



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

A report on

**School House Daycare Ltd
Princess of Wales Hospital
Coity Road
Bridgend
CF31 1RQ**

Date of inspection: November 2017

by

**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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Context

School House Day Care Limited is an English-medium setting that meets in the grounds of the Princess of Wales hospital, Bridgend. The setting is open five days a week, between 6.30am and 7.00pm. It belongs to a group of seven settings based in South Wales.

The setting is registered to admit up to 50 children from birth to twelve years old. It provides three-year-old funded education for two hours a day for eligible children. Currently, no children at the setting receive funded early years' education.

Nearly all children are from a white British background and no children come from Welsh-speaking homes. There are a few children with additional learning needs attending the setting currently.

The setting employs 14 members of staff, four of whom have direct responsibility for the three-year-old provision. The manager took up her post in June 2017.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in July 2017 and by Estyn in February 2012.

Summary

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

Current performance

The setting's current performance is good because:

- Practitioners provide a broad and balanced curriculum, which reflects the ethos of the foundation phase successfully
- Practitioners provide interesting opportunities for children to learn through play and practical experiences, especially inside the building
- Practitioners intervene sensibly in children's play and question children purposefully during focus tasks
- Procedures for assessing children's achievements are accurate and target the next steps in their learning well
- Practitioners foster values such as honesty, fairness and respect towards each other sensitively
- Practitioners create an inclusive community, which promotes a caring ethos through its daily activities
- Practitioners place a positive emphasis on recognising, respecting and celebrating diversity
- The use of the outdoor environment is appropriate to children's needs

Prospects for improvement

The setting's prospects for improvement are good because:

- The proprietor and manager succeed in creating improvements through positive and supportive practices
- The manager has established useful targets for improvement through improved self-evaluation processes
- Practitioners benefit from effective training and professional development
- Successful partnerships with external agencies support the next steps in children's learning purposefully
- There are effective long-term plans in place, which include the use of the hospital grounds and nearby amenities to enhance children's learning experiences
- The manager uses the budget allocation and the resources effectively, especially inside the building

Recommendations

- R1 Provide effective opportunities to develop children's mark-making and early writing skills across all areas of learning
- R2 Challenge the more able children to perform at their best
- R3 Improve the organisation of the indoor learning environment and children's experiences outdoors
- R4 Embed the self-evaluation processes effectively to target all the areas for improvement accurately

What happens next?

The setting will draw up an action plan to show 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
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Standards: N/A

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.

Wellbeing: N/A

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?	Good
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Learning experiences: Good

Practitioners provide a broad and balanced curriculum, which reflects the ethos of the foundation phase successfully. Generally, learning experiences target children's interests and needs effectively. Practitioners provide sensible opportunities for children to contribute their ideas to planning during circle times and group discussions. As a result, they provide positive opportunities for children to develop their independent learning during planned play activities. This includes encouraging them to match body parts such as noses and ears to different senses and to taste different fruits to compare their varying textures.

On the whole, the setting's plans to develop children's literacy, numeracy and thinking skills are effective. Practitioners work together diligently to deliver purposeful activities, especially indoors. They ensure that numeracy tasks are prominent in all areas of learning. However, even though a designated mark making area exists indoors, practitioners do not challenge children to experiment with their early writing skills in other learning areas effectively.

Practitioners plan stimulating opportunities for children to develop their creative and expressive skills well through role-play in the home corner and the dressing up area. The provision for physical development is appropriate and practitioners promote climbing and sliding on adventurous equipment and lively bike-riding daily. They focus on investigative skills purposefully in the discovery and construction areas. These activities include using magnifying glasses to investigate bark on a log and to build towers with different types of three-dimensional shapes. These activities encourage children to use their existing understanding and skills successfully.

The setting recognises that children's Welsh language skills are at a low level on entry. Practitioners address this appropriately by modelling simple words, numbers, colours and phrases regularly. This provides children with a basic understanding of

the language at an early age. The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating Saint David's Day and Saint Dwynwen's Day, preparing and cooking cawl and baking traditional cakes.

Provision to develop information and communication technology (ICT) is purposeful. The setting provides engaging opportunities to use a range of equipment, such as cameras, laptops, electronic tablets and toys. Consequently, practitioners challenge children to develop their early ICT skills, their fine control of technological equipment and the use of educational software successfully.

