



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

A report on

**Tiny Tots Clytha Square
1 The Avenue
Clytha Square
Newport
NP20 2FF**

Date of inspection: September 2019

by

Care Inspectorate Wales (CIW)

and

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

About Tiny Tots Clytha Square

Name of setting	Tiny Tots Clytha Square
Category of care provided	Full Day Care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Nicola Williams / Clare Sawkins
Person in charge	Kelly Bourne
Number of places	60
Age range of children	Birth to 12 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	9
Opening days / times	Monday to Friday, 8.00am to 6.00pm
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 people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Date of previous CIW inspection	05/10/2017

A report on Tiny Tots Clytha Square
September 2019

Date of previous Estyn inspection	19/01/2016
Dates of this inspection visit(s)	24/09/2019
Additional information	
<p>There are a very few children with English as an additional language. There were no children with special educational needs at the setting at the time of the inspection.</p>	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve children's problem solving skills
- R2 Develop the range of natural and household items available to younger children to enable them to explore and develop their curious nature
- R3 Improve the environment in play rooms to promote children's wellbeing and provide opportunities for relaxation and independent reading

What happens next

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

Main findings

Wellbeing: Good

Throughout the setting, nearly all children have a strong voice. They make appropriate decisions and take part in activities that interest them. Most children choose from a wide range of resources and move confidently between them. Many children contribute useful ideas for themes and topics and are consulted about their views of the service. For example, the setting organised a competition week following suggestions from the older children attending the after school club. Many children speak or express themselves confidently and know that practitioners will take good account of their wishes. For example, children ask for more pancakes at breakfast time and they were provided.

Most children are happy and comfortable at the setting. They know the routines well and settle quickly. Nearly all form positive relationships with practitioners and peers and are confident to seek adult attention. For example, a very few children who were upset on arrival went to practitioners for comfort and quickly settled. Most children express their enjoyment through smiles and laughter. For example, toddlers clap and cheer at the end of action songs.

Nearly all children behave extremely well. They respond very well to requests from practitioners, such as helping to tidy up and many use 'please' and 'thankyou' without prompting. Most children are developing a good understanding of right and wrong and follow the rules at the setting. Many children take turns and share resources well, for example when three toddlers collaborate to build a tower with soft play blocks and rebuild it when it falls down.

Nearly all children enjoy their time at the setting and engage in a good variety of activities. They persevere for appropriate lengths of time with activities such as completing puzzles. Many children engage well with imaginative play and interact appropriately. For example, children sit at a table and pour drinks for each other in the role play kitchen. Most children join in enthusiastically with singing in English and Welsh and nearly all participate in action songs from a very young age. Most babies engage well in opportunities for messy play, for example when making footprints with paint.

Most children develop good independence and self-help skills. Many children attempt to pour their own drinks and serve food, with appropriate support. They use age appropriate cutlery effectively. Nearly all children develop self-help skills appropriate to their age and stage of development. For example, they take responsibility for toileting, hand washing and putting their own coats on.

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

Nearly all children achieve well and make good progress in developing their skills, particularly their personal and social skills. They acquire new knowledge and skills successfully as they explore their learning environment and try new experiences.

Nearly all children listen attentively and speak confidently, such as when sharing their knowledge about autumn. Many children respond well to simple questions and share jokes and ideas with practitioners and one another eagerly. They follow instructions readily, such as when lining up and giving out bowls and cups at snack times. Most children sing songs and rhymes enthusiastically. They enjoy listening to stories and join in with repetitive phrases confidently. They handle books as readers and turn pages with care. Many children recognise their names and a few can write the first letter on a tablet computer. Many children are interested in writing and mark making, including painting with twigs and drawing with chalk outdoors.

Many children are developing appropriate early number skills. They count to 11 reliably during circle time and recognise the numerals to five. Many are beginning to use mathematical language in their play, such as finding long and short twigs and counting blocks when making a path. They are beginning to use their problem solving skills appropriately, for example when making choices about the best way to stick together. However, children do not apply these skills consistently well across all areas of learning.

Most children enjoy physical activities and are developing their skills effectively. They use outdoor equipment well to develop their co-ordination successfully. For example, they ride balance bikes and scooters and push wheeled toys over chalk lines. Many children use a range of tools with good control and accuracy, including when picking up slices of apple with tongs.

Many children's creative skills are developing well, for example when making pictures using collage materials and models of stick men. Nearly all children are beginning to think about the needs of others, such as untying one another's aprons.

