



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

**Li'l Angels Day Nursery
Unit 2
Evans Way
Rawley Park
Shotton
CH5 1QJ**

Date of inspection: October 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

Li'l Angels Day Nursery is an English medium setting which meets in an adapted building in Shotton in Flintshire. The setting serves the town of Shotton and the surrounding area. The nursery has an equal opportunities policy and an admission procedure that welcomes all children. The area served by the nursery is considered to be neither advantaged nor disadvantaged. Most children attending the nursery are from the local area and within a ten mile radius and come from a range of social backgrounds. The children attending the pre-school setting come from a range of social-economic backgrounds and 90% have English as their home language. None of the pre-school children speak Welsh at home and there are currently no children with additional learning needs.

The nursery is open from 7.45am to 5.45pm from Monday to Friday for 51 weeks a year and takes children from 3 months until they move on to the next stage in their education. The pre-school group uses an upstairs room next to the younger toddler group and has a separate outdoor area for planned activities. At the time of the inspection there were two children in the pre-school group who were not also attending a school nursery for part of the day. There were no children currently in receipt of funded educational provision from the Local Authority. The setting was last inspected by the Care and Social Services Inspectorate Wales in June 2011 and this is the first time it has been inspected by Estyn.

Summary

The Setting's current performance	Adequate
The Setting's prospects for improvement	Adequate

Current performance

Strengths outweigh areas for improvement.

Strengths

- Children are happy and relaxed in the setting
- Relationships between staff and children are warm and caring
- Children become involved in the activities provided for them and make good progress
- Staff work hard to ensure the children have access to age appropriate activities

Areas for improvement

- Children do not always have access to the room which is set up for the Foundation Phase
- Staff currently working with pre-school children are not yet fully knowledgeable about the requirements of the Foundation Phase

Prospects for improvement

Due to recent changes to staffing within the nursery the setting has gone through a difficult time but is now looking forward to a more stable structure. The overall judgement on the provider's prospects for improvement, therefore, is that strengths outweigh areas for improvement.

Strengths:

- Practitioners in the pre-school room are very enthusiastic and are keen to improve the current provision
- Practitioners work together very well as a team
- Practitioners are due to attend a three day local authority training course on the Foundation Phase
- Since taking on the shared leadership of the pre-school group practitioners have identified and made changes:
 - Improved the layout of the room
 - Reviewed areas of provision to identify how they can be improved
 - Re-organised and labelled storage

Areas for improvement:

- Management are not fully aware of the requirements of the setting or of the steps that need to be taken to secure improvement
- Staff in the setting do not yet have full knowledge and understanding of how to move the provision forward in order to impact on children's learning

Recommendations

The recommendations for improvement are to:

R1 Ensure pre-school children have continuous access to the Foundation Phase provision which has been planned and set up for them

R2 Ensure practitioners receive appropriate training in the management and delivery of the Foundation Phase

R3 Provide opportunities for children to learn and use the Welsh language in all aspects of their daily routine in the setting.

R4 Ensure planning includes the effective use of the outdoors to support and extend the planned activities indoors; and

R5 Ensure managers are more fully informed, and aware of, the needs of the setting

What happens next?

The setting will produce an action plan to indicate how it intends to address the recommendations and will require an Estyn monitoring visit.

Main findings

Key Question 1: How good are outcomes?

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Staff work well together to plan a range of tasks which interest, stimulate and engage the children. As a result they make adequate progress towards the Foundation Phase outcomes.

Planning is still in the early stages of development. Learning experiences are usually focused on meeting the Foundation Phase outcomes and the activities generally build on children's existing knowledge, understanding and skills. Practitioners have begun to take into account children's ideas and interests when planning activities. Learning experiences are effective in developing children's basic skills, including their creative and physical skills and their understanding of the need to care for living things. Planned activities are not yet evaluated, although practitioners are aware of the ways in which children learn and show that they are informally planning appropriate follow-up activities. The setting's outdoor area is not yet used to good effect to support children's learning although children have regular opportunities to play and to tend to the plants that are growing there.

St David's Day is well used to enhance the children's knowledge and understanding of Welsh customs and traditions but there is little provision for children to learn the Welsh language. Children do not have enough opportunities to learn about other peoples and cultures or to learn about the importance of sustainability.