The setting makes beneficial use of visitors to enrich children's learning experiences. For example, members of the emergency services, dental hygienists and shopkeepers teach children about the roles of people in their community purposefully. Practitioners make good use of the nearby park, the hospital building and grounds, the post office and nature walks to promote children's understanding of the local area effectively.

Teaching: Good

Practitioners work together effectively and provide interesting opportunities for children to learn through play and practical experiences. They have up-to-date knowledge of child development and use foundation phase principles purposefully.

Practitioners lead tasks enthusiastically and manage children's behaviour positively and safely. They encourage children to move around the large room independently. However, on occasions, they do not manage the noise levels well enough and younger children disturb older children's learning during focus tasks.

Practitioners have high expectations for most children. They intervene thoughtfully in children's play and question children intelligently to develop their communication, number and thinking skills. However, they do not challenge more able children well enough at all times, especially when developing their early writing skills.

Practitioners discuss activities well with groups and individual children and the introductions to focus tasks are generally concise and stimulating. They ensure that children understand the purpose of all focus activities. This means that most children engage successfully in set tasks, which helps them learn effectively.

Procedures for assessing children's achievements are accurate and useful. All practitioners record daily assessments regularly and consistently. They discuss carefully with children what they need to do to improve their work further, such as holding scissors correctly when cutting along a straight line. They match their daily observations well to individual children's outcomes, using the foundation phase profile purposefully. As a result, they plan purposeful tasks that target the next steps in children's learning well.

Practitioners share useful information informally with parents and carers when they collect their children. The setting provides them with informative reports and well-presented examples of their work when their child leaves the setting to go to school.

Care, support and guidance: Good

The setting provides valuable opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group discussions sensibly in order for children to consider each other's feelings. This fosters values such as honesty, fairness and respect towards each other sensitively.

Practitioners provide positive opportunities for children to discuss their feelings and thank each other. They create a calm environment and encourage children to sit with adults in small groups and listen to each other in a social setting, such as at snack time. As a result, children learn to relate well to one another and take turns politely including when they serve drinks to each other. Children have useful opportunities to take on responsibilities and learn to make decisions, for example, in their role as 'Helpwr Heddiw'.

There are efficient arrangements to support children's health and wellbeing, including effective systems to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise are good for them. Practitioners encourage children to re-cycle paper, cardboard, plastic goods and food. This is beginning to develop children's understanding of sustainability suitably.

The setting uses positive strategies well to help children learn how to behave. The setting is a safe, secure environment and practitioners take good care of the children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners use advice from outside agencies to make sure that they provide effective support for children with additional learning needs. They record children's starting points accurately on entry to the setting using the statements from the foundation phase profile and appropriate screening tests. Practitioners review children's progress regularly. They set targets that meet children's additional learning needs purposefully, especially their language and emotional needs.

Learning environment: Adequate

The setting promotes a caring ethos through its daily activities and it is an inclusive community. Practitioners place a positive emphasis on recognising, respecting and celebrating diversity. The setting achieves this effectively by celebrating many festivals from around the world, such as Rosh Hashanah, Diwali and the Chinese 'Year of the Rooster'.

Practitioners know all the children well and target their needs effectively. They make sure that all children have equal access to the well-resourced areas of learning, especially indoors. They understand and respond to children's requests for support promptly. Practitioners guide all the children positively, carefully and sensitively to help them progress in their learning.

The setting uses its resources successfully to meet most of the children's needs and the requirements of the foundation phase. It uses a wide range of practical resources purposefully in continuous activities, focus tasks and opportunities to enrich learning in the indoor environment. Practitioners allow children to access resources independently, which contributes well towards promoting their sense of responsibility.

The indoor learning environment is clean and well maintained. The room is a large space that practitioners arrange purposefully to create a stimulating learning environment on a daily basis. The lay out encourages children to move from one area of learning to another freely, providing them with a variety of positive experiences. However, the way that practitioners arrange the room encourages noisy play at times, which distracts older children during focus tasks.

