Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Little Inspirations Day Nursery Tonyrefail

Tonyrefail Community Primary School
Gilfach Road
Tonyrefail
Rhondda Cynon Taf
CF39 8HG

Date of inspection: May 2023

by

Care Inspectorate Wales (CIW)

and

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

About Little Inspirations Day Nursery Tonyrefail

Name of setting	Little Inspirations @Tonyrefail
Category of care provided	Full Day Care
Registered person(s)	Little Inspirations Limited
Responsible individual (if applicable)	Jenine Gill
Person in charge	Claire Bailyes
Number of places	50
Age range of children	6 weeks to 12 years
Number of 3 and 4 year old children	23
Number of children who receive funding for early education	16
Opening days / times	Monday to Friday 7am to 6pm
Flying start service	Yes
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	20 August 2019
Date of previous Estyn inspection	No previous Estyn inspection report
Dates of this inspection visit(s)	23/05/2023

Summary

Theme	Judgement
Well-being	**Excellent**
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 Provide further opportunities for children to develop their digital skills

R2 Further develop the way practitioners adapt the provision to respond to children's learning

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: Excellent

Children have a very strong voice and clearly express their wishes in various ways, knowing that they will be understood by practitioners who know them well. For example, children are learning Makaton through the daily routine and many use it naturally as they sing. They make meaningful choices regarding their play, as they move freely between activities that interest them and are easily accessible. Children regularly express their feelings regarding aspects of their care, such as when they need to be changed or if they need sun cream to be applied.

Children are very well settled and are forming strong bonds with their peers and practitioners. Nearly all children arrive and enter the setting very happily, smiling and greeting practitioners as they say goodbye to their carer. Very few children arrive unsettled and those that do are supported by practitioners in a caring manner and reassured until they are taken to join their friends. Many children smile and laugh a lot, especially during a racing activity where they cheer each other on. They are comfortable in their familiar environment, and this is supported by some low level displays that include photographs of themselves and their family.

Most children are successfully learning to understand their feelings and manage their behaviour. They enjoy participating in many activities with their peers. A very few children find this a challenge at times but are gradually learning about the expectations for their behaviour and the daily routine. This enables most children to enjoy playing with their friends. Many children naturally use good manners and show

kindness to one another. Children of all ages are forming friendships, with many playing together and sharing toys appropriately. For example, children play for a significant period together with small world toys, chatting and using the figures imaginatively. Other children play co-operatively, taking turns to put sand into a bucket until it's full.

Children enjoy their play and learning enormously. They respond well to excellent opportunities to develop their skills through play and learning. For example, children aged under two enjoy practicing balancing and exploring prints in the sand. In the over two area, children enjoy learning about spatial awareness and anticipation, whilst riding on trikes around cones, stopping when a practitioner holds up their hand. Children are interested in activities and are curious learners. They play in the water tray for an extended period, pouring water into jugs to measure. They try releasing water down the tubes and experimenting with how they could redirect it by moving the tubes. They persevere with moving the tubes for many minutes until the water goes to where they want it to go.

Children are developing their skills well. Nearly all children are learning to do things safely for themselves. Older children can access the toilet facilities independently and are supported to look for their bag on their hook if they need it. Younger children are supported to eat independently and, occasionally, children are able to pour their own drinks and serve themselves extra food if they want it.

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

Nearly all children make good progress from their starting points during their time at the setting. They are happy and curious and engage well with the learning experiences available to them. Many children develop thinking skills well and solve problems as they naturally occur during their play. For example, when the water tray was nearly empty, the children had to transport water from another tray to continue with their play.

Children develop a strong interest and curiosity about their environment. They ask useful questions about their surroundings and enjoy conversations. For example, during snack time they engage in rich conversations about where their fruit comes from and why we recycle food waste.

Most children's literacy skills are progressing well, and they have a keen interest in books, turning pages carefully and enjoying the content when practitioners read to them. They retell familiar stories including repetitive phrases. For example, they retell the bear hunt story during small world play and sing rhymes like Five Little Ducks, using puppets to show their friends.

During their play most children handle small tools with increasing control. Many play for long periods in the role play area, snipping noodles with scissors, using tongs and chopping leeks to make stew. These worthwhile, real life experiences support children's fine motor skills effectively. Nearly all children enjoy being physically active

and spend long periods in the outdoors. They confidently balance on logs, pedal trikes, push wheelbarrows and search endlessly for minibeasts.

