



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

A report on

Tiny Tots Premier Childcare Services

**Talybont Cottage
Llanellen Road
Llanfoist
Abergavenny
NP7 9NF**

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

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

About Tiny Tots Premier Childcare Services

Name of setting	Tiny Tots Premier Childcare Services
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Rebecca Sweeting
Person in charge	Rebecca Sweeting and Emily Walker
Number of places	29
Age range of children	0-8
Number of 3 and 4 year old children	8
Number of children who receive funding for early education	11
Opening days / times	Monday to Friday between 8:00 and 18:00
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 provider considers Welsh Government's 'More Than Just Words' follow on strategic guidance for Welsh language in social care.
Date of previous CIW inspection	25/04/2019
Date of previous Estyn inspection	First Inspection
Dates of this inspection visit(s)	11/10/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop planning processes to ensure play and learning experiences support children's learning effectively

R2 Ensure opportunities to develop children's creativity and thinking skills

R3 Improve the use of the Welsh language

What happens next

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

Main findings

Well-being:

Nearly all children have good opportunities to express themselves and make effective choices, such as when choosing what they want to play with. Nearly all children are very engaged and motivated in their play. They express their views confidently and regularly contribute ideas to the planning of activities. Older children take part in group discussions with increasing confidence developing their communication skills successfully. For example, when a child said they liked autumn, staff set up a discovery tray incorporating autumn themed items. Nearly all children follow their own interests and show good levels of concentration.

Nearly all children separate from parents and carers readily and are eager to play with friends. They often greet and call out to their friends as they see them arrive and point out friends they see playing in the garden. They have warm and stable relationships with practitioners which makes them feel safe and secure. They chatter and show confidence when approaching practitioners. Babies explore their environment confidently and seek out practitioners for cuddles and reassurance happily.

Nearly all children are developing their personal and social skills well. They share resources and show kindness with very few prompts from practitioners. Children are polite and considerate to one another using good manners and are respectful towards practitioners. Nearly all children follow instructions from practitioners readily, such as tidying up before snack.

Nearly all children show a positive attitude to their play and learning. They concentrate for appropriate periods and express satisfaction when they complete a task. Effective examples of this are when one child asked their friend to help them build a tower with the blocks. They both concentrated and persevered in rebuilding the tower when it fell. Another child asked a practitioner to look after their dolly and intermittently checked that the dolly was still happy and being cared for, displaying a growing empathy for others. Nearly all children love playing in the outside area, exploring it independently or playing alongside their friends.

Nearly all children are developing their independence skills well, in line with their stage of development. For example, pre-school children pour their own milk and cereal and tidy their bowls and mugs away once they have finished. Babies eat independently as finger foods are introduced into their diet. Nearly all children become increasingly independent in their toileting and hand washing routines. Younger children attempt to wash and dry their hands with minimal help and older children do so independently.

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

Most children make good progress particularly in the development of their personal, social and physical skills. For example, they play together successfully and develop their balance and coordination as they run along a pathway they made with large wooden blocks. Most children develop their independence well such as when they

chop bananas when helping to prepare snack. They show kindness to others as they share resources or find a toy for a friend.

Most children develop their communication and literacy skills effectively. They listen attentively and speak clearly with confidence. For example, they chat happily with friends when describing the photographs they bring from home. Nearly all children show an enthusiasm for books and stories. They ask practitioners to read to them or select favourite books independently. Many turn pages carefully and study pictures intently. They are developing their understanding of characters in stories well and make suggestions about their emotions at different points in a story. A minority of children recognise their names and name a few familiar letters independently. Many children develop their mark making skills successfully and enjoy drawing with felt pens or using chalk on the large chalk boards in the outdoor area. A few children demonstrate to their friends how to write their name.

Most children develop their numeracy skills effectively through their exploration and play. They count items accurately to at least five such as when they count toes on feet shaped moulds in the sand area. A few count beyond ten as they try to find out how many bricks are in their tower. Nearly all match a range of different shapes well as they put the bricks away at tidy up time. Most children are developing their understanding of mathematical language successfully. For example, they describe an adult as being 'tall' or explain they can't find the 'other half' of a toy fruit.

