

The inspection of educational provision for children before compulsory school age

Nursery report on: Tiny Tots Daycare Nursery Clytha Square

Registered Nursery Education Inspector: Mary Dyas

Date of inspection: 4th and 5th February 2010

Contract number: T/074/09N

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Report on the inspection of nursery settings in the non-maintained sector

Name of nursery: Tiny Tots Daycare Nursery

Address: 1 The Avenue
Clytha Square
Newport

Post code: NP20 2FF

Telephone: 01633 222832

Person responsible for day-to-day management: Michelle Arnold

Position: Manager

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty’s Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five-point scale to record all judgements. Grade definitions are:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

1.0 Context of the setting

Context of the nursery setting

Tiny Tots Day Care Nurseries were established in February 1997 and have continued to expand until today they operate from three settings in the Newport area. The Clytha Square nursery operates out of a large semi-detached house close to the centre of the city, is open for 52 weeks a year and is registered to take up to 60 children from birth to eight years. The pre-school group can take up to 14 children and currently has 14 on roll of which 5 three-year-olds and 4 four-year-olds are in receipt of funded educational provision. During the inspection there were 3 three-year-olds and 5 four-year-olds present on the first morning and 2 three-year-olds and 4 five-year-olds present on the second morning.

The nursery is next to the Royal Gwent Hospital. Many of the children's parents and carers work there and bring their children from a wide area around the city from as far away as Barry and Monmouth. The children come from mainly advantaged homes and all speak English as their main home language. While there are no children with special needs attending at present the nursery has policies and procedures in place for their welcome and inclusion.

Positive arrangements are in place to enable children to settle easily into the nursery environment. A pre-visit is offered during which time parents and carers are able to leave their child for a short time while they discuss their needs and the principles and values of the nursery. Similar visits are offered when children move from one age group to another and on entry to the pre-school group parents and carers are given information about the Foundation Phase for Children's Learning and the types of activities to which their children will have access.

The pre-school room is brightly decorated with examples of children's work and well laid out with different areas of learning and a home role play area. Next door is a 'messy room' which is shared with the other groups in the nursery where the children can access water and sand, 'messy' crafts and topic linked role play. Toilets are freely accessed by the children. The outdoor garden area comprises a large paved area and an enclosed gray area equipped with a climbing frame. Activities are laid out daily to provide the children with a wide range of physical activities and the nursery has plans to further develop this area and also to develop space on the other side of their car park into a forest school learning area.

The nursery holds the Basic Skills Agency Quality Mark and was last inspected by the Care and Social Services Inspectorate Wales in August 2008. It was last inspected by Estyn in November 2003.

2.0 Main findings of the report

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

2.2 Standards achieved by children in the seven areas of learning

| Areas of learning | Grade for under-fives |
|--------------------------------------------------------------------------|------------------------------|
| Personal and social development, wellbeing and cultural diversity | 1 |
| Language, literacy and communication skills | 2 |
| Mathematical development | 2 |
| Welsh language development | 2 |
| Knowledge and understanding of the world | 2 |
| Physical development | 2 |
| Creative development | 2 |

2.3 Inspection judgement on the quality of education provided by the setting

| Quality of education | Grade for under-fives |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Quality of provision for children's spiritual, moral, social and cultural development | 2 |
| Quality of planning for children's learning | 2 |
| Quality of teaching | 2 |
| Quality of assessment and recording of children's progress, and reports for parents and carers | 1 |
| Quality of the relationships with parents, carers and the community | 1 |
| The extent to which the setting contributes to children's wellbeing | 1 |
| Quality of the leadership and management of the setting | 1 |
| The progress made by the setting in implementing the key issues for action identified in the last inspection report | 1 |

3.0 The standards achieved by children in the seven areas of learning

Standards achieved by 3-4 year-olds and by 4-5 year olds

3.1 Personal and social development, wellbeing and cultural diversity

Children's standards in personal and social development, wellbeing and cultural diversity are good with outstanding features.

Outstanding features

All children in the pre-school group are relaxed and happy in the setting. They come into the nursery happily and immediately settle to a quiet activity at the beginning of the morning before they gather together for breakfast. Most children show high levels of self-confidence as they explore and experiment with the activities which have been set out for them and make suggestions about things that they might do within a topic.

Relationships between children are excellent; many have been together in the nursery since they were babies enabling them to relate well to each other and demonstrate sensitivity, respect, care and affection. In some cases strong friendships have been formed between individuals. All children play happily alone and alongside others, displaying very good behaviour and self-control.