Many children develop their mark making skills appropriately and experiment with chalks, paint and pencils. A few children draw pictures of bugs they find and accurately count the spider's legs. Most children used mathematical language appropriately in their play. For example, when playing with dough, they create worms of different lengths. Many recognise different shapes confidently as they play in different areas of the learning environment.

Nearly all children develop Welsh skills systematically, naming colours, counting and using simple words confidently in their play.

Many children show enjoyment and pleasure as they develop their creative skills effectively. For example, they dance expressively and actively join in with the visiting Yoga Instructor. During their play, many children show good imagination and creativity.

Care and development: Good

Practitioners have a sound understanding of how to keep children safe and healthy. They supervise children well during their play, allowing them to move within their play areas and outside freely. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners implement good hygiene routines, such as wearing aprons and gloves when changing children's nappies, and cleaning areas ready to prepare and serve snacks and drinks. Practitioners are clear regarding providing a healthy menu in line with children's individual food preferences and provide free access to drinking water throughout the sessions. Practitioners explain the importance of keeping themselves healthy through keeping hydrated and by washing their hands. A child proudly repeats the word 'hydrated' as they tell other children to have a drink.

Practitioners manage children's interactions well. They praise good behaviour and achievements at every opportunity, and this supports a positive ethos at the setting. They implement the behaviour policy in a consistent, fair and extremely calm manner. For example, they use simple reminders such as 'be careful', 'use kind hands', and 'let's help our friends'. They explain the dangers of unwanted behaviour such as running too fast, throwing toys and being unkind, in a clear way so children can understand the expectations of their behaviour and the impact on their friends. Practitioners implement effective strategies to support children who need additional encouragement to manage their own behaviour. They work sensitively with children to find solutions to any issues and generally act promptly to distract children before they lose control of their emotions.

Practitioners implement very good systems to identify and support children with additional learning needs. They work with relevant agencies to effectively put into operation children's individual health care plans, risk assessments and play plans. Practitioners know the children very well and work closely with parents to ensure that they are working together to provide appropriate support for their child. Practitioners

maintain good records of observation and assessment, which supports children's play and development successfully. They use this information to plan exciting and stimulating activities, based on up-to-date training and knowledge. Practitioners introduce a wide range of Welsh vocabulary as children arrive at the setting, during registration and play. For example, they refer to colours, numbers, parts of the body and days of the week. They use simple instruction in Welsh, such as asking children to tidy up or sit down. Children respond positively by repeating words and responding to instructions. Practitioners provide interesting opportunities for children to celebrate cultural events, and resources, reflecting a diverse society.

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

The setting has a welcoming atmosphere where all staff feel valued, and the children are confident and well supported. Practitioners plan interesting and purposeful learning experiences that follow children's interests successfully. Practitioners have a sound understanding of child development and the importance of allowing children to learn through play and exploration. For example, children mix colours in the water tray to make different coloured potions.

Practitioners' interactions with children are warm and sensitive. They respond well to children's invitations to play and are good language role models, providing children with a range of vocabulary, for example when they race animals down the guttering, making predictions about who will come first and second. Practitioners make effective use of praise and encouragement to enhance learning and well-being. Visual reminders are in place to support children with transitions throughout the day. This has a positive impact on children's understanding of what is going to happen 'now' and what will happen 'next.'

Practitioners provide children with a good range of experiences that enable them to take their time to explore, investigate, and develop their ideas and thinking. Practitioners take notice of children's interests and fascinations and respond to these suitably through providing resources to enhance their curiosity, for example providing magnifying glasses and factual books about minibeasts for their bug hunt.

Practitioners provide suitable learning experiences that promote children's creative, moral, spiritual, and cultural development. They provide effective opportunities for children to learn and care about living things. For example, practitioners foster a sense of awe and wonder through encouraging children to look for signs of nature in the outside area, and through visits from a local gardener.

Practitioners provide worthwhile opportunities for children to learn about Wales and its culture. For example, on St Dwynwen's Day they had a visitor to read Welsh stories to the children. They display pictures of Welsh castles and local landmarks within the setting and talk about what makes us proud to live in Wales. Practitioners develop children's Welsh language skills well, and this is a strength of the setting.

Practitioners know their children exceptionally well and regularly discuss how they can support their progress. The setting has recently moved to a responsive planning

approach. Practitioners use assessments and observations effectively to inform future experiences and support next steps in learning. However, these processes have not yet become fully embedded. Practitioners plan an effective range of activities and resources to support the children's literacy, numeracy, physical and creative skills. However, practitioners do not always ensure that children can apply, develop and extend their digital skills. Practitioners have begun their approach to the Curriculum for Wales and have a suitable understanding of how it supports children's development and learning. This has had a positive effect on provision.

