



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

A report on

Ton Tiddlywinks

**25 Gelli Road
Ton Pentre
Rhondda
RCT
CF41 7LR**

Date of inspection: March 2024

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Ton Tiddlywinks

Name of setting	Ton Tiddlywinks
Category of care provided	Full Day Care
Registered person(s)	Sara Phythian
Responsible individual (if applicable)	N/A
Person in charge	Amy Bates - Moss
Number of places	19
Age range of children	2-4
Number of 3 and 4 year old children	11
Number of children who receive funding for early education	11
Opening days / times	Monday – Friday 8:30 – 17:00
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	
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	4 July 2023
Date of previous Estyn inspection	First inspection
Dates of this inspection visit(s)	19/03/2024

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	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure children have prolonged periods of uninterrupted play to become engrossed in activities that interest them
- R2 Improve opportunities for children to develop their digital skills
- R3 Ensure self-evaluation processes clearly identify all areas for improvement

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

Most children are happy and enjoy their time in the setting. They receive kind and appropriate care that supports their wellbeing effectively. Nearly all children move confidently between areas and activities and select toys and resources that interest them. Many children are confident communicators expressing themselves verbally and non-verbally in the knowledge that practitioners will respond and listen to their preferences during activities respectfully.

Nearly all children enter the setting happily and are greeted warmly by practitioners. They cope well with separation on arrival and those who need extra support receive kind and nurturing care. They develop strong bonds of affection and attachment with practitioners and enjoy participating in play activities together. Many children are familiar with the routines of the day. For example, they put away their belongings in the cloakroom and remember the steps to complete tooth brushing successfully.

Most children listen to instructions well. They behave appropriately and respond positively to encouragement from practitioners, which helps them to develop their confidence and self-esteem. Most children interact well with each other and are beginning to share, take turns, and accept practitioners support when they find this process difficult. Most children show patience and understanding towards one another, for example, when waiting their turn at snack time.

Nearly all children are active and motivated in their play and learning. They enjoy exploring the environment and the activities and resources on offer to them. They have worthwhile opportunities to engage with a wide range of adult led and free play activities where they lead and shape their own play. Many children display focus and sustained engagement in their play and learning in line with their age and stage of development. For example, they concentrate well and take suitable care when using knives to cut fruit in half. Many children develop their independent skills well. For example, they wash their hands, serve drinks and food at snack time independently. Nearly all children begin to use and access the toilet facilities with varying degrees of support.

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

Many children are happy and curious and engage in learning opportunities available to them readily. They make appropriate progress from their individual starting points and enjoy following their own interests and fascinations. For example, they mix mud and water to explore new textures in the outdoor water tray with enthusiasm.

Many children are developing their communication skills effectively. They listen and respond to instructions and questions with simple words and phrases and a variety of nonverbal means of communication well. Many children chat to their friends as they play and enjoy listening to rhymes and songs and join in with actions appropriately. Many children enjoy looking at books and hearing stories being read aloud. They experiment with mark making activities effectively, such as drawing on clipboards, painting pictures and using chalks on large boards.

Many children respond to greetings and simple directions in Welsh during their play. A few children name colours in Welsh and join in with the repetitive words in familiar rhymes at circle time enthusiastically.

Many children are interested in numbers and count to three reliably. For example, they count vegetables in the role play kitchen when they make soup enthusiastically. They explore the shape of digits, following the shape of number moulds with their fingers when playing with dough confidently. Many children enjoy experimenting with mathematical equipment, such as using weighing scales to find heavy and light pieces of wood. They are beginning to recognise a few shapes such as circles and triangles and match wooden shapes to number cards with support. Many children enjoy using a large tablet computer to play games that support their language and mathematical skills competently. However, overall, children's digital skills are underdeveloped.

Most children are physically active. They ride bikes and navigate through tunnels and travel over balance beams with accuracy and control. They use a wide range of small utensils confidently. For example, they cut vegetables with knives to make soup and mash soft potatoes to investigate their properties.

Many children solve problems as they occur naturally during their play and exploration. For example, they work out the best ways to carry wooden blocks to construct buildings in the garden.

Many children develop their creative skills appropriately. For example, they explore how music instruments make sounds and make pictures using paint and chalks. They enjoy growing and harvesting a range of fruit, flowers, and vegetables in the setting's allotment. This promotes a sense of wonder about the natural world around them effectively.