Teaching: Adequate

Practitioners do not yet have a sound understanding of the Foundation Phase but are experienced in working with young children and have a good understanding of children's development. They provide appropriate activities for the level of development of individual children and know the children well. Where teaching is good practitioners ask questions which challenge children to think about their learning. There is a good mix of planned activities and opportunities for children to choose their own activities.

Observation and assessment of children's learning is still in the early stages of development. Information from observations is used to inform the completion of the local authority's 'This is Me' assessment document. Procedures are in place for parents to be enabled to see and discuss this documentation in the spring and summer terms. Informal links with parents and carers are strong and there are good opportunities for the exchange of information when they bring and collect their children.

Care, support and guidance: Good

Good procedures are in place to ensure children's health and wellbeing and these contribute well to the children's overall development. Induction into the group is effective in ensuring that children settle happily and is dependent on the individual needs of each child. The setting does not have any children with additional learning needs at the moment but the staff are well aware of the procedures they would need to follow.

Children, and their parents or carers, say they feel safe in the setting. A good range of policies to ensure the children are safe is in place and appropriate risk assessments have been carried out. The setting has procedures and an appropriate policy for safeguarding. Staff have all had recent training in safeguarding and know their responsibilities and how to respond. Good attention is given to healthy eating and children enjoy a healthy snack every day. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Learning environment: Adequate

The setting has a positive ethos where staff and children are valued and respected. Behaviour is good and no examples of inappropriate behaviour were seen during the inspection. Most children share well and take an interest in each other. All children have equal access to all areas of provision although this is sometimes restricted by the fact that children are moved to areas which do not have age appropriate provision. The indoor provision is upstairs and would not be appropriate for physical disabilities. The outdoor environment is not yet being used to support the Foundation Phase. The setting employs sufficient appropriately qualified practitioners to deliver the Foundation Phase curriculum. Practitioners work together as a strong team to create a stimulating learning environment and make effective use of the range of available resources.

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

The lead practitioners in the pre-school setting create a very positive ethos where staff and children are valued and respected. They have a shared sense of purpose and vision for improvement. All practitioners are keen to receive and act on advice and suggestions in order to raise standards.

The proprietor and her deputy have overall responsibility for the setting but do not, as yet, have an overall understanding of the needs of the setting or how it needs to improve. There are clear policies and aims in place which are understood and implemented by all practitioners. There is a well established appraisal system in place throughout the nursery to support and improve staff. Practitioners respond appropriately to national and local priorities and are involved in training and developments connected with the Foundation Phase.

Improving quality: Adequate

Self evaluation is developing and practitioners know their setting well. Self evaluation informally takes into account the views of children, their parents and carers and other interested partners. Practitioners reflect together daily, albeit informally, to evaluate focussed tasks and planned provision. The outcomes of these discussions identify issues for further improvement. The self evaluation report is a useful document which identifies the setting's strengths and areas for improvement and the action plan identify targets for improvement. There has not yet been time to assess the impact of the action plan.

Practitioners have attended training offered by both the local authority and the Wales Pre-school Providers Association. They are very enthusiastic about the setting and are keen to work together towards improving the provision and the learning environment.

Partnership working: Good

The setting has good relationships with the parents and carers of the children who attend.

Children move on to a number of different schools. There are good links between the setting and the receiving primary schools because many of the children are taken to and collected from the nursery classes by setting staff before the children leave for full time education.

The setting enjoys a very positive relationship with the link teacher from the local authority who provides support and advice. There is clear evidence that this advice has been acted on to improve provision for the children.

Resource management: Adequate

The setting has an adequate range of resources which support the planned activities and contribute to the children's learning and acquisition of new skills. Practitioners have recently been deployed to other parts of the nursery due to low numbers throughout.

The proprietor manages the budget and makes all spending decisions. The nursery has recently found itself in a situation with falling numbers which, despite the best efforts of the proprietor, have had a negative impact on both human and physical resources in the pre-school setting.

The setting provides adequate value for money.

Appendix 1

Due to the very small number of questionnaires received there is no report on the responses from parents and carers.

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.