



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Tiny Tots Day Nursery
Meliden Road
Prestatyn
Denbighshire
LL19 8RL**

Date of inspection: November 2011

by

Anne Manning

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:

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

Tiny Tots Day Nursery and separate out of school unit are set in spacious grounds with a large garden. The nursery is situated near to Prestatyn, in North Wales and cares for babies through to children in full time school.

The nursery was opened in 1972 by the present owner. The running of the nursery is carried out by the owner, two managers, and practitioners.

The pre-school children meet every morning in the out of school club unit. There is information for parents to view when they drop off or collect their children. Inside, the unit is divided into areas for play and outside; there are three different spaces and an outdoor classroom that provide good opportunities for a variety of outdoor activities.

The nursery is open all year, apart from the Christmas holidays, from 7am to 6pm. The nursery is registered with the Care and Social Services Inspectorate Wales to provide full day care for 86 children. Nursery education is offered every morning. On the mornings of the inspection there were six children present aged three. No children are eligible for funding during this Autumn Term. The nursery also provides care for children who attend part time school.

The last Care and Social Services Inspectorate Wales inspection was in July 2011 and this is the first inspection by Estyn.

The nursery is English speaking, with some Welsh, providing care and education for children from families for whom all English is their first language. All are White British and no children have additional needs.

The nursery has an equal opportunities policy and an admission procedure that welcomes all children. The area served by the nursery is considered to be socially advantaged and children attending come from a range of backgrounds.

Tiny Tots Day Nursery receives support from Denbighshire Early Education.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The current performance of the group is good because:

Children make good progress and achieve well.

There are good teaching approaches.

The provision effectively provides for the children's health and well being.

There is a commitment to provide the best learning outcomes for the children.

Prospects for improvement

Prospects for improvement are good because:

There is an excellent range of partnerships that focus on the learning and achievement of the children.

Leadership and management of the setting are good.

There are clear aims and a sense of purpose that promotes and sustains development.

There is a positive ethos whereby children and staff are valued.

Recommendations

R.1 Provide more opportunities for the children to develop their play, make more decisions and find out for themselves.

R.2 Develop the assessment system to include on going progress, review and show clear links to planning for individual children's development.

R.3 Extend the planning to more effectively include the ideas and interests of the children.

What happens next?

The setting will draw up an action plan which shows how the setting 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?

Good

Standards: Good

The curriculum effectively develops skills enabling nearly all children to achieve good standards and progress well from their starting points. All concentrate well particularly on tasks they enjoy and children are constantly engaged in activities, making choices from what is available. Nearly all achieve well with activities that develop and strengthen their learning. Nearly all children have good communication skills and can make themselves understood. All children listen to and can carry out instructions.

The majority show an interest in books and listening to stories, particularly those shared in the willow den outdoors. All children experiment with mark making using a variety of tools, pencils, pens, crayons and paint and most are starting to understand the functions of writing.

Nearly all use appropriate language in their play including mathematical language. They recognise patterns and nearly all can use and control battery operated toys, for example, a fire engine and toy dog.

The majority of children understand basic instructions in Welsh, join in rhymes and songs and most understand more words that they can speak.

Wellbeing: Good

Most children are starting to understand about healthy eating. The majority cooperate and work well together. They make simple decisions about their learning and move confidently around different areas. The children feel safe and are happy in the setting.

Nearly all are developing a positive attitude to learning and show interest in their work. The majority sustain concentration and engage well in tasks they enjoy. All children display appropriate behaviour. The majority are kind to their friends and a few are starting to help. All relate well to each other and adults around them.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Learning experiences effectively encourage the children to be confident. Opportunities for experiences using Information Communication Technology include a B Bot robot, a computer, camera and the operation of simple battery toys. Planning engages all children and practitioners plan flexibly to take into account the interests of the children. Although the practitioners note the ideas of the children these are not always effectively incorporated into plans. Learning experiences effectively enable children to progress to meeting Foundation Phase outcomes. The curriculum builds on children's existing knowledge and understanding and most are beginning to acquire thinking skills across all areas of learning.

Practitioners use Welsh with the children during circle time and throughout the session, effectively encouraging the children to respond.

Learning experiences actively enable children to develop physical and creative skills and to develop a good understanding of the world around them. Children learn about caring for living things by looking after the nursery hens, their wormery and tadpoles.

Teaching: Good

The staff team are all qualified to level 3 and the team leader is currently undertaking a level 4.

Practitioners have knowledge of child development and understand the Foundation Phase requirements. They have high expectations of all the children including additional needs. Activities indoors and outdoors are suitably challenging and meet the learning needs of the children.

Practitioners effectively manage behaviour and are good role models for the children. Although they use questioning techniques effectively to develop and progress their learning, on occasion, practitioners do not always intervene appropriately to let the children find out and discover for themselves. Additional practitioners are used effectively and they are involved in the planning and know what they are expected to do.

Practitioners provide a good recap at the end of the morning, ensuring that learning is re-enforced. Although practitioners observe the children, note their achievements, any skills that need to be developed and use the outcomes to plan activities, the on going progress of individual children is not sufficiently noted or reviewed and does not always show clear links to planning.

Parents confirmed that they are involved in the assessment of their children and made aware of their progress and achievements.

Care, support and guidance: Good

Children are well supported and learning experiences promote their personal development and their moral, social, spiritual and cultural growth. They are kept safe by effective risk assessments both indoor and outdoor. Policies and procedures actively support the running of the nursery and ensure the wellbeing and health of the children.

