



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  
106 Meliden Rd  
Prestatyn  
LL19 8RL**

**Date of inspection: February 2020**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

**About Tiny Tots Day Nursery**

Name of setting	Tiny Tots Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Elizabeth Tina Jones
Responsible individual (if applicable)	not applicable
Person in charge	Elizabeth Tina Jones
Number of places	86
Age range of children	Under 12 years
Number of children funded for up to two terms	5
Number of children funded for up to five terms	0
Opening days / times	7:00 to 18:00 Monday to Friday
Flying Start service	Yes
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 the Welsh Government's 'More Than Just Words'

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	follow on strategic guidance for Welsh language in social care.
Date of previous CIW inspection	28/08/2018
Date of previous Estyn inspection	08/11/2011
Dates of this inspection visit(s)	11/02/2020
Additional information All children have English as their first language.	

**Summary**

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning (only applies to three and four year old children who do not receive education in a maintained setting)</b>	<b>Good</b>
<b>Care and development</b>	<b>Adequate</b>
<b>Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)</b>	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate</b>

## **Non-compliance**

We found that the setting did not meet a legal requirement and we have issued a formal notice to ensure that this matter is addressed immediately.

### **The service is non-compliant with Regulation 22 (1).**

The registered person and practitioners failed to implement the written policy on safeguarding.

## **Recommendations**

R1 Ensure that the non-compliance identified during the inspection is addressed

R2 Improve provision for the development of pupils' Welsh language skills

R3 Improve the availability of resources made from a wider range of materials indoors to support children's development and aid their curiosity

## **What happens next**

The setting will draw up an action plan to show how it is going to address the recommendations. CIW will monitor the setting's progress.

## Main findings

### **Wellbeing: Good**

Nearly all children make appropriate choices and decisions about their play. They move freely around the areas, choosing where and what to play successfully, for example moving to the book corner to play with the rhyme box. Nearly all children have a voice and they effectively express opinions and preferences about their care and learning, confidently. For example, a baby who was showing signs of being tired was allowed to sleep. Nearly all children communicate confidently with staff and other children. They know that practitioners will listen to their views and respect their comments. This was evident as children confidently spoke with practitioners.

Nearly all children settle quickly on arrival. They cope well with separating from their parents and enjoy attending the setting. Children are familiar with the routines of the setting, which helps them to understand what is expected of them and what will happen next. Nearly all children are relaxed and feel safe in the care of practitioners with whom they have formed positive relationships. For example, when children are collected by parents from the out of school club, they approach practitioners to give them a cuddle. Children play together happily, forming friendships with each other, for example asking to sit next to their friends during routines such as snack time and when brushing their teeth.

Nearly all children interact positively and enjoy joining in with group tasks such as singing songs and listening to stories. They co-operate well in their play, take turns and share resources appropriately. For example, when playing together with the farm animals, they share resources and the available space effectively. Nearly all children behave appropriately, following simple instructions and the rules of the setting. Nearly all are beginning to show concern and respect for their peers, for example helping each other to complete different activities. Nearly all children understand that they should put resources away when they have finished with them and help to tidy up effectively.

Nearly all children explore their environment enthusiastically. They happily engage in activities they enjoy and those that allow them to follow their interests, for example showing great excitement when going outside. Nearly all children focus for periods that are appropriate to their age and stage of development. Most children are confident and develop their independence skills effectively. For example, children who are able to pour their own drinks at snack time successfully. Nearly all children attempt things for themselves before asking and receiving help, for example when putting their coats on to go outside.

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

Nearly all children make good progress from their individual starting points. Most children are beginning to develop effective personal, social and literacy skills. For example, many children play co-operatively to make food in the home corner. Nearly all listen well to instructions and act on them purposefully. For example, children helped to tidy up when asked. Many children talk confidently to an adult about what is important to them, such as a family visit they are looking forward to. Most children develop early reading skills positively. They listen carefully to stories and respond with interest. Nearly all recognise their name correctly on the registration board and on their pegs. Many enjoy mark making with a range of equipment and a minority are beginning to understand the purpose of writing. For example, they attempt to write a list before going shopping.

Many children use mathematical language regularly in their play. For example, they describe the bowls as 'big', 'small', 'empty' or 'full'. Most children recite numbers in order to at least nine, for example when counting the number of children present at the start of the day. Most children count accurately to at least four. For example, they count the number of blocks that they use to create a model. Many children recognise and name two-dimensional shapes correctly at snack time.

