



*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**

**A B C Day Nursery  
Cefn y bedd  
Wrexham  
LL12 9UH**

**Date of inspection: June 2012**

**by**

**Anne Manning**

**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:

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

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## Context

ABC Day Nursery is set in private, spacious grounds with a large garden. The nursery is situated near Wrexham, in North Wales and cares for children from babies up to full time school age. The nursery is divided into areas for the different ages of children: babies, toddlers and pre-school. Outside; there are different spaces that provide good opportunities for a variety of outdoor activities.

The nursery was first established in 1980 and taken over by the present owner in 2005. The running of the nursery is carried out by the owner, a manager and practitioners.

The nursery is open all year and is registered with the Care and Social Services Inspectorate Wales to provide full day care for 29 children. Nursery education is offered every morning. On the first morning of the inspection there were three children present aged three and on the second morning of the inspection there were four children present aged three. The nursery also provides care for children who attend part time school. The last Care and Social Services Inspectorate Wales inspection was in April 2012 and this is the first inspection by Estyn.

The nursery is English speaking, with some Welsh, providing care and education for children from families for whom all English is their first language. The early education group are all White British and no children have additional needs.

The nursery has an equal opportunities policy and an admission procedure that welcomes all children. The children attending come from a range of backgrounds within a ten mile radius of the nursery.

ABC Day Nursery receives support from Flintshire Early Education.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the setting is good because:

Care support and guidance are good.

The learning environment is good.

Learning experiences effectively develop children's communication, literacy and mark making skills.

Children have good opportunities to care for living things including a wide variety of plants.

### Prospects for improvement

Prospects for improvement are good because:

Leadership and management of the setting are good.

Self evaluation is effective and identifies areas for development.

The nursery has already made changes in the provision that benefit the children.

The nursery has an effective working relationship with the local authority.

## Recommendations

R.1 Develop the outdoor environment, maximise and vary learning experiences from existing resources.

R.2 Limit adult direction to enable children to become independent learners and develop learning experiences to present more of a challenge.

R.3 Continue to develop planning and assessment by including the ideas of the children and by maximising opportunities for observation that show clear links to planning.

### **What happens next?**

'The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.'

## Main findings

### Key Question 1: How good are outcomes?

N/A

There is no report on children's progress, standards in their skill 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?

Good

#### Learning experiences: Adequate

The lead practitioner plans activities that engage all children and provides experiences in all areas of learning, for example, growing their own vegetables and using a battery operated till and card reader in their pizza shop. All children take part in a Christmas concert for older people in the home that is close to the nursery and spontaneous learning opportunities, such as helping to wash a car or being given tomato plants to water, form part of the children's experiences that help them to understand and learn about the world around them.

Although there is a range of learning experiences indoors and outdoors, nearly all activities are adult directed, set out for the children and do not always provide sufficient challenge. The nursery routine does not allow the children to make decisions, for example, whether to play outside or inside and their ideas and interests, although noted are not included in the planning.

Practitioners provide learning experiences that effectively develop children's communication, literacy and mark making skills, including a book area that promotes a story of the week. This has been made into a quiet communication friendly space for the children who respond by enjoying stories and looking at books.

All children are encouraged to use the Welsh language during circle and story time and respond well. They have planned opportunities to learn about the traditions, cultures and celebrations of Wales including St David's Day. All children listen to Welsh stories about Ticw the bear and join in enthusiastically, however practitioners need to introduce opportunities for more simple Welsh words and phrases with the children.

Although children re-use junk in their model making, there are too few opportunities to learn about other types of re-cycling in the nursery. Children learn to take care of living things, for example, by growing plants.

### **Teaching: Adequate**

There are two practitioners working with the children. The leader who has worked in the nursery for 18 years is qualified to level 4 and the other practitioner is qualified to level 3. They are both good language models and manage the behaviour of the children well.

The two practitioners use effective questioning to check the children's learning and provide helpful oral feedback. They spend time with individual children discussing what they are doing and how it can be improved.

There are high expectations of the children and they are all encouraged to learn but there is insufficient balance between child initiated and adult directed play. Adults too often intervene and this does not enable the children to become independent learners and think for themselves.

Both practitioners know the children in their care well, have a good knowledge of child development and respond to the differing needs of the children. Assessment is carried out and there are samples of work in the children's folders, but practitioners often miss opportunities for observation presented by activities and these do not link sufficiently to planning.

### **Care, support and guidance: Good**

The nursery effectively promotes the health and well being of the children.

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

The nursery has appropriate policies and procedures in place in respect of safeguarding. Both practitioners in pre-school have undertaken training and they renew and update this every three years. A named member of staff takes responsibility for health and safety and there are risk assessments to keep the children safe.

