



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

A report on

**Tiddlers Wrap Around
Tyn Y Wern Primary School
Heol yr Ysgol
Trethomas
Caerphilly
CF83 8FL**

Date of inspection: June 2018

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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Context

Tiddlers Wraparound is an English-medium nursery in Trethomas in Caerphilly local authority. The setting is registered for 39 children between the ages of two to four years. It offers early education sessions from Monday to Friday from 1pm until 3.30pm during school term time between January and July. There are currently 14 children in receipt of funded early education.

The setting has identified very few children as having additional learning needs. There are a few children from ethnic minority backgrounds and a few children have English as an additional language. No children have Welsh as their home language.

There are nine members of staff including the management team. All members of staff work with the three and four-year-old children. The lead practitioner has been in post since November 2016.

Care Inspectorate Wales (CIW) inspected the setting in July 2015 and Estyn last inspected it in November 2009.

Summary

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

Current performance

The setting's current performance is good because:

- Nearly all children's numeracy skills and most children's literacy skills develop well from their starting points
- Most children co-operate successfully with each other and share toys and equipment readily
- Most children sustain interest in activities and move confidently to another activity when ready
- Practitioners provide a good range of learning experiences that engage nearly all children successfully and develop their problem solving and thinking skills well
- The setting is an inclusive community where all children have equal access to all areas of its provision

Prospects for improvement

The setting's prospects for improvement are good because:

- The manager is committed to making improvements
- There are beneficial systems for identifying the setting's strengths and areas for improvement
- Practitioners monitor children's progress well
- Practitioners work together collaboratively and understand their roles and responsibilities
- Practitioners use information from training well to improve the provision
- Partnerships with parents and other agencies are worthwhile
- The setting makes good use of staffing and resources to support children's learning well

Recommendations

- R1 Ensure that provision for information and communication technology (ICT) enables children to develop and apply their skills progressively
- R2 Provide a broader range of opportunities to enrich children's learning
- R3 Ensure that practitioners have high expectations of children across all areas of learning consistently

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

Many children enter the setting with skills and knowledge below those expected for their age. During their time at the setting nearly all children make good progress, particularly in the development of their personal and social skills.

Most children listen attentively. They pay good attention when others are talking and allow others to speak without interrupting them. Most children understand and follow instructions successfully, such as putting their hats on before they go outside or sitting on a chair ready for story time. Many children speak clearly and are happy to share information about what they are doing with familiar adults. Around half of the children talk confidently about past experiences, such as planting seeds.

During group time, many children pay close attention and most join in with stories and rhymes. They particularly enjoy joining in with a Welsh song about feelings; showing good recall of the words. A very few choose to spend time in the inviting book areas and select favourite stories independently. Most children enjoy mark making with a range of equipment and a minority write for a purpose. For example, they write letters to represent their name and number-like shapes in their play.

Nearly all children's numeracy skills are developing very well from their starting points. For example, they count seven bowls on the table at snack time accurately. Many children enjoy saying numbers in order forwards and backwards to ten with support from an adult. Around half make good use of mathematical vocabulary, for example describing the pampas grass as 'the biggest' plant.

Nearly all children's physical skills are developing very well. They use a range of tools such as spades, felt pens and sticks enthusiastically with independence. Nearly all children develop good gross motor skills, such as negotiating space on tricycles and taking part in a range of challenging climbing activities.

Nearly all children make decisions about the activities they undertake and the resources they will use. Most explore their environment confidently and are developing their problem-solving skills successfully. For example, they persist and try different approaches when trying to control a ball's journey down guttering.

Around half of children access and use ICT equipment such as tablet computers confidently. For example, they take a photograph of the dinner they have made in the role-play restaurant and enjoy seeing it printed out. However, children do not have sufficient opportunities to develop and apply their ICT skills progressively.

Most children develop their Welsh skills well in relation to their starting points. Most join in with a range of Welsh songs and rhymes confidently and a minority count to five in Welsh independently. Almost all children respond positively to simple commands given in Welsh during daily routines and most use single words or phrases. A few children use Welsh spontaneously. For example, they ask a friend if they are happy in Welsh.

Wellbeing: Good

Nearly all children settle well as soon as they arrive at the setting. Most children co-operate well with one another and share toys and equipment willingly. A few children show consideration for others. For example, they give out sun hats without being prompted. Most take good notice of instructions given by an adult and respond to requests appropriately.

Most children behave well. They look after the setting's resources and treat adults and children respectfully. Most children are courteous and show good manners when encouraged and a few do this independently. For example, they say 'sorry' spontaneously when they accidentally knock over the felt pens.

A few children are beginning to show concern for others when they are hurt or upset. For example, they offer a chair to a friend when they are feeling sad. Nearly all children are developing good independent skills, such as pouring their own drink during snack time.

