive happily at the setting and settle quickly. Nearly all children enjoy physical activity. They understand how to stay healthy by eating well and washing their hands before meals. Most children behave well as they play indoors and outside. They respond appropriately to instructions and follow the setting's routines successfully. Nearly all children enjoy the activities offered and make confident

choices about where they want to play. They are enthusiastic about new experiences and keen to investigate changes in the environment, such as the frost and ice in the forest school area. They persevere well to improve their skills, particularly while playing in the outdoors, for example when they learn to balance on low stilts.

In line with their ability and stage of development, most children develop good social skills. They share and co-operate well with one another, showing appropriate courtesy and consideration. Most children develop worthwhile self-help skills, such as when they put on their own coats to go outside. They understand the importance of tidying resources at the end of the session, but they do not always take an active part in this.

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

Practitioners work together to plan interesting learning experiences that engage nearly all of the children successfully most of the time. They base these activities on appropriate topics, such as 'Space', covering all areas of learning successfully and motivating children well. Effective use of the Foundation Phase framework ensures that the curriculum builds systematically on children's existing knowledge, understanding and skills. In general, practitioners plan carefully to meet individual children's needs across the wide age range in the setting. However, practitioners occasionally plan activities that are not appropriate for children's different stages of development, for example teaching phonic sounds to children who are not yet ready for this.

The setting provides many exciting opportunities that encourage children to take calculated risks and become confident explorers of their environment, including investigating their atmospheric space role-play area. There are suitable opportunities for children to develop their physical, creative and thinking skills, when they make space ships out of recycled materials, for example. The setting helps children to learn about the world through their topic work and interesting visits in the local area, such as a recent visit to a local nature reserve.

Practitioners plan successfully to develop children's literacy, communication and numeracy skills. They provide imaginative opportunities for them to practise their skills, such as counting underpants on the washing line and writing letters to the alien who stole them. Children have regular opportunities to use information and communication technology (ICT) equipment, including remote controlled cars. However, planning to improve children's ICT skills systematically is less well developed.

Children learn about their Welsh heritage appropriately, for example when they celebrate St David's Day. Practitioners support children's Welsh language development well. The recently introduced 'siart siarad Cymraeg' is particularly effective in encouraging children to use simple Welsh words and phrases in their play.

## **Teaching: Good**

All practitioners are highly motivated and work hard to provide a stimulating and challenging learning environment indoors and outside for the children. Practitioners have a good understanding of Foundation Phase requirements and think of creative ways to help children learn and practise new skills. They use resources imaginatively to spark children's interest, including real fruit and vegetables in the role-play area and glitter in the dough. In general, they know when to step in to help children learn something new. However, they sometimes over-direct children and do not allow them sufficient time to explore and experiment on their own.

Practitioners support each other well as a team and manage children's behaviour effectively. They are good language role models, speaking clearly and using questioning well to develop children's thinking skills. They use every-day Welsh consistently well, encouraging children to use their emerging Welsh skills regularly. In general, they have high expectations of most children, managing their behaviour well and challenging them successfully to develop new skills.

Practitioners know the children well. They assess children regularly throughout the session. They use this information appropriately to help them identify the progress made by different groups of children and to identify gaps in their learning. However, the systems used by the setting are over-complicated and time-consuming, limiting their effectiveness. The setting keeps parents well informed about children's progress informally and through detailed termly reports.

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

The setting has effective provision for helping children to learn about keeping healthy. Practitioners make sure that children have plenty of opportunities to play outside, learn about keeping clean and to eat healthy food. There are good systems in place to encourage children to play co-operatively with one another and to begin to manage their emotions. Practitioners manage children's behaviour effectively, helping them learn about important values such as honesty, fairness and respect. As a result, children feel secure in the setting.

The setting provides interesting opportunities to develop children's spiritual, moral, and cultural understanding. Children develop a sense of curiosity about their own and other people's lives and beliefs when they learn about celebrations from visitors to the setting. They develop a sense of awe and wonder about the world when they visit their forest school site on frosty mornings. Opportunities to learn about recycling and sustainable living are developing appropriately. There are meaningful opportunities for children to develop their social and self-help skills. However, strategies to teach children to tidy up effectively are at an early stage of development.

The setting has well-established procedures in place to support children with additional learning needs. These include appropriate links with specialist services. The setting gives high priority to making sure that children are safe and secure. Its arrangements for safeguarding children meet requirements and give no cause for concern.