Good features

All children are developing appropriate levels of independence. They use the toilet independently and know that it is important to wash their hands afterwards and also before they have something to eat. At snack time and lunch time they help to give out cutlery. When going outdoors older children put on and take off coats, waterproof leggings and wellingtons and younger children try themselves and ask for help according to their stage of development.

The wide range of exciting and engaging activities planned for the children ensure that individually and in small group situations, children concentrate independently of adults for lengthening periods.

Shortcomings

No shortcomings were identified.

3.2 Language, literacy and communication skills

Children's standards in language, literacy and communication skills have good features with no important shortcomings.

Good features

Most children listen carefully to adults and follow instructions well. They readily talk and share their experiences and usually respond eagerly to questions and discussions.

In their play, children use language that is appropriate to the activity and begin to use the words that staff introduce to extend children's vocabulary.

Children handle books correctly as readers and look at pictures with interest. Most children recall songs, rhymes and the main events in a favourite story. Many older children can retell a story sequencing events accurately and predict what will happen next when sharing a book. Most children understand that words convey meaning and older children confidently recognise and read their own names.

Children enjoy mark making and use a range of different implements successfully, such as crayons, pencils and brushes. Almost all older children write their name unaided.

Shortcomings.

No important shortcomings were identified.

3.3 Mathematical development

Children's standards in mathematical development have good features with no important shortcomings.

Good features

Children develop a good understanding of mathematical concepts through their experiences in play. Most children confidently join in rote counting to ten while almost all older children recognise and name numbers and count accurately to ten.

Older children and a few more able younger children count beyond 10 and understand the concept of one more or one fewer. Most children are beginning to develop an understanding of one-to-one correspondence.

In their play, most children recognise and recreate basic patterns and sort, match, order and sequence familiar objects. All children have a sound knowledge of basic two dimensional shapes such as square, triangle, circle and rectangle and are able to name and identify their features.

Almost all children are developing an appropriate awareness of the passage of time through the order of their daily routines. They are beginning to use mathematical language and talk about containers being empty or full in their sand and water play. Most children are developing an understanding of the use of money through appropriate role play situations.

Shortcomings

No important shortcomings were identified.

3.4 Welsh language development

Children's standards in Welsh language development have good features with no important shortcomings

Good features

All children respond appropriately to simple instructions in Welsh such as 'gwrandewch', 'eistedd ar y carped' and 'golchi dwylo' and sometimes in the course of their play they use the words and phrases they have learned.

Children enjoy Welsh songs and rhymes and join in singing 'Bore da' during registration. Many children are becoming confident in recognising colours and a few older children can name up to five colours in Welsh. Many children can count to five and a few older children can count confidently to 10.

A few children choose to read Welsh picture books and while looking at the pictures they spontaneously recall and use the correct Welsh words and phrases from the story.

Shortcomings

No important shortcomings were identified.

3.5 Knowledge and understanding of the world

Children's standards in knowledge and understanding of the world have good features with no important shortcomings

Good features

All children have an understanding of weather, which is discussed at group time. Walks to the nearby park and places of interest and their daily play time outdoors have contributed to the children's understanding of the changing seasons. The majority of the children know the days of the week and are beginning to understand the concept of time within the context of their daily routines within the nursery.

Topic work allows for a good variety of planned activities, which include opportunities to make visits in the local environment such as to the Newport Transporter Bridge

and to local shops. Through these real life experiences the children are gaining an understanding of the importance of the environment.

Visitors to the nursery enable the children to learn about different people and they can identify and understand some of the work people do in the community, such as the doctors and nurses who work in the nearby hospital. There is a good range of photographs, displays and resources to support the children's learning. A 'finding out' table has a selection of objects which the children enjoy experiencing by looking through magnifying glasses.

Children have access to a computer and other technological equipment, however, this was not observed.

Shortcomings

No important shortcomings were identified.

3.6 Physical development

Children's standards in physical development have good features with no important shortcomings.

Good features

All children are able to use and handle a variety of tools confidently. They have opportunities to develop their fine motor skills through a range of activities and resources, such as cutting, sticking, painting, spreading butter on toast and tomato paste on pizzas and the use of malleable materials. Children choose what they want to do and staff encourage them by interacting with them and ensuring their safety.

Children move around the room and in the outdoor area confidently and safely and with increasing control.