Nearly all children make independent choices about what they want to play with from activities offered. Most children sustain interest in activities and move confidently to another when ready, and all children do this when supported by an adult. Nearly all children show enthusiasm for the activities offered outside and particularly enjoy the interesting opportunities to explore the properties of water.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners provide a good range of learning experiences indoors and outdoors that engage nearly all children successfully across areas of learning. They focus well on developing children's literacy, numeracy and problem-solving skills. Practitioners consistently adapt planning to take account of individual children's ideas and learning styles. For example, they provide interesting opportunities to mix and stir liquids for a child who is interested in things that rotate.

The setting uses visitors successfully to enhance the curriculum, including a local police officer and a male nurse. However, children do not have regular opportunities to go on local visits to enrich their learning. Practitioners provide effective opportunities for children to learn to care for living things. They support children to grow and look after a range of plants, such as herbs, tomatoes and strawberries. There are meaningful opportunities for children to look after living creatures, such as feeding the setting's pet fish.

The indoor environment provides useful opportunities for children to develop their physical skills, such as using puzzles, threading activities and tweezers. The outdoor area provides good opportunities for swinging, running and balancing, which children access confidently. For example, they develop their own challenging balancing activity, using a log and a plank.

Practitioners provide a very effective range of opportunities for children to develop their numeracy skills. Role-play provision, such as the farm shop, provides children

with opportunities to count, explore money, sort vegetables and compare size. This has a positive impact on children's progress in developing mathematical skills. Other resources, such as tape measures and different sized sticks, support children's understanding of measurement well.

There is good provision to develop children's literacy skills. Practitioners share books, stories and rhymes with children and show them how to handle books with care. They model reading for a purpose, such as the instructions on a seed packet. Practitioners provide interesting opportunities for mark making, which children take part in enthusiastically. These include large-scale painting outdoors and drawing circles and lines after observing flowers.

Provision for developing children's ICT skills is evident in the indoor area and there is an appropriate range of equipment available. These include an interactive white board, tablet computers and a light box. However, practitioners do not use these resources to develop children's skills across the curriculum well enough.

Practitioners support children's Welsh language development successfully. They model Welsh through singing songs, counting and using Welsh words and phrases throughout the session. They use Welsh to greet children on arrival and during other routines such as tidy up time. Children have worthwhile opportunities to learn about their Welsh heritage. For example, they make Welsh cakes and wear traditional dress as part of their St David's Day celebrations.

Teaching: Good

All practitioners have a good understanding of foundation phase practice. They use a range of strategies well to encourage and to motivate children to learn. Practitioners use resources imaginatively to capture children's interests. For example, they create an outdoor restaurant with a stage for music and dancing. They combine focused tasks with children's free play effectively. As a result, most children sustain interest in tasks and enjoy periods of uninterrupted learning.

Nearly all practitioners build suitably on children's interests through careful observations and consulting them about their preferences. However, practitioners do not always have high enough expectations of what children can achieve. For example, they do not always model the correct vocabulary for children such as petal and stem.

The setting has appropriate assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks in the setting. At regular intervals, they update these records to show children's progress over time. Practitioners feed back children's progress and responses to provision during weekly planning meetings. They make appropriate use of this information when designing new activities.

Nearly all practitioners make effective use of praise to encourage and support children. This has a positive impact on children's confidence and levels of engagement. The setting has developed a good range of strategies to promote positive behaviour and children respond to these well. Nearly all practitioners have clear expectations and explain rules to children appropriately. This ensures a team approach and consistency for the children.

Practitioners keep parents and carers informed about what their children are learning and how well they are progressing effectively. For example, they send home information about the different ways children learn, and invite parents into the setting to discuss their children's learning.

Care, support and guidance: Good

The setting has successful arrangements to support children's healthy eating and drinking. During snack time, practitioners encourage children to eat a range of foods and provide water or milk to drink. Most food options are healthy. Children make choices about what they would like to eat and practitioners encourage them to try new foods such as fruit salad. The setting provides valuable opportunities for children to take regular physical exercise. This develops children's co-ordination successfully and encourages them to adopt a healthy life-style.

Practitioners are good role-models and support children to develop respect for others and a sense of right and wrong successfully. They encourage children to share equipment and to take care of resources effectively. As a result, children learn to co-operate with each other well. For example, they take turns and encourage each other when climbing up the rope swing, without adult support.

A beneficial range of learning experiences foster children's spiritual and cultural development well. Practitioners foster a sense of awe and wonder in children successfully. For example, they encourage them to observe birds visiting the plant area for a drink of water. Children have appropriate opportunities to find out about other cultures, such as learning about Indian food in the role-play Indian restaurant.

The setting provides meaningful opportunities for children to learn about sustainability. For example, practitioners encourage children to put their left-over fruit in butterfly feeders and collect rain water in used milk cartons.