## **Learning environment: Good**

The setting has a warm and welcoming atmosphere. Practitioners treat all children equally and support them appropriately, making sure that they can play a full part in the life of the setting. There are appropriate policies in place to help practitioners promote tolerance and deal with unwanted behaviour effectively.

The setting has plenty of good quality resources, which support children's learning well, both indoors and outside. Practitioners use the indoor accommodation imaginatively to provide children with free access to a wide range of learning experiences. These include a well thought out role-play area and good opportunities for creative play. The setting has planned the outdoor garden area carefully to promote purposeful learning experiences, such as planting and growing, and imaginative play in the mud kitchen. Managers have strong systems in place to make sure that the accommodation is secure and is maintained well. Practitioners make good use of the local community to enrich children's learning experiences. For example, children learn about the world around them during regular visits to the local library and a visit to the fish counter at a local supermarket.

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

The setting's manager and the operational manager work together effectively. They share a strong commitment to providing high-quality experiences for children. The management structure has clearly defined roles and responsibilities. This enables staff members to work together successfully as a strong team. The operational manager meets regularly with the directors to keep them informed of developments in the setting and priorities for improvement.

Both managers have high expectations of all staff, and communicate these well through regular meetings and performance reviews. They set appropriate targets that support practitioners to perform well, working in an environment that focuses successfully on meeting children's needs. Managers set clear aims and policies, reviewing these regularly to make sure that they are up to date. They have appropriate systems in place to share policies effectively with practitioners, including new members of staff. Managers establish worthwhile links with parents through their approachable manner and value the support provided by other agencies, including the local authority link teacher.

The setting takes good account of national priorities such as implementing the Foundation Phase Profile, developing effective outdoor learning opportunities and promoting healthy eating.

## **Improving quality: Good**

There is a strong focus on continuous improvement in the setting. Practitioners know the setting well and evaluate their practice regularly, taking good account of advice from other agencies, including the local authority. Practitioners are open to new ideas and are willing to try out different ways of working to benefit the children. For example, the setting recently reviewed the layout of the indoor learning environment to make sure that all children had regular access to the different areas of learning.

The formal self-evaluation process is developing well in the setting, with all practitioners contributing constructively to the process. There are good systems in place to gather a range of first-hand information about what the setting does well, and what it needs to do to improve. Managers take good account of the views of parents and carers as part of the process. The setting uses this information to identify appropriate priorities for improvement, such as developing the outdoor area and improving children's use of everyday Welsh. Practitioners have already made worthwhile progress against these targets.

### **Partnership working: Good**

The setting has established a good range of partnerships that support children's learning and wellbeing effectively.

Partnerships with parents are strong. The setting keeps parents well informed by sharing helpful information about themes and topics through regular newsletters, meetings and a carefully managed social media site. As a result, parents support fundraising events willingly and contribute resources to support different themes.

There are well-established partnerships with members of the local community, including local businesses and the emergency services. The setting uses these links effectively to enhance children's learning experiences.

The setting makes good use of links with the Flying Start team. These lead to opportunities for vulnerable children to visit and become familiar with the nursery before attending regularly. Managers develop appropriate links with local primary schools to help prepare children for the next stage of their education.

The setting makes good use of the partnership with the local authority, benefiting from the support of the early education advisory teacher and specialist help from the Welsh advisory team. This has helped practitioners to improve their support for children with English as an additional language, for example.

### **Resource management: Good**

The setting has an appropriate number of qualified and experienced practitioners who support children effectively in their learning. Managers generally deploy practitioners and manage resources well to meet children's needs.

The setting identifies individual training needs appropriately through their well-established appraisal system. Practitioners use information and ideas from training successfully to improve their practice. For example, they have extended their use of everyday Welsh and introduced number songs and rhymes into their regular routine to help children develop their counting skills.

The setting's finance manager oversees spending efficiently to ensure that there is an appropriate balance between provision and costs. The setting prioritises its expenditure appropriately to meet priorities and there are sound processes to monitor the impact of expenditure on outcomes for children. The setting has an appropriate plan for using its early years' pupil deprivation grant, focussing on the needs of vulnerable children in the group.

In view of the achievement of the children, the quality of provision, and the strong and effective leadership, 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 inspection team

Sheila Margaret Birkhead	Reporting Inspector
Sharon Randall-Smith	Team Inspector

### 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>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	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.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	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.

<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.