Nearly all children's physical skills are developing well. They enjoy running up and down grassy slopes and climbing outdoor equipment. Many children develop good fine motor skills. For example, they persevere to move small items using tweezers and to construct a circular train track. They use a range of tools independently, such as knives to cut their fruit and vegetables at snack time. Many children enjoy being creative, for example, when painting at the easel and making prints in dough using vegetables.

Many children use a variety of information and communication technology (ICT) resources successfully. For example, they take photographs of their work and themselves with little support. They use replica equipment, such as phones in the home corner, purposefully and hand held computers to listen to and join in with songs. Most children's problem solving skills are developing successfully. They confidently choose where to play and which resources to use.

Many children's Welsh language skills are developing appropriately. For example, with practitioner support they copy simple Welsh words at snack time and join in with a very few simple Welsh songs.

**Care and development: Adequate**

Most practitioners have a clear understanding of safeguarding processes and most implement the setting's policies and procedures effectively. However, the setting's arrangements for safeguarding children do not meet requirements and give cause for concern, as practitioners had not followed safe procedures in relation to a potential

child protection concern. Practitioners understand their roles and responsibilities well. They know which tasks they need to engage in and how they will be supporting the children. For example, practitioners know who is responsible for preparing a room for lunch and who tidies up afterwards. Practitioners implement policies and procedures related to keeping children healthy consistently. For example, practitioners supervise children well when collecting them from school. They greet them in a friendly manner and ask them to hold hands with their friends as they move across the playground to collect their older friends. Practitioners implement procedures that keep children safe appropriately. For example, they conduct fire drills regularly, which helps children and staff to become familiar with the procedure to follow if they have to evacuate the premises.

Practitioners communicate with children in a warm, friendly manner and interact well with them during their play activities and routines. They are positive role models for children. For example, practitioners sit and chat with children during snack time and when appropriate they become actively involved in children's free play. This results in many opportunities for children to develop their social and communication skills through talk. Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. For example, they deal with minor incidents quickly, calmly and through the use of explanations or distraction. Practitioners praise children for being kind, sharing resources and taking turns, giving children a sense of pride in their achievements.

Practitioners are caring towards the children and help them to feel valued and have a sense of belonging. Practitioners meet children's individual needs effectively. They seek relevant information from parents about children's needs when they start attending the setting and get to know the children well. However, practitioners need to ensure that these are updated regularly and information is shared effectively between the setting and parents. Practitioners track children's progress appropriately and use information from observations and assessments effectively to help them move children forward with their learning. Practitioners provide appropriate resources and free choice activities to meet the individual developmental needs of children. A few practitioners use incidental Welsh effectively during planned and children's free choice activities. However, overall the use of Welsh is underdeveloped.

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

Practitioners plan a worthwhile range of experiences that cover all areas of learning effectively over time. They have a good understanding of the foundation phase curriculum. Practitioners model activities and support children's free play well. As a result, children sustain interest in tasks for significant periods of time. They make valuable use of indoor and outdoor resources to support learning and ensure a successful balance between activities directed by an adult and those initiated by

children. Practitioners model activities well, playing alongside the children in the areas and supporting oracy development through modelling vocabulary. For example, at snack time practitioners were encouraging language such as 'juicy'.

Overall, provision to support children's literacy and numeracy skills is effective. Practitioners provide useful opportunities for children to develop an understanding of writing for different purposes. For example, they provide pencils and paper in the construction area and activities such as using paint and chalk to mark make. Practitioners encourage children to count and recognise two dimensional shapes.

Practitioners support children to develop their personal and social skills successfully. For example, they encourage children to become independent at snack time and to cut their food and wash and dry their dishes with very little adult support.

Practitioners use simple words in Welsh. However, they do not use Welsh consistently throughout the session or develop children's vocabulary sufficiently. Children have relevant opportunities to learn about their Welsh heritage. For example, they celebrate St David's Day and 'Diwrnod Santes Dwynwen' by dressing up in traditional costume or colours of the Welsh flag.

Practitioners make beneficial use of visits into the community to enhance children's learning experiences. For example, children have enjoyed visits on the local bus to improve their knowledge of the area. Children celebrate and learn about other cultures, which develops their understanding of the traditions of others. For example, they celebrate Chinese New Year and listen to stories from other countries. There are many valuable opportunities to learn about and care for living things. For example, children plant seeds and experience different animals either through visits or caring for the setting's pets.