There are beneficial processes to support children with additional learning needs. The setting has effective links with a range of support agencies to ensure that it meets children's individual needs appropriately.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is very welcoming, and practitioners are friendly and approachable. They create a strong and inclusive community ethos. Practitioners encourage all children to take part and make sure that they have equal access to each area of the setting's provision. Practitioners lead by example in encouraging children to show tolerance towards one another and respect for the setting's equipment. For example, they explain why they should not throw equipment. As a result, most children play and learn happily.

The setting has suitably qualified practitioners to meet the requirements of the foundation phase. It is situated within the nursery school and benefits from sole use of the premises each afternoon. There are plenty of good quality resources across the areas of learning, which meet the needs of the children well.

Practitioners make effective use of the space indoors, which is attractive and welcoming. Resources and furniture are generally of good quality and appropriate. Designated learning areas make resources easily accessible for children.

The setting uses the outdoor area creatively and has developed it into a valuable learning environment. It supports the development of children's literacy, numeracy, physical and problem-solving skills well.

The accommodation is secure and maintained appropriately.

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

The manager works effectively with setting staff to provide a caring and nurturing environment for all children. She manages practitioners and children well to ensure that the setting runs smoothly, following established routines. There is a strong commitment to teamwork and practitioners share ideas and knowledge with each other. The manager has a clear vision to provide an environment that encourages children to investigate and explore in order to plan and develop their own learning

The manager ensures consistent improvements in standards and provision through regular informal discussions about children's progress and the effectiveness of provision. For example, a recent focus on supporting children's problem-solving skills has resulted in improved provision and better standards.

There are a range of beneficial policies and procedures to support the organisation of the setting, and staff review these appropriately. All practitioners have clear job descriptions and understand their roles and responsibilities.

Leaders use appraisal systems successfully to communicate high standards and review the performance of all practitioners. Nearly all staff have good opportunities to discuss and reflect on the quality of their work, including the manager. They take advantage of opportunities for continuous professional development that link appropriately to the setting's priorities for improvement. Recently, this has helped improve the quality of the provision for developing children's Welsh language skills.

The setting has a suitable focus on national priorities, such as developing children's literacy and numeracy skills.

Improving quality: Good

The setting's systems for identifying its strengths and areas for improvement are effective and all practitioners are committed to improving quality. The manager makes beneficial use of information from a range of sources to inform the self-evaluation process. For example, she identifies problem solving skills as an area for development in response to observations of children's play.

Most practitioners know what the setting does well and areas that they need to improve. They explain what they have identified as priorities to raise standards. All staff are eager to take advantage of opportunities for continuous professional development and strive to improve their performance. This has a positive impact on the quality of the provision, for example by improving provision for Welsh language.

Through self-evaluation processes practitioners identify the setting's strengths and achievements effectively. They identify what the children do well and what they need more help with successfully. The improvement plan sets out clearly what the setting needs to develop. It is a well-organised document that identifies appropriate actions, cost implications, timescales and responsibilities. The targets in the plan come directly from the self-evaluation process and form useful priorities for the setting.

The setting has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The setting has an effective range of partnerships that improve the quality of provision and outcomes for children.

Parents receive a good range of information through notices, newsletters, social media and day-to-day contact with practitioners. This helps parents to feel comfortable in approaching the setting about any concerns and keeps them informed about daily activities successfully. For example, the setting shares information booklets about child development with parents and displays topics covered during the term on the parent's noticeboard.

There are well-established arrangements for children's induction into the setting and smooth transition to the school. For example, the manager invites the nursery teacher from the school to meet the children. However, links with the school are generally underdeveloped.

Leaders have developed beneficial links with nearby training institutions and provide placements for students undertaking courses in childcare. This helps connect the setting with the local community effectively and helps to keep practitioners up-to-date with new information about childcare and education.

The setting has useful links with the local authority and receives regular advice and support from the advisory teacher. This has led to regular improvements in standards and provision.

Resource management: Good

The setting makes good use of staffing and resources to support children's learning well. Leaders and managers make sure that the setting has enough suitably qualified and well-trained practitioners to support the effective delivery of the foundation phase curriculum. Resources are plentiful and of good quality. For example, there is a wide range of equipment to support role-play.

The setting ensures that staff can access training based on needs identified through the appraisal process. Leaders place a strong emphasis on working collaboratively and learning from each other. Practitioners make good use of training to improve provision, for example in developing the use of mark making within the setting.

Leaders plan effectively to resource identified priorities. For example, the setting recently purchased numerous resources to support the development of children's thinking skills.

In view of the good teaching, the progress that children make and the quality of provision, the setting provides good value for money.

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
CIW	Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.
Mudiad Meithrin	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
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 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