Gross motor spatial awareness activities are further developed with a range of outdoor play equipment used for climbing, balancing and pedalling. Most children confidently ride a range of scooting, trundle and pedal vehicles confidently and safely around the outdoor space. Their gross motor control is developing well and they respond readily to moving in different ways such as running, jumping, hopping and walking.

Shortcomings

No important shortcomings were identified.

3.7 Creative development

Children's standards in creative development have good features with no important shortcomings

Good features

All children make good progress in their creative work in line with their age and ability and they use a wide range of materials and media to convey their ideas. They develop their skills well as they do collage work, modelling and painting. They can make independent choices of colour and use them effectively to create different paintings and prints. There is a good range of children's colourful work on display around the room showing examples of the children's developing skills.

The children enjoy the role play area which is currently a toy shop. Outdoors, the children enjoy imaginative role play in the home corner. Children respond well to effective questioning from adults, discussing their work and responding enthusiastically. Children know a variety of songs and sing them with confidence. They make choices about which songs to sing.

Percussion instruments are used when singing topic songs and nursery rhymes. The children participate in a range of dance activities

Shortcomings

Although there are no important shortcomings the constraints of the layout of the building mean that children's access to activities such as 'messy' play and role play are limited to certain times of the day.

4.0 The quality of educational provision

The quality of educational provision for 3-4 year-olds and for 4-5 year-olds

4.1 Quality of provision for children's spiritual, moral, social and cultural development

The quality of provision for children's spiritual, moral, social and cultural development has good features with no important shortcomings.

Good features

The nursery has clear objectives and values that are reflected in its daily life. The children are valued as individuals and they are treated with respect, care and affection. Children receive regular praise for their efforts and achievements, and they are encouraged at all times to work with their peers. Courtesy, and values such as honesty and fairness, are promoted very effectively.

Children receive opportunities to celebrate special days that are part of the Christian calendar and there is some provision for developing their awareness of diversity and for learning about some of the celebrations associated with the Divali festival and Chinese New Year.

Provision for the introduction to the Welsh language is appropriate and the children's cultural development is promoted by celebrations associated with St David's Day.

Shortcomings

There are no important shortcomings but the children's awareness of the diversity of beliefs, social and cultural traditions and the culture and traditions of Wales are underdeveloped.

4.2 Quality of planning for children's learning

The quality of planning for children's learning

Good features

Staff are familiar with the requirements of the Foundation Phase Framework for 3 to 7 year olds in Wales which is implemented through the planning. Long term planning is based on the skills framework of the Foundation Phase. These are linked to the medium term plans which identify activities to be covered under each area of learning. Planning for continuous provision identifies what children do, key learning intentions and resources and identifies any additional enhanced provision.

Short term focus plans enhance children's learning and meet the needs of individual children. They identify learning intentions, differentiation for different groups, resources and key questions. Observation notes are kept by all practitioners on individual children to inform the weekly planning.

Evaluations clearly identify next steps for learning. Continuity and progression is ensured as weekly plans are based on where each individual child needs to progress.

There is a good balance of adult led and child centred activities which provide equality of access and opportunities for all the children. Planning is flexible in order to meet the needs of the children. Resources support the learning intentions and help to stimulate and support children's interests.

Shortcomings

No important shortcomings were identified.

4.3 Quality of teaching

The quality of teaching has good features and no important shortcomings.

Good features

The quality of teaching is good and practitioners work well together as a team. They have a very positive manner with the children who are happy and confident in their care. They know the children well and are responsive to their needs. The good working relationships that exists between the staff and the children, together with staff knowledge and understanding of the Framework for Children's Learning for 3-7 year olds in Wales has a positive impact on teaching and learning.

Weekly planning shows that activities are planned to ensure a balance between all areas of learning and are differentiated to meet individual need. Children are grouped for focus activities according to age and level of ability. Practitioners are positively engaged in the children's learning, both indoors and out. The nursery provides a stimulating environment for children to learn through play and encourages children's involvement and enjoyment. Use of effective questioning helps to consolidate and extend children's learning across all areas of learning.

Good quality resources are used appropriately to support the planned activities.

Shortcomings

No important shortcomings were identified.

4.4 Quality of assessment and recording of children's progress and reports for parents and carers

The quality of assessment and recording of children's progress and reports for parents and carers is good with outstanding features

Outstanding features

All practitioners are involved in daily observations with a specific focus which are recorded and the information used to inform future planning taking into account the needs of individual children.

Children's individual records have been recently reviewed and dated notes are made under the seven areas of learning. These are updated termly to build up a comprehensive picture of each child's achievement and progress. Parents are encouraged to contribute comments to these records if they observe something of significance at home.

