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

Happitots and Tinytots

Welshpool Church in Wales
Salop Road
Welshpool
Powys
SY21 7FA

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

About Happitots and Tinytots

Name of setting	Happitots and Tinytots
Category of care provided	Full day care
Registered person(s)	Welshpool Church in Wales Primary School
Responsible individual (if applicable)	Wendi Terry
Person in charge	Anna WygoldLouise Simister
Number of places	44
Age range of children	2 to 5 years
Number of 3 and 4 year old children	10
Number of children who receive funding for early education	10
Opening days / times	Monday to Friday 9:00 – 15:00 Term time only Monday to Friday 9:00 – 11.30 in Holidays (flying start only)
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	This is the first inspection post registration
Date of previous Estyn inspection	This is the first inspection post registration
Dates of this inspection visit(s)	28/11/2023

Summary

Theme	Judgement
Well-being	**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 Ensure that staff supervision and appraisals encourage reflection and monitor practice to ensure improvements in teaching and 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: Good

Nearly all children have a strong voice to make regular choices and decisions about what and how they play. They move confidently around the indoor and outdoor learning areas, and most choose resources effectively. For example, they move from one table to another choosing to print with paint, create a Christmas collage or make cakes out of clay. They know that practitioners give full consideration to their wishes and feelings. As a result, children are confident to choose when they wish to sit at the table for snack time and are happy to tell practitioners when they want to go to the toilet. Most children develop good socialising and interaction skills and share happily when playing. For example, they work together to open wrapped Christmas presents and wait their turn patiently to share scissors when cutting tape.

Children are happy on arrival at the setting and settle quickly. They smile and cope well when separating from their parents and carers. Children feel safe in the care of the practitioners. They enjoy spending time looking at books together and are keen to share their news. Children are familiar with the setting's daily routines and know what comes next. They socialise, chat, laugh and sing while playing. Children develop close and warm relationships with practitioners and interact well with visitors. They talk enthusiastically about their play and their families.

Most children are lively and enthusiastic. They enjoy spontaneous activities and are full of excitement when experimenting, for example, when creating a "*seashell soup*" in the mud kitchen. They co-operate well in the preparation filling and emptying cups, mixing and stirring the frothy water and shells. Most children develop their physical, literacy, numeracy, and creativity skills effectively. They take pleasure in performing

puppet shows in the theatre, while other children sit and watch intently, clapping and praising the children when the show has finished.

Most children develop good independent skills and persevere purposefully when learning. They show pride when completing tasks such as spreading butter on the crackers and show enjoyment when they are praised and when they succeed. Children take responsibility for helping practitioners with daily tasks such as cleaning up after they've finished eating their snack. They place the leftovers in the food bin and place their dirty plates back on the tray.

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 their independent skills well and solve problems as they naturally occur during their play, for example putting on and taking off their wetsuits and wellies after playing outdoors.

Most children develop a strong interest and curiosity about their environment. They ask useful questions about their surroundings and enjoy joining in conversations. For example, during snack time they engage in rich conversations about their birthdays, asking how old each child is, and who's birthday is next? As a result, children are beginning to develop a sense of belonging and feel part of the group.

Most children's literacy skills are progressing well, and they have a keen interest in books, turning pages carefully and enjoying the content. A few children skilfully retell familiar stories using puppets. Nearly all are developing their mark-making skills effectively through a range of beneficial opportunities. These include painting, sponging, stamping, and drawing. Many children wallow in the magic of writing Christmas cards to send to Father Christmas and posting them in the letterbox.

During their play, most children handle small tools with increasing control. Many play for long periods in the mud kitchen and role play area, using tongs to carry hot food and small utensils to stir and ladle out their sea shell soup. These worthwhile, real life experiences support children's fine motor skills effectively.

Most children use mathematical language successfully in their play. For example, when playing with dough, they count the number of candles that are on their birthday cupcakes. They talk about big and small bowls during their role play and identify full and empty in their creative play when they need more glue or paint.