All children know the routines well and the nursery effectively helps children to distinguish right from wrong and provides good opportunities for the children to help each other. The nursery promotes values such as honesty and fairness and respect and actively develops an understanding of living and sharing with others and provides good opportunities to work together, for example, holding hands when balancing and working in pairs to carry pipes.

The setting has arrangements for ensuring children with additional needs are well supported by effective systems that meet their needs including individual plans to help them to learn and make good progress whilst in the setting. Practitioners work closely with parents and professionals in support of these children and they make good progress in the nursery.

### **Learning environment: Good**

The nursery welcomes all children, offers equal access and provides a fully inclusive setting. Varied resources are a good match to the stage of development of the children and meet any additional learning needs.

Resources are suitable to address the requirements of the Foundation Phase and the needs of the children attending and the accommodation is appropriate, with the room set out into areas of learning. Boxes of resources are located at the height of the children and are easily accessible so that they can select items themselves. This ensures the children settle quickly to the activities when they arrive and are confident and able to develop their play. All children create their own work that is displayed in the nursery.

There are sufficient practitioners with relevant and appropriate qualifications and experience of young children and they use training to improve their own knowledge, understanding and skills.

Photographs evidenced that the grounds around the setting are used to enhance the play in the nursery garden, but although children enjoy outdoor play, the outside area needs developing to provide more varied learning experiences from existing resources.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The proprietor meets national and local priorities, for example, Tiny Tums healthy eating, understands her role and takes into account relevant legislation and guidance and uses information to make effective decisions.

Leaders understand and fulfil their roles and responsibilities and create a very positive ethos within the nursery with the focus on the needs of the children. The staff and children are well managed, supported, valued and respected and there are effective links with parents to support the learning of their children.

There is a sense of direction and purpose and a need to make improvements to develop the setting, for example, the outdoors. Practitioners are enthusiastic and well motivated and this has a very positive impact on the group. There is a developing culture of self reflection and improvement that maintains and develops the setting.

Leaders respond quickly and effectively to any advice and guidance and ensure changes impact positively on standards and quality of provision. Practitioners feel strongly that the setting will continue to improve.

### **Improving quality: Good**

The nursery values the views of all. Self-evaluation has identified what the setting does well and areas that need to be developed. Improvements have been made in the nursery and this has effectively resulted in positive gains for the children. The setting is committed to working closely with early education to develop the service and improvements have been prioritised.

Practitioners have made good use of Foundation Phase training to improve the curriculum and organisation and this has had an impact on the progress and well being of the children. Practitioners are able to evidence how they have effectively improved the provision.

All practitioners are open to new ways of working and share their experience, knowledge and ideas with the proprietor's other nursery and other settings, for example, how the book corner, a result of a literacy training course accessed by the early education team, has been made into a communication friendly space to maximise the learning and enjoyment of the children.

### **Partnership working: Adequate**

Good working relationships support the children and there is trust and clear communication between partners.

There are good relationships with parents and information display boards keep them up to date with what is happening in the nursery. Parents are made effectively aware of how their children have spent their time each day by speaking to practitioners when they collect their children and by daily written information.

A welcome pack for parents ensures that they all know how the nursery runs and are actively aware of the policies and procedures that support the service.

The children have the opportunity to take Ticw the bear home with them, effectively strengthening the partnership with parents and developing links between home and nursery.

The nursery is a member of the National Day Nursery Association and receives guidance that actively supports the provision and running of the nursery.

The early education teacher works effectively in the setting and there is a good relationship with the local authority. All practitioners value the support they receive and are keen to respond to advice and guidance to improve the provision.

The nursery practitioners complete assessment books and pass information on to the schools but further transition arrangements for the children are in the early stages.

### **Resource management: Adequate**

Resources are sufficient and suitable to deliver the Foundation Phase and the nursery has a range of resources that are used well to motivate the children to learn. Outdoors is not sufficiently used to develop skills across all areas of learning and opportunities for learning are not maximised.

Future resource needs are planned for and overall the nursery provides value for money.

## **Appendix 1**

### **Responses to parent questionnaires**

There is no commentary on the parent questionnaires due to the small number of responses received. (This is because there were only a small number of relevant children at the time of the inspection.)

### **Responses to discussions with children**

Children are happy and enjoy coming to the nursery. They are busy and like playing.

## Appendix 2

**The inspection team / reporting inspector – delete as appropriate**

Anne Manning	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](http://www.estyn.gov.uk))

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

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.
<b>Foundation Phase</b>	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.

<b>National Childminding Association (NCMA)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.