



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

A report on

**Mrs Tiggywinkles Day Nursery
Stone Lodge
Merthyr Road
Tafarnaubach
Tredegar
Blaenau Gwent
NP22 3AG**

Date of inspection: September 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:

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

Mrs Tiggywinkles Day Nursery is an English medium setting situated in Princetown, near Tredegar in Blaenau Gwent. The setting is privately owned and operates in a self-contained area of a private dwelling.

The setting is registered for 19 children. It takes in children from three months up to eight years of age. The nursery is open on weekdays, for 50 weeks of the year, from 7.45 a.m. to 6.00 p.m. During school terms education sessions are provided for three-year-olds from 9.30 a.m. to 11.30 a.m. At the time of the inspection there were 32 children on the nursery roll. This includes six three-year olds, of which very few are funded by the local authority.

All children speak English as their first language. The setting has identified that there are no children with additional learning needs attending currently.

There are three appropriately qualified and experienced practitioners, including the proprietor, who is the registered person in charge. The Deputy Manager has undertaken the role of setting leader since April 2015.

The Care and Social Service Inspectorate for Wales (CSSIW) inspected the setting in June 2015 and Estyn in February 2011.

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:

- The setting has a strong family ethos and ensures learning is fun
- A wide range of imaginative activities successfully promote children's interest
- Teachers provide positive role-models and have high expectations of what children can achieve
- Practitioners promote children's health and wellbeing effectively
- The setting has an inclusive, warm and caring ethos
- The learning environment is excellent

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders provide a clear vision and direction for the setting
- The nursery has a strong teamwork ethos
- Partnerships with parents and the community are well established
- A reflective culture impacts on the quality of learning beneficially
- There is sustained improvement since the last inspection
- Current targets provide a firm basis for further development

Recommendations

R1 Embed good practice in planning and assessment to ensure that appropriate levels of challenge are maintained

R2 Continue to develop leadership roles within the setting

What happens next?

The setting will draw up an action plan that 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

Key Question 1: How good are outcomes?

N/A

Standards: N/A

Wellbeing: N/A

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The setting provides a wide range of imaginative learning experiences that meet the needs of all children effectively. Planning is thorough and practitioners adapt it skillfully to meet children's changing interests. Practitioners plan exciting learning experiences across the areas of learning inside and outside successfully. As a result activities meet the requirements of the Foundation Phase curriculum fully.

Flexible fortnightly planning enables children to build on their existing knowledge and skills successfully. Practitioners plan worthwhile opportunities for children to practise their numeracy, oracy and early writing skills, for example through role-play in the 'Farm Shop.' Provision to promote children's information and communication technology (ICT) skills forms a natural part of their everyday learning. For example, most children are able to operate simple programs with growing independence.

Practitioners promote children's independence and creativity successfully and most children select tools and materials confidently in craft activities. The setting's outdoor areas and visits in the locality develop children's understanding of the need to care for and respect their environment effectively.

Provision for developing children's Welsh language skills is good. Practitioners use Welsh songs and questioning, and model simple Welsh phrases regularly. As a result, children are beginning to use simple words and phrases during daily sessions. Visits to local heritage sites, such as Bedwellty Park, promote children's awareness of the culture and traditions of Wales meaningfully.

Teaching: Good

All practitioners have high expectations of the children and use resources particularly well to provide stimulating learning experiences across all areas of learning.

Practitioners demonstrate an in-depth knowledge of the Foundation Phase and skillfully ensure an appropriate balance between adult-led and child-initiated activities. They have a good understanding of when to intervene in activities and

when to let children work independently. Practitioners manage learning and behaviour well through positive praise and encouragement. They are good language role models and use a range of teaching strategies such as skilful questioning to assess children's understanding and to challenge all children effectively.

The setting has systematic procedures for assessing children and uses the Foundation Phase Profile to inform future planning purposefully. Practitioners analyse data regularly and use it well to inform future provision and to record progress in individual children's learning records. However, the use of these assessments to help plan the next steps for individual children's learning is at an earlier stage of development. Parents are kept well informed about their child's achievements, wellbeing and development through daily informal contact and regular parental consultations.

Care, support and guidance: Good

The setting provides high quality care, support and guidance and has very successful arrangements to develop children's understanding of keeping healthy. For example, practitioners place a strong emphasis on energetic play and the children enjoy regular dance sessions. The setting also participates in a dental health programme.

Practitioners encourage children's sense of curiosity about the world and foster positive values such as honesty and fairness well. As a result nearly all children show consideration for others and share and take turns willingly. Practitioners promote very good behaviour and engage children in a range of cultural activities enthusiastically, when celebrating festivals from other countries.

The setting fosters children's spiritual development well through the use of real life experiences. Children take nature walks in a nearby country park across the different seasons. This enhances their sense of awe and wonder in a beneficial way. There are meaningful opportunities for children to learn about sustainability and children grow their own vegetables and look at ways to recycle and save energy frequently.

