



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

A report on

Little Tigers Daycare

**Rogiet Primary School
Station Road
Rogiet
NP26 3SD**

Date of inspection: February 2023

by

Care Inspectorate Wales (CIW)

and

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

About Little Tigers Daycare

Name of setting	Little Tigers Daycare
Category of care provided	Full Daycare
Registered person(s)	Pamela Curtis
Responsible individual (if applicable)	N/A
Person in charge	Natalie Hughes
Number of places	28
Age range of children	3 to 4 years of age
Number of 3 and 4 year old children	28
Number of children who receive funding for early education	8 three year olds and 31 four year olds
Opening days / times	8.00 am to 5.30 pm Monday to Friday
Flying start service	
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	8 July 2019
Date of previous Estyn inspection	November 2015
Dates of this inspection visit(s)	14/02/2023

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the Registered Person must address these.

Recommendations

- R1 Develop children's and practitioners' use of the Welsh language
- R2 Ensure that leaders address the area of non-compliance identified during the inspection

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:

Most children make purposeful choices and move around the setting confidently. For example, they enjoy choosing the role-play resources in the home corner and exploring the outdoor areas such as the woodwork area and mud kitchen. Children enjoy playing with playdough, decorating it with buttons, jewels, sticks and pipe cleaners creating creative 3D designs and cakes. Some children express themselves clearly using words and phrases. For example, they ask practitioners for more water, banana or milk during snack time. Some children communicate and express what they want and need using nonverbal clues, such as pointing or at times using flash cards. At snack time, children choose their preferred drinks and foods. They speak confidently and feel that they are listened to by practitioners. Children who do not wish to take part in a group activity say so clearly, and happily select different activities.

Most children arrive eagerly at the setting and cope well as they separate from their parents and carers. Children form close bonds with practitioners, which has a positive impact on their well-being and motivation. Key workers ensure that children who are new to the setting aid others to settle in quickly. When needed, children receive gentle comfort and reassurance from practitioners. Children know that practitioners will respond effectively to their needs. For example, they approach them when they are hurt or upset and feel immediately comforted by them. Children feel a sense of belonging and smile as they receive praise for showing kindness to a friend or being an excellent helper at tidy up time. Staff praise them by stating phrases like well done, excellent and bendigedig.

Most children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement during a Valentine themed cooking session. Most children concentrate for an appropriate amount of time and respond positively to encouragement from practitioners. They listen to instructions well, for example when they join in with music and movement songs when sat in a circle. Many children feel a sense of achievement and pride when they succeed in activities, such as when they complete building a long bridge using large construction blocks and walk on it and jump over it.

Overall, most children develop their independence skills effectively. On arrival they happily take responsibility for storing their belongings. They hang up their coats and know where to place their lunch bags. Nearly all children complete self-care tasks independently. For example, they wash their hands and get tissues to wipe their nose. Children learn to serve themselves at snack time, peeling their own bananas and using tongs to serve themselves cut fruit. They also help efficiently to tidy resources at the end of the session.

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

Nearly all children make very good progress from their starting points. They are enthusiastic when talking about themselves or friends. For example, they talk about what they are making with dough and what they are drawing with chalks. They show enjoyment when listening and carry out simple tasks in response to instructions. Nearly all children join in with a daily prayer and they use Welsh to sing and to answer the register. Many children speak with confidence to adults and to their friends and have well-developed language skills and a broad vocabulary. For example, they enjoy taking part in conversations when talking about fire engines and monsters. Many children behave as readers when looking at books, choosing them independently and talking happily about pictures and stories with their friends.

Nearly all children join in enthusiastically with the activities of the setting. Many develop their mark making skills appropriately in both the indoor and outdoor areas using a variety of writing tools, such as chalks and pencils, water, paint and their hands. Nearly all children use mathematical language in their play successfully. They talk about big and small cakes in the dough area, numbers on hearts in the sensory tray and the quantities of toppings on their pizzas. Many children count reliably to ten in English and join in enthusiastically with counting activities.

