



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**A report on
Caego and Berse Church Hall Day Nursery**

**New House
Berse Road
Caego
Wrexham
LL11 6TP**

Date of inspection: March 2011

by

Mary Dyas

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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About the setting

Caego and Berse Church Hall Day Nursery opened in 1989 and currently meets on two sites in the village of Caego on the outskirts of Wrexham. The babies meet in a room at the rear of the proprietors' house and the toddlers and pre-school children in a converted church hall further down the road. Work has recently begun to bring the setting together with a purpose built building for the babies on the church hall site. The setting also provides after school and holiday care for children up to the age of eight.

The setting serves a mixed area and the children who attend are considered to come from mixed backgrounds. All children have English as their home language and two of the pre-school children speak Welsh at home. Five per cent of children have been identified as having additional learning needs.

The setting is open every Monday to Friday from 7.30 am to 5.45 pm and is registered for up to 69 children with up to 40 children in the pre-school group. Provision for children in receipt of funded educational provision operates between 9.30 and 11.30 am from January to July. At the time of the inspection there were twenty children on roll in the pre-school group of which nine were in receipt of funding from the local authority.

The setting was last inspected by the Care and Social Services Inspectorate Wales in July 2010 and this is the first time it has been inspected by Estyn.

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Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Relationships between children and staff are warm and caring
Children are very well behaved
Children are happy and relaxed in the setting and enjoy learning
The setting provides a wide range of interesting activities which motivate children to learn

Prospects for improvement

The proprietor and her staff have very positive attitudes towards improvement
Foundation Phase methodology is well established
Systems for self evaluation and planning for the future have been established

Recommendations

Develop links with receiving primary school to ensure children have a smooth transition to their next setting

Continue to develop a robust system of self evaluation and review to include targets for improvement and regular evaluation of progress

Ensure all documentation refers to foundation Phase areas of learning

What happens next?

The setting will produce an action plan that shows how it will address the recommendations

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All children achieve well and make good progress in relation to their starting points across all the Foundation Phase areas of learning. Children acquire new knowledge and understanding effectively and enjoy the challenge of new and varied activities. Nearly all children are very confident learners who are willing to learn from their mistakes, take risks and explore their surroundings. All children are fully involved during the sessions. They make choices for themselves and become absorbed in what they are doing.

Most children apply their skills well to a wide range of play activities. Many have good communication skills and use complex sentence structures and vocabulary to express themselves. Most children join in with songs and rhymes with enthusiasm and enjoy listening to stories and sharing books with adults and with their friends. When questioned, almost all children speak enthusiastically and knowledgeably about the things they have been learning.

Children are making good progress in their development of early mathematical skills. They count confidently together to ten in both English and Welsh and most are able to count objects accurately to five and a few to ten. Many children use mathematical language appropriately in the course of their play. Most children use electronic toys with understanding and play games on a computer confidently.

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All children make good progress in gaining skills in the Welsh language. They understand simple instructions in Welsh, respond to simple questions and many are beginning to use simple words and phrases spontaneously in their play.

Wellbeing: Good

All children enter the setting happily, are welcomed by their friends and settle immediately into activities. Relationships between children and adults are strong. Children are treated with affection and respect and learn to treat one another in the same way. Behaviour is particularly good and this was especially noticeable during a visit to an art exhibition during the first morning of the inspection. Children work well with others and understand the need to share and to take turns. All children participate enthusiastically in the good range of activities available to them.

Most children are able to explain why it is important to wash their hands before meals or after using the toilet. They eat healthy foods at snack and lunch time and enjoy physical activity when playing outdoors.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The setting provides all children with a wide range of interesting and stimulating learning experiences across all areas of learning. The leader and her assistants work very well together to plan a wide range of activities which stimulate, engage and challenge most children to learn effectively.

Planned activities are relevant to the children and practitioners are sensitive to the needs of the group. They effectively develop children's communication, numeracy and information and communication technology skills. Both indoor and outdoor environments provide good opportunities for children to experiment with new experiences and develop their skills effectively. Visitors to the setting such as a dental hygienist, the Fire Service and a librarian enhance the children's experiences. The setting makes good use of their minibus and, as members of the National Trust, has taken the children to visit local historic places of interest. In addition they visited a local exhibition of art made from recycled materials on the first morning of the inspection and regularly go for walks around the immediate locality.

The provision for children's Welsh language development is good and Welsh is used throughout the session by adults and children. St David's Day is well used to enable children to learn about the traditions and celebrations of Wales.