Nearly all children enjoy being physically active and spend long periods in the outdoors. They balance on planks, ride balance bikes and pedal trikes confidently, and create their own obstacle courses out of recyclable materials for them to walk along.

Nearly all children show enjoyment when joining-in with Welsh songs and rhymes. Many children show enjoyment and pleasure as they develop their creative skills

effectively. For example, they dance expressively and use musical instruments as they sing familiar songs.

Nearly all children select activities and resources independently. They make decisions about what to use and talk excitedly about what they are doing. Nearly all use a range of different materials and resources effectively, persevering with their task. They seek help willingly if needed.

Care and development: Good

All practitioners follow sound systems and procedures to ensure children's health and safety. They have a good understanding of their responsibilities and provide good opportunities for children to develop according to their age and ability. Practitioners lead conversations with children effectively, according to the individual ability of each child. All practitioners are kind, caring and supportive, and interact with children in a warm and gentle manner. This creates a positive, happy, and engaging atmosphere at the setting. Practitioners know their children well and talk to them sensitively to ensure they feel safe and happy.

All practitioners have current first aid and food hygiene certificates, which ensures their understanding of the processes to follow. Hygiene procedures and practices are effective, and practitioners encourage children to independently wash their hands at appropriate times. Leaders provide healthy snacks for children including milk or water to drink. All practitioners keep suitable records of accidents and incidents. They have up to date child protection training and are able to discuss any problems or concerns that arise confidently. The setting's arrangements for safeguarding children meet the requirements and pose no cause for concern.

Practitioners understand the behaviour management policy well. They speak to children, on their level and in a language that they understand, for example using signs, explanations, and distraction successfully. Practitioners are effective behaviour role models. They have good knowledge of the children's needs and likes and dislikes. They respond appropriately to information provided by parents at registration and are knowledgeable about the needs of individuals.

Practitioners provide effective opportunities for children to develop their understanding of their Welsh culture and the wider world. They provide a variety of toys, resources and books that extend the children's understanding and awareness. As a result, children learn how to treat people from different cultures with respect. For example, they learn about Chinese New Year, Diwali, as well as St David's Day, Easter and Christmas. Practitioners use incidental Welsh songs, words, phrases, and greetings effectively to develop children’s understanding of the Welsh language.

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 warm, welcoming atmosphere where all staff feel valued, and the children are confident and well supported. Practitioners in the setting are skilful, observant, and interested adults who provide authentic and engaging experiences which are meaningful and relevant to children’s interests. Practitioners have a sound

understanding of child development and the importance of allowing children to learn through play and exploration. For example, children mix different coloured paint together to make new colours and are curious about what could be in the wrapped presents.

The setting is implementing the requirements of the Curriculum for Wales appropriately and has a good understanding of how the developmental pathways support children's all-round development. As a result, the environment is purposeful, and child led. Practitioners' interactions with children are warm, sensitive, and nurturing. They model a joyful approach to learning and respond well to children's invitations to play. For example, having their hair styled in the hairdressers and booking their next appointment.

Practitioners make best use of teachable moments that occur naturally as they engage in children's play. These opportunities are used to support children's development and offer challenge. For example, modelling how to write their names when writing Christmas cards.

Practitioners recognise that every child in their setting is unique, this is evident in their skilful management of children with emerging needs. Basic signs are in place to support children with transitions through the session, and to help practitioners meet children's needs. For example, during snack time a few children use these signs to support their friends; to encourage sitting and waiting, asking for more snack, explaining they are hungry and saying thank you. 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 effectively to identify children's individual targets and next steps.

Practitioners place a positive emphasis on developing children's spiritual, moral and social skills. They provide worthwhile opportunities for children to learn about Wales and its culture. They display pictures of Welsh castles and local landmarks within the setting and talk about what makes us proud to live in Wales. In addition, they celebrate diversity successfully by reading stories about other people's experiences around the world and studying festivals such as Diwali.