Most children show perseverance when faced with challenges, such as when they attempt to scrape butter onto their knife during snack time. A few develop their thinking skills and solve problems well. For example, after struggling to use the steppingstones, they move them closer together, enabling them to step from one to another successfully.

When given the opportunity, a few children respond well to a very few Welsh words and phrases. However, most children are not developing their Welsh language skills sufficiently. This is because they are given very few opportunities to experience the language. Most children develop their digital skills appropriately. For example, they access a tablet computer to take photos of their achievements and send them to the printer or to parents, with support.

Most children develop their imagination suitably as they pretend to prepare food or look after a baby doll in the role play area. They enjoy a few creative experiences such as rolling conkers in paint or playing with bells. However, overall children's development in expressing themselves creatively is underdeveloped.

Care and development:

Practitioners have a clear understanding of the setting's policies and procedures and implement them effectively to keep children safe and healthy. Their knowledge and understanding of safeguarding children and responding appropriately to child protection concerns is exceptionally strong. This includes the recording of pre-existing injuries. They are confident in following the procedures to respond to any accidents, incidents, administration of medication and managing children's allergies. As a result, the arrangements for safeguarding children meet the requirements and are not a cause for concern. Practitioners promote good hygiene and healthy lifestyle choices. They encourage children to wash their hands and eat healthily. Practitioners provide a good range of nutritious food and incorporate lots of fruit and vegetables

into children's meals. Practitioners encourage children to take part in daily outdoor physical exercise to promote gross motor skills well. Practitioners ask children about their feelings and give children valuable strategies to develop an understanding, and vocabulary, to express their emotions. As a result, children discuss confidently how they feel during circle time, explaining why they feel happy or excited.

Practitioners manage children's behaviour well. They are consistently kind, nurturing and responsive to the children in their care. All practitioners act as good role models and praise and encourage positive behaviour. They have worthwhile strategies to reward children and acknowledge their efforts, for example allowing them to choose their own reward sticker. They encourage children to be kind and inclusive in their play. Practitioners support and anticipate children's emotional needs well. For example, they prepare children and introduce them to unfamiliar adults visiting the setting.

Practitioners know the children well. They observe, assess and plan around children's individual needs. The planning process is currently under review and practitioners are motivated to adopt new ways of working to enhance their skills and plan more effectively. Practitioners provide sufficient opportunities for children to lead the learning. However, at times, practitioners do not always enhance children's play and creativity and do not consider well enough how to fully promote children's curiosity and imagination. Practitioners work effectively with outside agencies and access training to ensure they have the knowledge and understanding to support children with additional learning needs effectively.

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

Overall, the setting provides a wide range of learning experiences indoors and outdoors that support children's learning and development effectively. Practitioners are flexible in their approach and are beginning to adapt their planning in response to children's interests well. For example, they support children to find out about frogs on the internet after they find one in the outdoor area.

Practitioners provide learning experiences that promote children's moral, spiritual and cultural development well. They foster a sense of awe and wonder successfully, such as when they support children to observe woodlice in the outdoor area. Practitioners provide many beneficial opportunities for children to learn about and care for living things, such as when they explain how to look after a visiting hedgehog.

Practitioners develop children's numeracy skills successfully through their play and exploration. For example, children begin to develop an early understanding of fractions as they cut play food in the role-play café. Many learning experiences develop children's understanding of mathematical concepts effectively. They develop their understanding of measures successfully as they fill and empty containers in the water tray. Practitioners take opportunities to develop children's mathematical understanding as they arise in conversation successfully. For example, they support children's understanding of time well as they chat about which friends attend nursery on different days.

Overall, most practitioners support children's communication and literacy skills well. For example, they introduce new vocabulary such as helicopter and pumpkin as children play. However, very few practitioners model the Welsh language

appropriately during the session. Many practitioners make beneficial use of stories to support children's language and literacy skills successfully. They build on children's interest and knowledge of books well by reading favourite stories throughout the session.