The children show that they understand that we must not waste things. They put toast and fruit left from their snack time out on a bird table and give their apple cores

to the horses in the neighbouring field. Following on from their recent visit to the art gallery they make good use of recycled objects for their creative work.

Teaching: Good

Practitioners have a secure knowledge and understanding of the Foundation Phase and use a range of approaches to stimulate play and active learning. They know the children very well and adapt their questioning and teaching appropriately to the stage of development of individual children. Practitioners know when it is appropriate to intervene in children's learning and to encourage them to talk and think about what they are doing. Good use is made of praise and encouragement to support children in their learning and in extending their thinking.

Practitioners make useful and evaluative observations of children's learning and achievements across all areas of provision and these are used to inform future plans. These are recorded in the child's 'This is Me' profile which charts progress and wellbeing under the seven areas of learning. A good feature of this setting is that the profile is routinely updated giving good opportunities for practitioners to identify areas which might need to be addressed. This profile is passed on to the child's receiving school and parents are given a copy.

Care, support and guidance: Good

Good procedures are in place to ensure that children settle quickly when they join the pre-school group and the setting provides a warm and welcoming environment for the children.

Good procedures are in place to support children with additional learning needs. Practitioners work well with other professionals to ensure that all children's needs are met and to ensure progression of children who need specialist support.

The setting has an appropriate policy and has procedures for safeguarding. Practitioners are aware of their responsibilities and have read the policy. The setting has a good range of policies to ensure children's safety during sessions and good risk assessments are in place.

Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Learning environment: Good

The playgroup is an inclusive community and respects and celebrates diversity. All activities are available and accessible to all children and the setting would be appropriate for any children with physical disabilities. Clear guidelines for behaviour are supported well by all staff who intervene firmly but kindly to reinforce the need to be kind to one another.

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The setting provides a welcoming environment for the children. There are colourful displays on the wall incorporating children's work and photographs of activities in which the children have participated. The group is well resourced with a range of high quality equipment which is used appropriately to support children's learning.

Practitioners in the pre-school group are appropriately qualified to teach all aspects of the Foundation Phase curriculum. They work well together to create a stimulating environment for learning. Staff in the nursery are well established and form a strong and caring team. This is a particularly good feature of the setting.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Practitioners have created a very positive ethos where staff and children are valued and respected. The proprietor and her manager have a clear sense of purpose and vision for the setting to deliver the best provision for the children and they set high standards for themselves and their staff.

The nursery has clear policies and aims which are understood and implemented by all practitioners. There is a well established appraisal system in place to support and improve staff throughout the playgroup.

Practitioners respond appropriately to national and local priorities and are fully involved in training and developments connected with the Foundation Phase.

Improving quality: Good

Formal self evaluation is relatively recent and is developing well. Practitioners know their setting very well and are able to show how they have improved provision and standards of children's improvement and wellbeing. Evaluations of focus activities feed into future planning and practitioners are always alert for the particular needs of individuals.

Staff regularly attend courses run by the local authority and make good use of this training to improve curriculum planning and organisation in the setting.

Partnership working: Good

A good range of partnership working contributes positively to children's progress and well being. Relationships with parents and carers are very strong and daily contact and regular newsletters reinforce this. Responses from parents in the pre-inspection questionnaire were very positive and many of those who responded wrote additional comments to express their satisfaction.

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The setting makes good use of visitors from the community and is also able to take the children on visits to further enhance their learning experiences.

The local authority Foundation Phase advisory teacher works effectively with the setting and there is evidence that her advice and guidance has been acted upon. Staff from the setting have visited other settings in the area to see good practice.

Resource management: Good

Staff are effectively deployed and this ensures the smooth organisation of sessions. The available space is well used to support the planned activities and resources are regularly reviewed and organised to ensure that they are appropriate for the planned activities.

The nursery is privately owned and the proprietor holds the budget and works closely with senior staff to enable her to make sound financial decisions. The setting gives value for money.

Appendix 1

Responses to parent questionnaires

Ten completed questionnaires were returned. Responses to all questions were positive and eight contained additional comments to the effect that their children enjoy attending the nursery, have made good progress and are happy and confident. Particular mention was made of the dedicated and caring staff.

Responses to discussions with children

Children say that they enjoy attending the nursery because they like to play. They have friends and show that they understand what they should do if they are unhappy.

Appendix 2

The reporting inspector

Mary Dyas	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.