Practitioners know their children exceptionally well and regularly discuss how they can support their progress. The setting has moved to responsive planning which follows children's lead and interests. Practitioners are beginning to understand and use this approach appropriately. Practitioners use assessments and observations effectively to inform future experiences and support next steps in learning. Leaders have recently attended training on the new assessment arrangements and are being well supported by their advisory teacher to implement these within the setting.

Parents are kept well informed about their child's progress and how they can help support them through daily informal discussions, and written reports.

Environment: Good

The environment is safe, inviting and offers valuable opportunities for children inside and outside the building. Written risk assessments outline the steps that have been

taken to reduce or prevent the risk to children. Leaders keep a record of all children, staff, and visitors to the setting. They ensure that main doors are kept locked, and implement a robust system for controlling access to the site. Leaders ensure that the building's maintenance records are up to date.

Practitioners ensure that the play areas are interesting, attractive, and colourful. They create a sense of pride and belonging in the children by displaying photographs of them undertaking activities and examples of the children's work on the walls of the room. Leaders provide designated areas for children to store their personal items. They decorate the environment using natural tones and materials to create a calm and relaxing atmosphere for everyone who visits the setting.

The environment offers good opportunities for children to play and learn indoors and outside. Leaders ensure that facilities are suitable to promote and respect the children's privacy when they use the toilet and when having their nappies changed. The doors from the main room to the outside area are open throughout the session, as a result, the children can choose where to play as they wish. The outside area enables children to develop physical, creative, and investigative skills. For example, children race cars down a drainpipe and when one gets stuck, they discuss what they should do to unblock the pipe to release the car. Leaders use a variety of play and learning materials effectively to promote children’s cultural awareness, including Welsh heritage and diversity. This promotes children’s understanding of the world well.

The furniture, equipment, toys, and resources are appropriate and of good quality, and are carefully maintained. Practitioners keep resources at a low level this enables children to choose what they want to play with and to follow their individual interests independently. As a result, children are familiar with reaching for and returning resources to their appropriate places.

Practitioners follow effective procedures to keep the environment and equipment clean and in appropriate condition. They ensure that children are carefully supervised in a safe environment. Leaders conduct regular fire drills, ensuring that everyone involved knows how to leave the setting safely in an emergency.

Leadership and management: Good

Leaders are dedicated and share a clear vision for the setting that is based on the wellbeing of children and practitioners. They convey this vision appropriately to all practitioners and stakeholders. Practitioners feel well supported and are comfortable to approach them with concerns and ideas.

There is a clear statement of purpose that provides an accurate picture of the setting, ensuring that parents can make an informed choice about the care and education of their child.

The settings self-evaluation processes help leaders identify what works well and what they need to improve. For example, after observing that children’s self-help skills needed developing, practitioners looked for ways to promote independence naturally in the daily routine. They introduced opportunities for children to pour their

own drinks and butter their own crackers. This has had a positive impact on developing children's self-help skills and an improvement in their sense of wellbeing.

Leaders follow safe recruitment and induction procedures. Practitioners are suitably qualified and have a wealth of experience of working with young children. All practitioners access beneficial professional development opportunities. For example, they have recently attended training on Curriculum for Wales, and as a result 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. However, they do not always encourage reflection or monitor practice to ensure improvements in teaching and learning.

Transition arrangements are well established with effective systems in place to support children to transition from home to setting and setting to school. This ensures that children are confident to move onto their next stage in education. Previously, the setting has successfully captured this good practice and been able to share this with other settings in the form of a case study in partnership with the local authority. There is a strong culture of setting improvement and practitioners feel well supported by their local advisory teacher.

Leaders have established good communication links with parents. They take considerable time to greet parents and children at the start of each session. As a result, parents speak positively about their relationships with leaders and practitioners in caring for and supporting their child.

Leaders make good use of the funding the setting receives and focus spending on making effective improvements to support children's learning. For example, they have purchased and resourced a mud kitchen to provide authentic experiences for the children. In addition, they provide wet weather suits for all children, which enables them to choose to play in the outdoors for lengthy periods of time.

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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