The setting has a range of useful assessment procedures. Practitioners observe and identify what children can already do during their first few weeks at the setting. They also record valuable observations to show children's progress and their responses to planned activities. They use assessments appropriately and are beginning to plan the next steps in children's learning suitably.

### **Environment: Good**

Leaders provide a safe environment for all children. For example, they conduct daily checks and complete relevant, up to date, risk assessments. They maintain accurate records of children and staff to ensure they can account for everyone in an emergency. Practitioners follow an effective system for managing access to the premises and the setting consistently. For example, they ensure that they lock main doors and maintain an accurate record of visitors.

Practitioners maintain the learning environment appropriately, providing children with a clean, organised space to play and learn. The atmosphere created is warm,

welcoming and friendly. Where practical, practitioners display children's work effectively, ensuring that their achievements are celebrated. This allows children to gain a sense of belonging. Practitioners' use the display space to share beneficial information with parents. They organise the rooms effectively to reflect the ages and stages of development of the children and to suitably promote the foundation phase philosophy. They generally enhance areas of learning well to reflect the current topic, for example hiding toy chicks in the sand as part of the topic on animals.

The outdoor spaces are welcoming and provide children with many different areas to engage with. They include an obstacle course made from recycled items that the children helped to design, a yurt for activities and to use during bad weather and areas where fixed play equipment is available. Children in the after school club had been involved in developing several den areas, giving them a sense of ownership and an exciting place to play. Children thoroughly enjoy these areas and practitioners ensure that children have regular opportunities to access them. This is a particular strength of the setting and provides exciting opportunities for children to explore, experiment and learn about the world around them.

Resources and facilities are of good quality and suitable for the ages and stages of development of the children. Practitioners plan areas of learning to reflect the foundation phase philosophy and equip areas with suitable resources. A few natural and sustainable resources support children's imagination and thinking skills appropriately. For example, children in the preschool have access to areas with pine cones, sand and water. However, many toys and resources are made from plastic and opportunities to explore natural materials are limited overall. Furniture is at a suitable height for the age ranges, which allows children to use and access it independently. Toilet facilities are child friendly and easily accessed for those children at suitable stage of development to do so independently.

### **Leadership and management: Adequate**

Leaders have established a positive ethos for children, parents and staff at the setting. They work effectively with practitioners to provide an environment that supports children to develop physically, emotionally, socially and intellectually through playing, exploring and learning. However, leaders had not followed safe procedures in relation to a potential child protection issue. There is a strong commitment to teamwork and nearly all practitioners feel valued. For example, there are regular practitioner meetings to discuss children's progress, recent training and setting updates. Leaders share the vision successfully with parents through the parent pack, messaging systems and social media.

The setting's statement of purpose provides an accurate picture of the setting. There is a range of useful policies and procedures. The setting has safe and appropriate processes for recruitment and deployment of staff. Leaders carry out regular staff appraisal, supervision and observation of practitioners at work. As a result, most practitioners have a thorough understanding of what they do well and what they need to do to improve.

Overall, the setting makes valuable use of practitioners and resources to support children's wellbeing, learning and play. Most practitioners are well qualified and deployed successfully. A minority are currently extending their knowledge as they work towards further qualifications. They have appropriate job descriptions, ensuring that they have a good understanding of their role in the setting. They welcome advice from the local authority advisory teacher and act on suggestions to improve the quality of teaching and learning. For example, this has improved practitioners' use of language to support children's communication skills.

The setting's self-evaluation processes are, on the whole, useful. For example, Welsh had been identified as an area for development and some improvements had been made for the funded children in respect of the Welsh used. The practitioners, under the guidance of the local authority, have identified suitable areas to develop, such as improving children's language skills.

Practitioners build strong links with parents and share information with them purposefully. Parents and carers feel welcome at the setting and value the regular exchange of information they receive about their child through day-to-day contact and via social media. The leader has established successful partnerships with the local community and uses these to good effect to enrich the curriculum for children. For example, the setting takes part in local walking festivals and flower growing competitions. There are positive links with local schools, which benefit children's transition to the next stage in their education. Practitioners share appropriate information about children's achievements to support them as they move on to the next stage of their education.

## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

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