Care and development: Adequate

Practitioners understand how to keep children safe and healthy. They support and encourage children to engage in physical play outdoors and provide healthy snack choices. They implement policies and procedures consistently and are confident in their roles and responsibilities. For example, they follow the medication policy competently, recording incidents and accidents appropriately, meeting the needs of children with allergies safely. Practitioners employ good hygiene practices, washing their hands regularly and responding to intimate care such as nappy changing appropriately.

Practitioners understand their responsibility to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners practice fire drills with children regularly, and as a result they are aware of the procedures to follow should there be an emergency. The attendance of children and practitioners is appropriately recorded and generally, practitioners supervise children well.

Practitioners are kind, caring and nurturing. They communicate with children in a warm and friendly manner and create a fun and lively atmosphere. Many practitioners are positive role models for children and interact well with them during their play activities and routines.

Practitioners promote positive and caring behaviours with children. For example, they encourage them to use 'kind hands' when developing the skill of turn taking. Practitioners respond well to children's attempts to communicate and use basic sign language to strengthen understanding with those children who are non-verbal. Practitioners are responsive, they listen well and chat and laugh with children as they play. However, at times the noise level within the setting disrupts children's focus and attention and as a result they lose interest in their play and learning.

Practitioners are committed to providing a suitable range of play and learning activities. They support children well in their play and look for beneficial opportunities to extend children's learning. The setting has effective procedures in place to support children with Additional Learning Needs. (ALN) For example, practitioners complete play plans with appropriate targets to promote children's learning and development. They share reviews and next steps with parents and carers effectively.

Practitioners keep parents and carers well informed about their child's progress. They track children's progress appropriately and have a secure understanding of the developmental stages.

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

Practitioners have a sound understanding of how children learn through play and exploration. They plan stimulating activities that capture children's interests appropriately and ensure resources promote children's natural curiosity well. For example, they provide real vegetables and knives in the role play kitchen for children to make meals.

Practitioners, develop friendly and caring relationships with children and encourage them to explore the areas of provision appropriately. They use questions effectively to extend children's thinking and encourage them to investigate how things work in their play. For example, they support them to find the most appropriate utensil to cut vegetables when playing in the role play area. However, due to the organisation of the daily routine within the setting there are limited opportunities for children to engage in long periods of uninterrupted play. As a result, there are insufficient opportunities for children to become fully engrossed in activities, where they can follow their fascinations and play ideas at their own pace.

Practitioners provide useful opportunities to develop children's literacy and communication skills. They encourage children to engage in conversations with each other and promote appropriate ways for them to express their needs. They provide suitable opportunities for children to engage with books independently and enjoy having stories read to them. In addition, there are appropriate opportunities for children to explore making marks with different implements, such as paintbrushes, pencils, flour, and mud.

Practitioners model Welsh well throughout the session. They use simple greetings, instructions, and questions, such as whether they want milk or water to drink at snack time. They encourage children to join in with simple Welsh songs and rhymes during whole group sessions.

Practitioners provide a few opportunities for children to develop their digital skills. For example, when using a large tablet to play simple games to support their learning. However, overall, there are insufficient resources to promote the development of children's digital skills. There are beneficial activities and resources for children to develop their early mathematical skills in the areas of provision within the setting. Here children explore concepts such as weight by using scales to find heavy and light pieces of wood and use natural materials to count.

Practitioners support the development of children's spiritual, moral and cultural development well. They provide a suitable range of cultural resources such as dolls, costumes, and books. The setting celebrates festivals from a range of cultures and beliefs. These experiences support children's understanding of people's lives and beliefs that may be different from their own.

Practitioners plan activities that promote the cultural heritage of Wales appropriately, for example through celebrating events such as St David's Day and cooking and sampling foods such as Glamorgan sausages. The setting uses resources such as photographs of Welsh landmarks to enrich the environment, and support children's sense of belonging.

Practitioners are beginning to develop effective ways to make regular and useful observations of children's play. They use the information gathered to evaluate how well children are progressing in their learning and development across the developmental pathways. This helps them to identify children's interests and next steps in learning suitably. Practitioners share this information with parents and carers through regular written reports and useful daily updates. This ensures that they are kept informed of their child's progress.

