



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

A report on

Sticky Fingers Under 5's

**Pen-Y-Clawdd and Llangovan Hall
Pen-Y-Clawdd
Near Raglan
Monmouth
Monmouthshire
NP25 4DW**

Date of inspection: December 2022

by

Care Inspectorate Wales (CIW)

and

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

About Sticky Fingers Under 5's

Name of setting	Sticky Fingers Under 5's
Category of care provided	Full Day Care
Registered person(s)	Tracey Mayo
Responsible individual (if applicable)	Not applicable
Person in charge	Tracey Mayo / Ellie Williams
Number of places	19
Age range of children	2 to 5
Number of 3 and 4 year old children	8
Number of children who receive funding for early education	6
Opening days / times	Monday – Friday 09.15-15.15
Flying start service	No
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	12/12/2018
Date of previous Estyn inspection	April 2016
Dates of this inspection visit(s)	07/12/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve the provision to develop children's Welsh language skills
- R2 Provide opportunities for children to learn about their own and other people's lives and beliefs
- R3 Develop risk assessments for everyday activities and resources and extend the outdoor risk assessment to ensure that all hazards and the risks to children are considered

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:

Nearly all children are happy and feel at home in the setting. They settle quickly and understand the routines well. They greet one another happily and talk excitedly with practitioners about their news. For example, when discussing a visit from their 'Elf on the shelf', they recall the tricks he played on them. Children are keen to share their feelings, likes and dislikes with practitioners during play activities and during circle time. Nearly all children realise that they are valued by practitioners. For example, they smile happily and show pride after being praised for creating a model out of recyclable materials.

Nearly all children treat practitioners and their peers with respect, for example, they wait for their turn patiently to use the painting easel. They welcome friends when they arrive and are very caring and respectful towards one another. They use kind words and phrases when their peers are upset that help to comfort them. Older children share and co-operate well with younger children and support them to complete tasks, for example, when playing with matching picture games they help them to find the matching pair.

Most children have exceptionally good independence skills. For example, they use the toilet, wash their hands, take off their coats and bags, organise their lunch boxes and select their names during self-registration. During snack time, they sit nicely at tables and chat about their interests as they wait to pour their own drinks. They look to manage their own risks, for example by placing helmets on before using bikes and putting hi-vis jackets on before going for a walk. They take responsibility for their own personal hygiene. Snack monitors set up tables, laying out plates and cups neatly. Nearly all children eat food independently, opening lunch boxes and attempt to peel their own satsumas or chop bananas at snack time.

Nearly all children happily express opinions about their learning. They express their feelings clearly and make effective decisions about how they spend their time and with whom they play. They move confidently from one activity to the next. They show excitement as they talk about the resources they are going to explore and play with. Nearly all children show motivation and perseverance in their play and enjoy using their imagination. For example, children make presents for family members from recyclable materials and jewels. Most children are keen to join in and contribute to story and song time and enjoy joining in with yoga activities as they happily demonstrate their various poses and postures. Nearly all children enjoy learning in the outdoors. They go for walks around the rural location of the setting where they become 'nature detectives' looking for familiar landmarks and signs of winter, such as holly berries.

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

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development:

Practitioners develop warm relationships with children and interact in a kind, caring and respectful manner. They are responsive and nurturing to children's needs and, as a result, nearly all children approach them with ease. They are effective role models when supporting children's behaviour and are consistent in their approach. Practitioners praise children frequently and use positive language, which enhances their well-being and has a positive effect on their self-confidence and self-esteem. They ensure that snack and lunchtimes are valuable opportunities to develop social skills. For example, they sit with children to eat their own lunch and chat to them modelling and encouraging good manners.