Nearly all children develop their co-ordination appropriately. For example, they confidently scoop flour into bowls when making pizzas and they use wood to make pirate ships and aeroplanes. They use hammers, nails and screws to join pieces of wood and they use tweezers with accuracy to pick up marshmallows out of rice. Many children use spades and trowels in the sand area. They pour their own drinks and butter their own crackers. In the outdoors they use bikes and scooters and they run with enjoyment to get out of breath. They use bats to hit balls and their hands to explore paint. These activities support their hand eye co-ordination well.

Most children develop creative skills well. When learning about Saint Valentine's Day, they draw and stick a range of interesting resources to create cards and use sticks and colourful resources to decorate their play dough creations. Most children use information and communication technology (ICT) skills. For example, they use a tablet computer to take photographs of their creations. However, opportunities to develop their skills in this area are limited.

Care and development:

Practitioners communicate extremely well with children and create a calm and relaxed atmosphere. They are very positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills and leading to meaningful discussions during their play.

Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour, for example using distraction and positive reinforcement techniques. They praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

The setting has worked hard to improve procedures to support children with additional learning needs (ALN) and this is having a positive impact. For example, practitioners are aware of children's individual preferences and needs. They have collected favourite toys so that children can access them readily. They are aware of specific needs and know which children respond to which staff members well.

Practitioners implement the setting's policies and procedures effectively overall. They ensure that they implement effective hygiene procedures consistently. For example, they wash their hands regularly and follow the setting's nappy changing policy effectively. Practitioners are knowledgeable about their roles and responsibilities in relation to keeping children healthy. They support and encourage children to get fresh air and provide healthy snack choices. Practitioners are aware of the procedure to follow in an emergency and conduct regular fire drills. Appropriate incident and accident recording systems are in place and include enough detail and evidence of information sharing with the parents. Accident and incident records are up to date and checks are completed to help improve health, safety and effective risk assessments. First aid training is current and suitable for the ages of children. The safeguarding policy meets requirements and all staff have completed safeguarding training. However, some practitioners do not have sufficient understanding of the setting's safeguarding policy and procedures. They are not confident in relation to who they need to contact in the event of any safeguarding matters. Therefore, the setting's arrangements for safeguarding children do not meet requirements and give some cause for concern.

Practitioners focus well on the interests of the child, their individual needs and development. They work well together to build the children's confidence and resilience. Practitioners provide interesting opportunities for all children, which are led by the child's choices and decisions. They use some incidental Welsh at the setting, such as some words of praise, greetings and sing a few Welsh songs. However, at present the use of Welsh language with the children is underdeveloped.

Practitioners provide children with varied and valuable opportunities to learn about the world around them. They go on nature walks and walks within the community, for instance going to a nursing home, church and the local community café. Practitioners invite visitors to the setting and have help from the local horticultural society in growing their own vegetables and fruits. Children celebrate different cultures successfully by exploring festivals through using a range of craft materials and stories.

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

Practitioners have a secure understanding of how children learn through play and exploration. They provide children with a wide range of purposeful and stimulating experiences in the indoor and outdoor areas, for example making pizzas and using woodwork materials. Practitioners ensure that the provision is exciting, interesting and stimulating, and this is a strength of the setting. They allow children to make purposeful choices about where they want to play. This results in them engaging well in activities and they have plenty of opportunities to follow their interests and develop next steps in their learning.

Practitioners plan for children to develop a sense of awe and wonder, for example making potions in the outdoors and taking part in plenty of imaginative play. They encourage children to make choices and decisions about their play and use questioning very well to support understanding. Practitioners interact well with children to support play opportunities well.

Leaders and practitioners provide useful opportunities for children to develop their physical skills successfully. Practitioners encourage children to enjoy the outdoors through a range of exciting experiences, for example making potions, filling squirty water bottles and riding bikes. Practitioners also provide plenty of opportunities for children to use large apparatus such as balance bikes, hoops and scooters. They support the children to run and balance with increasing confidence. This ensures that the children are challenged to develop their physical skills and to enjoy the world around them.