Parents are kept well informed about their child's progress and how they can help support them through the parent app, daily informal discussions, and termly written reports. Practitioners know the needs of children with additional learning needs exceptionally well. They develop strategies based on assessments and work in partnership with outside agencies to identify children's individual targets and next steps.

Environment: Good

Leaders provide a very safe and secure environment. They have policies and procedures in place to ensure that practitioners are clear regarding health and safety in the building and outside. Leaders monitor robust risk assessments and daily checklists support them to identify any risks that arise. They place information in key places to remind practitioners of aspects such as the fire evacuation procedure, handwashing procedures and checks on the sun UV rays status. A few practitioners have been trained in areas of health and safety, and there is a practitioner designated as lead in this area. Leaders liaise with the owners of the building regarding maintenance and ensure that all required safety checks and servicing of systems, such as fire alarms, are up to date. All rooms are clean and very well maintained. Practitioners undertake regular fire evacuation drills with the children and are confident with the setting's procedures.

Overall, leaders organise the space well, with children's needs at the forefront of the design. They provide suitable care and play areas for different aged children. Leaders ensure that good facilities are in place for the Flying Start provision and funded education sessions, and this is kept under regular review. Practitioners adapt areas for children to eat, and there are very good toilet and nappy changing facilities that respond well to children's individual needs. Within the younger base room, practitioners set up an appropriate sleep area daily. Staff ensure that children who do not sleep can access a good range of play activities. Leaders have designated a specific area where non mobile babies are cared for and this has separate facilities, giving them security and a safe area to have their needs met. Leaders have designed the environment so that children have the option to play indoors or outdoors. They have a fixed canopy in the younger children's outdoor area, which allows children to play outdoors safely in the sun. Children have use of an outdoor classroom for activities and practitioners regularly use this area to provide meaningful experiences for children. Practitioners make good use of the wall space to provide children with a sense of belonging as photographs and children's craft work are displayed mainly at children's eye level.

Leaders ensure that there are plenty of excellent resources to stimulate the children's interest and imagination and support them to succeed in all aspects of their development. As a result, most children are curious and enjoy experimenting with a wide range of resources. Learning areas are changed regularly to maintain children's interest and extend their skills. For example, a role play area was set up as a travel agency, with resources reflecting the world around us. There is a focus on developing children's curiosity, with 'real' resources and natural materials, that provide children with rich opportunities to play in a cosy and welcoming environment.

Leadership and management: Good

Leaders share a clear vision for the setting, based on the well-being of children and practitioners. The person in charge promotes a positive and happy ethos, where the children's well-being is at the centre of decision-making. As a result, children experience a warm, caring and nurturing environment. A few staff are trained in mental health first aid, and as a result staff feel well supported. Leaders ensure that practitioners have clear roles and responsibilities and set high expectations for all practitioners. There is a clear statement of purpose that is an accurate representation of the setting. Leaders develop effective policies and procedures that ensure consistent practices.

Leaders follow safe recruitment and induction procedures, to employ suitably qualified practitioners and provide useful opportunities for all practitioners to access professional development opportunities. For example, practitioners have recently attended training on responsive planning and the Curriculum for Wales. This has had a positive impact on practitioners' approach to teaching and learning.

Leaders provide regular supervision and appraisal, which focuses on practitioner well-being and identifying future training needs effectively. However, monitoring systems do not always encourage reflection and assess practice to ensure continuous setting improvement.

The setting's self-evaluation process helps leaders to identify strengths and areas for development. Practitioners feel that their ideas are valued and, as a result, there is a strong culture of improvement. Leaders set appropriate actions that bring about the desired improvements. For example, the setting has further developed strategies to embed person-centred planning, and as a result the setting supports children with additional needs effectively.

There is a strong relationship with the local authority early years advisory teacher and leaders respond positively to recommendations for improvement. Transition arrangements for children to start school are well established and include visits to the school and detailed reports. This ensures that children are confident to move onto the next stage in their learning journey.

Leaders make good use of funding streams, including the Early Years Development Grant. For example, they have committed funds to develop the outdoor learning area, which has enhanced the provision for children's play successfully.

The setting has a range of beneficial partnerships that improve the quality of the provision and outcomes for children. For example, practitioners visit local settings to support professional dialogue and share good practice. Worthwhile visits to the local fire station, charity shop, food bank and nearby farm enhance the children's learning and sense of belonging successfully.

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

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Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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