Practitioners explain things clearly and model skills well. For example, they show children how to cut their toast in two or make a sandcastle successfully. They are flexible in their approach and provide children with extended periods to lead their own play. This develops children's independence well as they choose where they want to play and select their own resources. A few learning experiences promote children's creativity suitably such as role-play provision and occasional opportunities to use clay. However, opportunities to support children to think and express themselves creatively are limited overall. Practitioners provide suitable opportunities to celebrate Welsh culture such as when children try Welsh rarebit and observe daffodils on St David's Day.

The setting enhances children's learning experiences well through visitors and trips within the local community. For example, visitors show children basic first aid on a teddy bear and explain how to call the emergency services. This ignites children's interest and supports their understanding of how to keep safe and healthy successfully. Trips out to a local garden centre to buy seeds and plants support children's knowledge of sustainability effectively. For example, children harvest and wash the carrots they have grown before eating them for snack.

Practitioners know children well. Nearly all practitioners carry out appropriate observations of children as they engage in play. This information is used to reflect children's interests but does not influence future planning for children's individual progress effectively.

Environment:

Leaders and practitioners ensure a safe, secure and clean environment for children. Leaders have developed comprehensive risk assessments, health and safety procedures and daily visual checks for all areas. They ensure practitioners understand and implement these procedures effectively. The building is well maintained with all required safety checks in place, including fire and electrical tests. Leaders are starting to introduce risky play, such as woodwork for older children to develop skills and have ensured a suitable risk assessment for when this activity takes place. Practitioners undertake regular fire drills to teach the children what to do in an emergency.

Generally, there is sufficient space and suitable facilities to meet the needs of children for most of the time. 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. Both the inside and outside play areas are welcoming and overall, provide good opportunities for children's play and learning. The outside play area is very spacious and has a good variety of resources and equipment to promote children's physical development, for example large climbing apparatus and a role play ice-cream parlour. Practitioners encourage recycling and incorporate natural and sustainable materials in children's play effectively.

Resources and equipment are well maintained and of good quality. There are appropriate systems in place to ensure the monitoring of resources and equipment is

effective and that old or broken items are immediately identified and removed. Leaders plan for the development of the setting effectively. For example, the outside area has been thoughtfully developed with new equipment installed, such as a very large mud kitchen. This provides children with good opportunities to use their imagination. Overall, resources promote cultural awareness and equal opportunities appropriately.

Leadership and management:

Leaders share a clear vision for the setting and have comprehensive policies and procedures in place, which contribute effectively to the smooth running of the setting. There is a strong commitment to teamwork, and this impacts well on outcomes for children. For example, practitioners collaborate well to share the outdoor learning environment and resources. There is an up-to-date statement of purpose that ensures parents can make an informed choice about the care of their child.

Leaders have effective arrangements for identifying strengths and areas for improvement and all practitioners are committed to improving the quality of provision and outcomes for children. They make beneficial use of information from a range of sources to inform the self-evaluation process. For example, after observing that children did not readily access the pre-school reading area, they adjusted the layout and purchased additional resources to make it more inviting. This had a positive impact, and this area now supports children's learning effectively. Most practitioners recognise what the setting does well and identify a few areas that they need to develop. For example, they describe how the recent refurbishment of the outdoor learning environment has increased children's engagement and improved provision for supporting their physical development.

Overall, leaders make good use of practitioners and resources to support children's wellbeing, play and learning effectively. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners to care for children safely.

Nearly all leaders and practitioners take advantage of beneficial opportunities for continued professional development and strive to improve their performance. This is beginning to have a positive impact, such as improving practitioners' confidence in supporting children's language development. Leaders communicate effectively with practitioners to improve their practice and support them to gain qualifications. Systems for appraisal and supervision encourage reflection and identify areas for improvement successfully. Leaders provide ongoing opportunities for practitioners to raise any questions or queries they may have. Practitioners report that these are dealt with promptly.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, leaders source training and useful information from a variety of agencies successfully. Practitioners keep parents and carers informed about what their children are learning and how well they are progressing effectively through a communication application, useful newsletters and informal updates.

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)

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