Practitioners promote children's communication and problem-solving skills well. They encourage children to ask and answer questions and provide thought provoking comments about what they are doing, for example talking about what a pretend frog would eat, and how they would use their tongues to catch flies. Practitioners provide children with plenty of opportunities to look at books and they read stories with warmth, allowing the children to develop a love of books and stories. Practitioners encourage children to use a tablet computer to take photographs of themselves and their creations independently. However, opportunities to develop ICT skills across all areas are currently limited.

Practitioners provide children with beneficial opportunities to learn about other cultures and beliefs, through discussions, stories, songs and activities, for example singing in Welsh. Although they work hard to promote Welsh during sessions, they praise the children using Welsh vocabulary and sing simple Welsh songs about colours. This is currently limited and underdeveloped. They celebrate Chinese New Year, St David's Day and Easter, which promotes the children's cultural awareness well.

Practitioners make useful observations of what the children can do when playing. They gather information that fully identifies next steps in learning and ensure that children's interests are followed successfully. Practitioners are familiar with the requirements of Curriculum for Wales, and they challenge the children in their play appropriately. They regularly share information with parents, and offer ideas for learning and development at home. This supports families well. For example, they offer recipe ideas for healthy lunch boxes.

Environment:

Leaders ensure that the indoor and outdoor environments are safe and secure. Suitable risk assessments are in place, including daily checks. During the inspection, leaders implemented updated written daily opening and closing checks to improve the way they identify risks. Visitors access the setting after being admitted by a staff member and all visitors sign in and out of the premises. All required safety checks are completed within the required timescales, including fire and electrical tests. The premises are clean, and all practitioners practise effective hygiene procedures. They wipe down tables before serving food and wear appropriate protective clothing. The

toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to promote children's privacy and dignity.

The premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development. The outdoor area is stimulating and easily accessible, allowing free flow from the indoor environment. Leaders have arranged for children to have use of a local allotment. This enhances provision to support children's physical development well and overall learning.

Leaders provide an extensive range of developmentally appropriate toys and resources that engage children well. All toys and play equipment are clean and well maintained. The setting uses natural and sustainable materials in children's play effectively. Leaders encourage active learning through activities successfully, such as messy play, which encourages children to experiment and be imaginative. For example, children experiment with cooking and creating potions with water, mud and leaves in the outdoor mud kitchen. Most resources are stored at a low level so children can access them and make choices independently. There are sufficient play materials to promote cultural awareness and diversity effectively. This ensures that children gain an appropriate understanding of the world they live in. Furniture and equipment are suitable and of good quality.

Leadership and management:

Leaders are passionate and enthusiastic about the work of the setting. They 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 collaborative work, and this impacts well on outcomes for children. For example, practitioners discuss their activities and share the learning environment and resources effectively, often joining in to offer ideas and celebrate successes. They interact effectively with each other to support the children's learning well. 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 observations of the setting, enabling practitioners to reflect on the best way to arrange the learning environment. For example, after observing that children ran around indoors, they moved the furniture to reduce opportunities for this. 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 understand the ethos of the setting and know they want to act more sustainably by planting and growing a range of fruits and vegetables.

Overall, leaders deploy practitioners well and make excellent use of resources to support children's well-being, play and learning effectively. Systems for appraisal and supervision encourage reflection and identify areas for improvement successfully. Practitioners are supported to continually improve their skills and to progress in their qualifications. This has a positive impact, such as improving practitioners' confidence in providing exciting learning opportunities in line with the curriculum. Leaders make

sure that the setting meets the required numbers of suitably qualified practitioners to care for children safely. Practitioners feel valued and supported.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, leaders use the community to support their work. Worthwhile visits to a residential home and community café enhance the setting's work well. Practitioners keep parents and carers informed about what their children are learning and how well children are progressing effectively through a communication application, useful newsletters and regular informal updates.

The setting has strong links with the feeder setting and the local primary school, which supports children in their transitions into the setting and in their next stage of education very well.

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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