Termly records clearly identify future opportunities and possibilities and these form the basis for the next term's planning.

Good features

The baseline assessment recommended by the local education authority is administered when children join the pre-school group.

The nursery operates an open door policy and parents and carers are always welcome to discuss their child's progress or any problems they may have. There is an opportunity at the end of every term for parents and carers to view their child's latest termly record and to discuss their progress.

Shortcomings

No important shortcomings were identified.

4.5 Quality of the relationships with parents, carers and the community

The quality of the relationships with parents, carers and the community is good with outstanding features

Outstanding features

The nursery makes very good efforts to involve parents and carers in their children's learning. There are weekly home tasks such as things to bring in for their topic, finding baby photos or taking a photograph of their child opening a favourite Christmas present. These tasks are all closely linked to the activities taking place during the day and form a meaningful part of the children's experiences.

Once a week children choose a story book to take home. This is accompanied by a book in which parents and carers are encouraged to help their child to draw a picture and to comment on the child's response to the story.

Once a year the nursery holds a 'One Step Pals' course where parents and carers are given details about the learning curriculum and given the opportunity to take part in practical activities to see at first hand how their children learn.

When children move into the pre-school group all parents and carers are invited to an induction meeting where the manager shows them around the classroom and explain the philosophy and practice of the Foundation Phase.

Good features

At the beginning of a new topic parents and carers receive a newsletter giving details of forthcoming activities, focus words they may wish to reinforce with their children and ideas of ways in which they can help and reinforce the children's learning.

Children make many visits out into the community, usually linked with the current topic. They have visited the famous transporter bridge, the museum, town market and museum in addition to visits to the library and shops such as a local pet shop as part of their topic on animals.

Regular visitors enhance the children's experience of the world around them and the pre-school group have welcomed police officers, firemen, doctors, nurses, the nursery maintenance man and cook and a company providing exotic creatures for the children to observe. Wherever possible use is made of parents, who may be asked to come in to talk about their job or a special interest or hobby.

Shortcomings

No important shortcomings were identified.

4.6 The extent to which the setting contributes to children's wellbeing

The extent to which the setting contributes to children's wellbeing has good features with no important shortcomings.

Outstanding features

There are outstanding procedures in place to ensure the nursery contributes to children's well being, supported by a wealth of clear policies and procedures to safeguard children and ensure their health and well being. There are secure arrangements for the safety of children, who are very well supervised at all times. The anti bullying and behaviour policies are very effective in ensuring the children's well being.

Good features

There are well thought through procedures for safe conduct on visits, with appropriate risk assessments undertaken. Appropriate staff have recently undertaken update training for the protection of children and the administering of emergency aid. Accident and medicine procedures are adhered to. Snacks are healthy and nutritious, and children are encouraged to participate in vigorous activity in the outdoor area.

Shortcomings

No important shortcomings were identified.

4.7 Quality of the leadership and management of the setting

The quality of the leadership and management of the setting is good with outstanding features

Outstanding features

The nursery has clear aims and objectives that are focussed on the development and well being of the children.

Relationships within the nursery are excellent and staff work together for the common good. For example staff working with younger children in the nursery have attended a course providing an introduction to the Foundation Phase to give them insight into the recent developments in the pre-school group.

Monitoring of staff, provision of training and recognition of strengths are outstanding and achieved through a careful appraisal system which is followed up every two months with one to one meetings with the nursery manager.

Good features

Practitioners have attended a wide range of courses provided by the local education authority which support their personal and professional development. The setting enjoys a good relationship with the link teacher from the local education authority.

Since the last inspection the nursery has carried out a simple form of self evaluation identifying one or two targets for the year ahead and evaluating progress the following year. They have identified self evaluation as an area for development in the next year.

Shortcomings

No important shortcomings were identified.

4.8 The progress made by the setting in implementing the key issues for action identified in the last inspection report

The nursery has made outstanding progress in implementing the key issues for action identified in the last inspection report.

5.0 Recommendations

The setting needs to:

R1 Continue to develop children's awareness of the diversity of beliefs, attitudes and social and cultural traditions and of the culture and tradition of Wales

R2 Further develop the process of self evaluation for improvement.

R3 Continue to provide a well planned, stimulating high quality education for the children in their care.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to the Chair of the Early Years and Childcare Partnership or Children and Young Peoples' Partnership, as appropriate, and to the Local Authority. An evaluation of the action taken will form part of the next inspection.