Most children use a range of information and communication technology (ICT) skilfully. They use a tablet computer to draw pictures confidently and use a digital camera to take pictures of their friends. Most use and play with replica toys such as mobile phones purposefully in the role play corner.

Most children's Welsh language skills are developing effectively. They understand and follow simple instructions, such 'tidy up time' and 'go and wash your hands'. They respond to simple questions about how they feel and join in with songs and rhymes eagerly. They count to ten with support and name many colours. Many children join in with actions for songs and a majority join in with the words confidently.

Care and development: Good

Practitioners place very high importance upon children's health and safety. They attend training on paediatric first aid, safeguarding and food hygiene and are aware of their responsibilities in relation to these. They are aware of key policies and procedures and implement these effectively. Safeguarding has a high priority. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners ensure that children have opportunities to live healthily. They provide many opportunities for children to be physically active, for example by running and riding bikes outdoors, taking part in action songs and playing in the ball pit and soft play room. The setting provides a varied menu of healthy meals and snacks. Practitioners are conscientious about meeting children's individual dietary needs and systems for identifying allergies are robust. Hygiene procedures are good and routines for cleaning and children's hand washing are well established.

Practitioners use positive behaviour management strategies very effectively and are good role models. They develop nurturing relationships with children and treat them with respect. Practitioners model good manners and give gentle reminders about sharing and being kind to each other. They praise children consistently for good behaviour and effort and this helps to develop their self-confidence and esteem. As a result, behaviour at the setting is very good and there is a calm and relaxed atmosphere.

Practitioners know the children and their families well. They have good knowledge of children's individual needs and allow them to follow their own routines. For example, babies follow their own sleep routines. All practitioners take responsibility for monitoring children's development, which they effectively promote. They carry out detailed observations of children's progress and identify next steps in learning. Practitioners plan a good range of activities that appeal to children's interests.

Practitioners ensure that the Welsh language is promoted appropriately throughout the service. They model incidental Welsh effectively and many younger children are beginning to use some Welsh words. For example, younger children use 'diolch' and 'dwr' during snack time. However, practitioners do not promote the Welsh language as effectively with older children attending the after school club.

Practitioners provide good opportunities for children to develop emotionally and socially. They take part in a good range of fund raising activities and charitable activities for local causes. For example, they organise tea parties and visits to the children's ward of a local hospital. The setting has also hosted a 'swabbing' event to attempt to identify bone marrow donors for a young person who lives locally. These activities help to develop children's understanding of the needs of others and develop a sense of belonging to a community.

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

Nearly all practitioners have a good understanding of how young children learn and plan a range of imaginative and stimulating activities that ignite the curiosity of all children well. They work effectively as a team and ensure that activities reflect the philosophy of the foundation phase successfully. They provide worthwhile opportunities for children to make choices as they learn through their independent play. Practitioners use a suitable range of teaching strategies well to encourage and motivate children to learn indoors and outside.

Practitioners have warm and caring relationships with the children and encourage them to try their best. They provide an inclusive learning environment for all children and are aware of those who require additional support and intervene appropriately. For example, they ensure that children learning English have picture cues to enable them to follow daily routines. Practitioners model language well and are beginning to use purposeful questioning to extend children's thinking, such as when they select craft materials and prepare food in the role play area.

There are many beneficial opportunities for children to develop their literacy, communication and numeracy skills. Practitioners encourage children to join in with conversations and ask appropriate questions. They use books to support children's learning effectively, such as using a well-known story to stimulate children's interest before making figures with sticks. There are valuable opportunities for children to develop their mark making skills, such as when using large chalks outside and paint in the creative area. Practitioners encourage children to count, sort and compare size in their play, for instance when finding the number that corresponds to their ages and finding big sticks to paint with. They plan useful opportunities for children to become competent using ICT equipment, such as using remote controlled toys, walkie talkies and digital cameras.

A good range of learning experiences promote children's moral, spiritual and cultural development effectively. For example, practitioners foster a sense of awe and wonder through planning around the seasons. This also helps to promote children's understanding of nature well. Practitioners plan effectively to promote cultural diversity through the celebration of festivals such as Eid and Diwali. There are appropriate resources, such as dolls and play food, to promote children's understanding of other faiths.