Children develop a sense of curiosity about their own lives and those of others through celebrating in a simple and meaningful way festivals such as St David's Day and Divali.

Children are very well behaved. The nursery helps children to distinguish right from wrong and provides opportunities to take responsibility, for example, by washing up their own beaker at snack time. The setting effectively promotes honesty, fairness and respect. Children develop a good understanding of living and sharing with others.

The nursery has appropriate policies and procedures in respect of safeguarding and practitioners have undertaken training.

Effective systems are in place to support any children with additional needs including individual play plans, reviews of progress, target setting and consultation with parents and other professionals. Effective integration and support evidenced that all children can progress and achieve.

Learning environment: Good

The nursery has established a setting that is inclusive and one that values the diversity of the backgrounds of the children. Equal access to the curriculum is offered and there is an equal opportunities policy and complaint procedure. Sufficient, qualified, experienced practitioners work with the children. The staff team has remained consistent over several years, for example, the team leader has been working in pre-school for six years and the deputy for four years providing effective continuity for the children.

Resources are suitable and appropriate to meet the requirements of the Foundation Phase and the needs of the children attending. Accommodation is suitable and the local environment is used effectively to enhance facilities at the nursery, such as visits to large superstores, walks and going to the beach.

The outdoor environment comprises of an outdoor classroom, a garden, a play area with large and small equipment, a second play area with wooden adventure equipment and a football pitch, effectively providing a varied range of learning opportunities.

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

The nursery is well managed. There is a clear direction and purpose that effectively promotes and sustains improvement. Values, aims and objectives are shared and all are working for the benefit of the children. There is a positive ethos and high expectations that focus effectively on the needs of the children. Practitioners and children are valued and managed well. Induction, 1:1 supervision and appraisals ensure that practitioners can improve their practice. Effective links with the nursery encourage parents to support the learning of their children.

The owner understands her role and is well informed about the performance of the setting. Relevant legislation and guidance are taken into account and information is used well to make informed decisions.

Leaders are very successful in meeting national and local priorities, for example, recycling paper, composting waste food, using rain water for plants, Design to Smile and healthy eating.

Improving quality: Good

Self evaluation identifies strengths and areas for improvement. The nursery ensures positive gains for the children by consulting staff and parents and other professionals who have input in the nursery. The setting effectively uses information to prioritise areas for improvement that involve all including target setting for children and developing the provision.

Practitioners are engaged in professional development, attend courses and the impact of training is effective on raising standards, progress and the well being of the children. Practitioners share their expertise and knowledge gained on training courses to benefit each other and ensure a positive impact on the setting.

Partnership working : Excellent

An excellent range of partnership working effectively enhances and supports the learning and achievements of the children and improves standards.

The nursery is part of a community food co-operative through a rural re-generation scheme. The children actively progress their learning and development by being involved with local farmers, making up orders, sorting and bagging the fruit and vegetables that are delivered to the setting every week to be sold to parents and nursery staff.

There is also an effective partnership with the Forestry Commission and the children effectively extend their learning experiences by being part of sustainability projects such as planting new trees.

Parents have information about the nursery every term through a news letter.

The nursery regularly updates parents by the innovative use of Text Transfer Protocol which allows the setting to keep in touch with all parents by text throughout the day where telephoning is not convenient. A social networking page effectively informs and a web site is nearing completion.

Parents are effectively informed of the progress of their children by an assessment booklet: Playing to Learn, Learning to Play and by talking to practitioners when they drop off or collect their children.

Children take turns to bring home a teddy bear each weekend, Tiny Ted, effectively strengthening links between home and nursery and this actively encourages children to chat with others about what they have done over the weekend with Ted. This effectively ensures the development of listening and communication skills.

There is an excellent relationship with the local authority teacher who visits the nursery regularly, effectively providing support and guidance that impact positively on the progress and achievements of the children.

Tiny Tots Day Nursery is an active member of the National Day Nursery Association and the nursery has been accredited with Investors in People since 2002.

The nursery organise a Christmas party for all the children and their parents and regularly involve the children in fund raising.

Effective partnership working with other professionals ensures active support for any children with additional needs.

Resource management: Good

The nursery has a good range of natural and man made resources that are used well to motivate the children to learn. Future resources are planned for and the outdoors and local environment are used very effectively to develop the skills of the children.

Overall the nursery provides good value for money.

Appendix 1

Responses to parent questionnaires

100% parents strongly agreed with all the statements on the inspection questionnaire
Including:

I am satisfied with the setting.

My child likes this setting.

My child was helped to settle in well when he or she started at the setting.

My child is making good progress at the setting.

Children behave well in the setting.

Teaching is good.

Staff treat all children fairly and with respect.

My child is encouraged to be healthy and to take regular exercise.

My child is safe at the setting.

I am kept well informed about my child's progress.

I feel comfortable about approaching the setting with questions, suggestions or a problem.

I understand the setting's procedure for dealing with complaints.

My child is well prepared for moving on to school.

There is a good range of activities including trips or visits.

The setting is well run.

Responses to discussions with children

Children were very confident and spent time talking to the inspector about what they were doing.

They like the nursery, the staff, enjoy the activities and playing in the garden outside and listening to stories in the willow den.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Anne Manning	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.uk)

If available, the data report can be found on our website alongside this report.