Practitioners implement and follow policies and procedures effectively to keep children safe and healthy. They keep thorough records of any accidents and incidents and parents are kept fully informed. Leaders regularly monitor these records to identify any emerging trends and eliminate any possible risks to children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have a thorough knowledge of their roles and responsibilities, they provide high quality experiences for children to develop and thrive at the setting. Practitioners work well together and there is a caring and kind relationship between staff and the children. Most practitioners hold valid paediatric first aid certificates and deal with minor accidents confidently. There are effective systems to record the safe administration of prescribed medication. Staff implement thorough hygiene control procedures and complete daily checks to identify and reduce risks, such as, disinfecting the tables before and after snack time and teaching children the importance of hand washing. Most staff hold food hygiene certificates and practitioners consistently promote healthy eating habits that include eating fresh fruit and drinking milk and water. Staff follow clear and agreed procedures to manage any food allergies and individual dietary requirements. They ensure children have access to outdoor play experiences, such as daily walks and the use of bikes and scooters, offering them the benefits of physical exercise and fresh air.

Practitioners have an excellent knowledge of children's individual needs and preferences. They carry out useful observations of children's play and use the information gathered to inform their planning and next steps for children to deepen and extend their learning. They support children well in developing their imagination and curiosity. For example, after a few children queried how magnets work, practitioners introduced a magnet to their play so they could explore its properties.

Practitioners treat all children with dignity and respect and are extremely considerate when dealing with children with additional learning or medical needs. They have a good understanding of those children with emerging or additional learning needs. Practitioners make good use of the specialist services including health and the Early Years Additional Learning Needs Lead Officer. Practitioners engage well with parents to ensure children's needs are met and reviewed.

Practitioners promote equality and diversity through discussions about different countries and celebrations. However, opportunities for this are limited. They celebrate Welsh culture and traditions such as St David's Day.

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

Practitioners provide a range of worthwhile experiences that encourage children's all-round development. They have a good knowledge of child development and know their children well. They take notice of children's interests and fascinations skilfully as they play. They use these observations of children's learning well to assess where children are and how they can extend and deepen their learning either in that moment or by enriching future experiences. They provide extended periods of uninterrupted play where children can explore and investigate their own ideas and thinking, demonstrating high levels of concentration. For example, when playing in the block play area, children work collaboratively to rebuild the home for the elf after it was knocked down. Practitioners interact with children skilfully knowing when to intervene and when to stand back. They support children to develop independence and resilience when tackling situations that are challenging. For example, they encourage children to put on their own wet weather clothes and fasten the clips independently when preparing for a walk in the local area.

Practitioners provide beneficial opportunities for children to develop a sense of curiosity and awe and wonder. They take regular walks around the local area, where they encourage children to look for signs of nature and take notice of the change of the seasons on their local environment. This supports them to develop an awareness of how to look after their environment and its inhabitants.

Practitioners provide children with useful opportunities for children to develop their communication skills in their play. They are strong language role models and use questions well to develop children's vocabulary and thinking skills. They provide a worthwhile range of experiences that support children to develop their mark making and early writing skills. For example, children write lists and send letters in the Christmas role play area. Practitioners respond well to children's interest in books and stories. They read familiar stories to them when requested and read and follow recipes in the home corner. Practitioners plan interesting activities for children to develop their communication and ICT skills. Children use tablets to take photographs to capture signs of nature when out on their local area walk and use them back at the setting to discuss what they have seen. For example, children talk about the frost on a spider's web and the holly berries in the trees.

There are worthwhile opportunities for children to develop their numeracy skills. For example, they group and sort decorations to decorate their tree when playing with the playdough and use tally charts to count the votes of children in deciding which outside area to play in. Practitioners develop children's physical skills successfully through a range of interesting experiences. They teach regular yoga sessions where children develop flexibility and core strength. They use these skills well to control bicycles and scooters in the outdoor area, avoiding obstacles and stopping after moving.

Practitioners plan suitable opportunities for children to learn about their Welsh heritage and culture, such as building castles, dressing up in traditional clothes and making Welsh cakes for St David's Day. However, practitioners do not always use Welsh enough in their interactions with children and they do not plan well enough for the development of children's Welsh language skills. As a result, there are not

enough opportunities for children to use familiar Welsh words and phrases in their play and interactions. Practitioners, plan for opportunities for children to learn and find out about festivals and celebrations such as Chinese New Year. However, resources and experiences to develop children's understanding of equality and cultural differences are limited. As a result, practitioners do not provide children with sufficient opportunity to learn about their wider society and the diverse world that they live in.