Practitioners provide worthwhile opportunities for children to use Welsh as part of their daily routine, such as asking them about the weather. They encourage them to join in with rhymes and respond to simple questions, such as what they want to drink at snack time. Practitioners provide suitable opportunities for children to learn about Welsh culture and traditions. They celebrate St David's Day and explore Welsh castles and dragons.

The setting's procedures for assessing and tracking children's progress are effective. Practitioners carry out regular and useful observations of children to inform assessment records and to identify next steps in learning successfully.

Environment: Good

Children are cared for in a safe and secure environment. No visitors can access the premises unless admitted by a member of staff and records are kept of all visitors to the setting. Leaders ensure that all testing to ensure the safety of firefighting equipment, gas and electricity is carried out in a timely manner. There are robust systems in place for identifying risks and where possible eliminating them. Practitioners undertake daily risk assessments of all indoor and outdoor play areas. Room temperatures are closely monitored. All rooms are clean, well maintained and subject to an ongoing programme of redecoration. For example, the baby rooms have recently been decorated and fitted with new flooring. Nappy changing areas and toilets are clean and comply with infection control guidance. Practitioners are conscientious about nappy changing procedures and are respectful of children's privacy and dignity.

The premises are warm and welcoming, with many displays of photographs and children's work. This helps children to develop a sense of belonging and pride in their achievements. Rooms are appropriately furnished with low level tables and chairs. There is sufficient space for children to move freely between activities with additional rooms for sleeping and role play. However, play rooms do not have comfy areas for children to sit during activities such as reading, circle time and story time. A soft play and ball pit room is well utilised and provides opportunities for children to be physically active when the weather is not appropriate for outdoor play. Practitioners utilise the outdoor play area well. It is well resourced with physical play equipment, a mud kitchen and messy play. There is a large covered area, which allows children to play outside in most weather conditions, and an extensive grassed area for forest schools activities.

Playrooms are well resourced. Resources are clean, well maintained and meet relevant safety standards. Many are stored at low level, enabling children to access them independently. However, there are only a very few books on display that can be accessed independently by babies and toddlers. Leaders ensure that toddlers and pre-school children have access to a good range of natural and recycled equipment. For example, the role play kitchen was very well resourced with household items and recycled packaging and the sensory areas included a good range of natural materials. However, natural and household items are less evident in the baby rooms.

Leadership and management: Good

The setting has a comprehensive statement of purpose that provides an accurate picture of what the service provides. Managers provide good leadership and a clear

vision for the setting. There is a strong focus on creating a positive ethos and caring environment where everyone feels valued. This is shared with practitioners and parents successfully. Managers work collaboratively with colleagues to develop children's wellbeing and enhance their learning effectively. Roles and responsibilities are clearly defined and practitioners have a strong commitment to team work. They are reflective practitioners who understand the need to continue to develop the provision they offer. Through regular meetings, managers and leaders communicate effectively about the work of the setting and its strategic direction.

Managers use the appraisal and supervision systems well to provide high quality support for practitioners and to communicate high standards. They focus well on ensuring that practitioners access training based on their needs and interests. They seek suitable training that will develop practitioners' practice and impact positively on children's outcomes. For example, recent training has included observation techniques, resulting in improved assessment and observation of children's skills. Recently, managers started to monitor the work of practitioners directly and provide worthwhile feedback to support them to improve their practice and skills.

Managers have established safe practices at the setting. They ensure that there are enough suitably qualified practitioners to ensure good outcomes for all children and that they are deployed appropriately. There are robust recruitment practices and induction procedures are thorough.

A positive culture of self-evaluation exists and the setting has worthwhile arrangements to identify its strengths and areas for development. Managers prioritise those that will have the greatest impact on safety and children's outcomes and they link them to available funds carefully. They gather the views of parents, practitioners and children appropriately and act on their suggestions thoughtfully. As a result of consulting parents, they have established a re-decorating programme and practitioners suggested and set up a woodland area to enhance children's understanding of the natural world.

The setting has a range of worthwhile partners who have a positive effect on provision and children's outcomes. There is good communication between the setting and parents using social media as well as through formal and informal discussions. Practitioners work closely with the local authority advisory teacher and act on her advice and guidance diligently. With her support, they have refined their assessment and planning processes and developed outdoor provision. The setting has established beneficial links with local schools. Practitioners ensure that appropriate information is passed to schools, including assessment data, to support smooth transition between settings.

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)

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

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

This document has been translated by Prysgr (English to Welsh).

© Crown Copyright 2019: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 26/11/2019