Environment: Good

Leaders ensure children are cared for in a safe and secure environment. Effective safety systems are in place, including written risk assessments and robust daily checks, which reduce or eliminate potential hazards. There is a suitable system to manage access to the setting and they record details of visitors consistently. The setting is well maintained and clean, with effective cleaning schedules in place.

Leaders provide children with a welcoming and attractive environment, decorated in a neutral and calming style. They ensure that there are suitable opportunities for children to be active and independent and that there is space to facilitate children's play and learning. The room is effectively organised and resourced with designated areas for children to engage in imaginary play and places that they can retreat to where they can relax and rest. The environment is decorated with displays of children's creative work and photographs of them on various activities and outings. This helps to give children a sense of belonging and a feeling of pride in their work and what they have achieved.

Leaders provide a dedicated outdoor area for play and learning. The space is compact but well laid out and provides children with beneficial opportunities to develop their physical and social skills. For example, practitioners encourage children's curiosity and extend their involvement with books, stories and rhymes in the allotment and newly acquired outside book area. Practitioners display children's craftwork, family photographs and educational posters throughout the setting. This helps to create a stimulating environment and gives children a worthwhile sense of belonging.

The setting has a wide range of good quality resources that are suitable for the ages and stages of development of children. Practitioners enhance indoor areas of learning well. For example, they provide real kitchen equipment, such as saucepans and utensils in the home corner. They provide natural materials to support children's learning effectively. Toilet facilities are suitable for children and easily accessed from the main room. Furniture is at a suitably low level, which allows children to use and access it independently.

Leadership and management: Good

Leaders share a clear vision for the setting based on ensuring children learn and develop by following their interests in a safe and stimulating environment. They share this vision with practitioners, parents, and carers successfully. Leaders have developed an effective range of policies and procedures, which are shared with parents and carers well. There is a comprehensive statement of purpose that

provides an accurate picture of the setting, allowing parents to make informed decisions around the suitability of the setting for their child.

Leaders are establishing a new team of practitioners and are supporting them to develop appropriate teamwork and communication systems to aid them in their work. To achieve this, there are regular team meetings with opportunities for all practitioners to reflect on their practice. Leaders have developed effective recruitment and induction processes and there are sufficient and appropriately qualified and experienced practitioners at the setting. Leaders conduct staff appraisals annually and these support practitioners to reflect on areas of improvement within their own practice.

There are useful professional learning opportunities for practitioners to support them in their roles, particularly those linked to the curriculum and assessment arrangements for non-maintained settings and how to understand children's behaviour and non-verbal communication. These beneficial opportunities allow staff to develop their knowledge and improve their practice.

The setting makes worthwhile use of grants to enrich children's learning experiences. For example, they visited a museum to promote children's understanding of Welsh culture.

Leaders consult with a range of stakeholders to evaluate the work of the setting to outline strengths and areas of development regularly. For example, there is a board for practitioners to record what is working well and what needs to be improved. They collect the views of parents and carers through annual questionnaires and act on their suggestions effectively. Leaders through their self-evaluation processes identify the settings strengths accurately. However, they do not always use these processes rigorously enough to identify and prioritise areas for improvement. For example, how to effectively develop children's skills through the quality of provision and the structures and daily routines within the setting. As a result, leaders do not always address key areas for improvement well enough.

Practitioners build valuable relationships with parents and carers. They provide them with informative welcome packs and daily updates on what their children are doing and learning through social media and face to face meetings. They provide parents with worthwhile activities that they can do with their children at home to support them in their learning. In addition, they invite them to regular stay and play sessions where they can see how their children play and learn when at the setting.

Leaders make effective use of advice and guidance from a range of partners, such as the local authority's advisory teacher. This has resulted in positive changes to planning and assessment arrangements for measuring children's progress so that there are in line with the principles of the curriculum for non-maintained settings.

The setting has beneficial links with the local community, for example, through visits from the local police and fire services and crossing patrol person where they teach children how to be safe. Practitioners help children to develop a strong sense of belonging through visits to local shops, where they buy produce to cook back at the setting. In addition, trips to places such as St Fagans Folk Museum, help children learn about the heritage of Wales.

The setting ensures there are effective transition arrangements for children to move on to the next stage of their education.

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 Trosol (English to Welsh).

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