The setting works well with parents to identify children's individual needs and preferences. Practitioners keep parents well informed of their child's progress through regular updates, daily feedback, the setting's social media page and meetings with parents.

Environment:

Leaders follow effective procedures to keep the environment and equipment clean and in good condition. They follow a range of clear and comprehensive policies and, as a result, promote the safety and welfare of children. They ensure that only authorised persons have entry to the setting and maintain a detailed log of all visitors. Registers record the time children and practitioners arrive and leave the premises. Practitioners prioritise assessing the risks of specific unforeseen events well, such as work being undertaken to improve the setting's boiler system. There is a broad range of comprehensive risk assessments, which are implemented effectively by practitioners to support the safe and smooth running of the setting and daily safety checks of the environment are appropriate. However, there are no risk assessments currently in place for everyday activities and resources. In addition to this, the outdoor risk assessment does not identify or consider all potential hazards and the risks these pose to children.

Practitioners follow rigorous hygiene procedures and conduct infection control inspections regularly. They hold regular fire drills for children to familiarise themselves with these arrangements. Leaders ensure that routine maintenance checks for the building and all appliances are undertaken and relevant certificates are held.

The environment is welcoming, friendly and homely and promotes a sense of belonging among the children. Practitioners celebrate the children's work through displaying their pictures and models within the setting. They involve children in the development of displays that support their learning. For example, children helped to paint and label a diagram of a flower. Practitioners provide stimulating play and learning areas, which include quiet and role-play areas and opportunities for children to investigate and develop their imagination and curiosity. For example, children enjoy collecting vegetables for a picnic in the role-play area and take on familiar roles as they drink tea using real-life teapots, cups, and saucers and clean using dustpans and brushes.

Children have access to a stimulating outside area. This has recently been developed to include resources to develop children's creative and problem-solving skills along with opportunities for them to explore and investigate. For example, practitioners provide binoculars to encourage children to look at and identify birds, play musical instruments, and play in the mud kitchen.

Leaders provide a wide range of good quality resources which provide meaningful play opportunities and suit the age of the children. They keep resources at a low level to enable children to choose independently and pursue their individual interests. Practitioners monitor resources to ensure that they are of good quality and relevant to children's learning and regularly rotate them to provide further variety for children.

Leadership and management:

There is a warm and welcoming ethos at the setting. Leaders have created a clear sense of teamwork and, as a result, practitioners work together effectively and support each other well. The leader has a clear vision for the setting based around providing children with high-quality real-life experiences that build successfully on their interests and fascinations. This is shared and communicated well within the team.

Leaders identify the setting's strengths and areas for development accurately. There are appropriate practices to evaluate the work of the setting and improvement planning is effective and has a positive impact on the setting. The statement of purpose is clear and provides an accurate picture of the setting, allowing parents to make informed decisions around the suitability of the setting for their child.

The setting works well with partners, such as the early years advisory teacher, to identify areas for improvement. For example, the recent work on improving the recording of children's learning through detailed observations is beginning to have a positive impact on how practitioners identify what and how they will teach children next. Leaders prioritise funding appropriately to address any identified areas for improvement. This has a positive impact on children's learning in the setting. For example, the changes to the book corner have allowed children greater opportunity to choose books independently, curl up with a book in a relaxing space, and act out familiar stories with their friends using items from the story baskets.

There are useful professional learning opportunities for staff to undertake, particularly those related to the implementation of the Curriculum for Wales. These help practitioners to improve their practice and support their continued personal development. Leaders make suitable use of the appraisal process to identify areas of development and training. However, leaders do not identify well enough or provide suitable opportunities for practitioners to improve and develop their Welsh language skills. As a result, practitioners do not always use Welsh well enough within the setting when communicating and interacting with children.

The setting generally has effective policies and procedures to ensure that it complies with regulations. However, leaders do not always consider as part of their risk assessment the hazards and risks for children in their daily activities or when using the outdoor area well enough. There are beneficial record keeping systems in place in relation to children's contracts.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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Publication date: 13/02/2023