At the time of the inspection there were no children with additional learning needs attending the setting. However, there are very clear procedures to support children who need extra help to learn and an effective network of contacts to provide extra support and advice, if needed. Appropriate procedures are implemented to ensure that the setting is safe and risk assessments are undertaken regularly. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Excellent

The setting has an inclusive family ethos where all children have equal access to the curriculum. This family atmosphere contributes extensively to children's eagerness to participate and their outstanding levels of wellbeing and self-esteem. Practitioners take good account of children's backgrounds and individual needs, which helps to ensure that all children feel safe and free from undue anxiety. They use positive strategies to manage behaviour and encourage understanding and tolerance towards others sensitively. The setting places a strong emphasis on promoting and respecting diversity, for example through reading stories from other cultures and in tasting foods from other countries regularly.

Leaders use practitioners' expertise well when planning learning experiences and modelling effective teaching. As a result, the physical environment and its use by the setting is an exceptional feature. The ratio of experienced practitioners to children is high, the setting is very well resourced and both indoor and outdoor accommodation is of a high standard. Practitioners make excellent use of the local environment and visitors to enhance facilities.

Practitioners make imaginative use of all available space to maximise its learning potential. Free flow from the indoors to the outdoors supports children's independent learning choices exceptionally well. All practitioners provide valuable experiences for children across every area of learning, allowing children to practise and embed a range of skills purposefully. For example, children observe nature and seasonal changes through studying the life cycle of tadpoles and butterflies and marvel at newly hatched chicks, ducklings and young lambs. This promotes a sense of curiosity and develops children's oracy skills beneficially. Nearly all children are highly independent learners able to ask questions confidently and discuss what they see and think readily. The local authority uses the setting as an example of excellent practice in this area and other settings visit regularly.

Practitioners use outdoor learning to support children's social and emotional needs in an imaginative way. For example, when exploring senses and feelings in circle time, nearly all children use ICT equipment independently to match their emotions to icons. As a result, nearly all children demonstrate exceptional social skills and consideration for others and, as a result, standards of behaviour are exemplary.

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

Leaders skilfully provide a clear vision and direction for the setting and share this well with practitioners and parents. They are conscientious and highly professional. All practitioners are enthusiastic and have a good understanding of their roles and responsibilities. The proprietor plans to reorganise leadership roles with the deputy manager taking full responsibility for day-to-day management whilst they maintain a strategic oversight of the setting. However, these arrangements are not yet implemented formally.

Practitioners demonstrate a shared sense of purpose in improving and developing provision. Regular meetings ensure developments are collaboratively agreed and that policies and procedures are implemented consistently.

There are suitable arrangements for the supervision and appraisal of practitioners that inform future training needs and the setting's improvement plan appropriately.

The setting readily embraces national and local priorities. It implements the Foundation Phase very well and there is strong emphasis on promoting healthy living and outdoor learning.

Improving quality: Good

The setting has effective procedures for self-evaluation and planning for improvement. A culture of self-improvement ensures that all practitioners are involved in the process. Good account is taken of the views of parents, carers and children. The self-evaluation report and most recent setting improvement plan prioritise key goals clearly. Identified priorities for improvement relate well to improving children's outcomes and developing provision of good quality.

The setting's action plan for improvement identifies costs, training needs, timescales and areas of responsibility well. The areas for development identified for the current year are both relevant and achievable. The proprietor monitors progress both formally and informally, and evaluates their impact regularly. These ongoing evaluations encourage practitioners to reflect on what is working well and to make any changes as required. The records of monitoring provide a useful source in keeping parents informed about the settings priorities and their progress in addressing them.

There is a good track record of improvement in meeting the recommendations from the last inspection and strong evidence of sustained improvement in meeting the setting's targets overtime.

Partnership working: Good

The setting has well-established partnerships with parents and community organisations that enhance children's learning and wellbeing positively. Parents receive a broad range of information through the use social media and via a noticeboard and day-to-day contact. Practitioners actively encourage parental involvement in their child's education. This allows parents to feel comfortable in approaching the setting about any concerns and better informed about its daily life and work.

There are well-managed procedures for children's induction and smooth transition to school. Arrangements to share information and assessment data are effective. The setting has positive links with a range of community organisations such as a nearby farm. There are worthwhile links with local high schools for student work placements and colleges to support students working towards childcare qualifications.

Practitioners regularly share good practice with other settings through visits and training events. They work well together to share information about children and communicate effectively with relevant agencies. The partnership with the local authority is effective in helping practitioners to access useful training and guidance, for example on using assessment profiles and developing outdoor activities, such as a 'mud kitchen'.

Resource management: Good

Practitioners collaborate well to develop and share their professional knowledge and expertise. They thoughtfully consider strategies to improve provision and reflect on their impact on children's learning.

Leaders manage and deploy resources well and there are well-structured routines that ensure effective use of indoor and outdoor facilities. There is clear forward planning for training and resource needs. Leaders use grant funding provided by the Welsh Assembly and local business wisely to enhance provision, for example to improve the range of outdoor learning resources. The proprietor monitors the setting's income and expenditure systematically to ensure the most efficient use of funds. This means that spending decisions are well planned and in line with the targets identified as the setting's priorities for improvement. This impacts well on children's outcomes and represents good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Michael Thomas 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)

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.