The setting has a large outdoor area, but practitioners do not use it well enough. There are a few growing and planting opportunities along with climbing and adventurous equipment in a section of the outdoor area. However, the setting does not organise effective areas of learning in the outdoors to enrich children's experiences and develop their skills effectively. The setting's use of the local environment to enhance children's learning experiences is purposeful

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

The setting's objectives, plans and policies focus purposefully on ensuring that the provision meets children's needs and helps them make good progress. The manager leads a team of dedicated practitioners successfully and she has high expectations of both practitioners and children. She succeeds in encouraging them to improve in positive, sensible and supportive ways.

The manager provides a positive direction for the setting's daily and long-term practices. This promotes and maintains improvements successfully. The manager's vision, along with the support of her deputy, ensures that the teaching and care of the children are all of good quality.

The manager uses relevant information about the setting to improve the provision. Recently, this has included developing her own understanding and use of the foundation phase profile, and improving practitioner's knowledge and understanding of children's speech and language development in order to support children's needs. She also focuses conscientiously on national priorities, such as ensuring that there is good quality literacy, numeracy and ICT provision to improve children's skills.

The manager shares information about the setting's practices effectively with the proprietor and area manager. They meet regularly to plan an annual cycle of activities, such as world festivals and celebration days. The manager and senior practitioners ensure that all staff have a thorough understanding of their roles and work together effectively as a team on a daily basis. Regular supervision meetings and appraisals ensure that the setting makes the best use of practitioners' expertise. This is particularly evident in daily numeracy and creative tasks and one-to-one support for individual children.

Improving quality: Adequate

There is a culture of improvement in the setting. The manager and practitioners reflect on their practice, consider each other's views and those of parents and carers sensibly, to identify areas for development. For example, the setting's new manager has successfully identified the need to improve the provision in the outdoor area.

All practitioners are keen to respond to advice and support from the local authority advisory teacher. This has led to recent improvements such as in assessing children's progress and identifying their next steps in learning effectively. However, formal self-evaluation processes are at an early stage of development in the setting.

The setting's improvement plan identifies suitable areas for development. These include developing practitioners' skills to improve the setting's speech and language support and to monitor the quality of teaching effectively. However, the priorities for improvement do not always derive directly from the setting's self-evaluation processes. The current self-evaluation report does not include enough detail to help setting leaders prioritise matters for improvement effectively.

Partnership working: Good

The setting works with a range of partners to improve provision and to raise children's standards and wellbeing purposefully. The setting's positive partnership with the local authority and specialist agencies helps improve provision regularly and leads to effective support for individual children. There are efficient arrangements for transferring assessments and personal information to schools to support children as they move on to the next stage of their education.

The setting's partnership with the Wales Pre-school Providers Association and National Day Nurseries Association helps ensure that documentation and regulatory practices are up to date and meet the setting's needs.

The setting uses community links effectively to support and enrich children's learning. This includes participating in activities and visiting local businesses close to the hospital. For example, children benefit from opportunities to visit the ambulances and see the inside of the vehicles.

Practitioners work and liaise with a range of other partnership groups, which make a strong contribution to improving provision. These include agencies that support the setting with manual handling, first aid and safeguarding training and food hygiene courses.

Practitioners take active steps to involve parents and carers in the setting's life. The setting informs parents regularly about all aspects of the setting's work through interesting newsletters and encourages them to offer their opinions on matters to improve the setting. Practitioners respond effectively to parents' suggestions, such as using social media to share information about the setting's work with parents and carers.

Resource management: Good

The proprietor and manager allocate resources effectively to improve the setting's work. They ensure that the setting has a sufficient number of suitably qualified and experienced practitioners to meet children's needs.

Performance management systems are effective and help identify practitioners' training needs successfully. Leaders ensure that practitioners have regular opportunities to develop and share their professional knowledge successfully.

In general, the proprietor and manager ensure that children have regular access to enough interesting resources to support their learning effectively indoors, which includes useful ICT equipment. However, providing suitable resources in the outside area is at an early stage of development.

The setting's budget, allocated by the proprietor and controlled by the manager, prioritises expenditure against targets in the development plan effectively. The setting uses its funds efficiently to improve provision and children's standards. This is particularly evident inside the building.

Overall the setting provides good value for money due to its effective curriculum planning, teaching, care of the children and purposeful leadership.

Glossary of terms

Areas of Learning	<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"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>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 partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.</p>
Mudiad Meithrin	<p>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</p>
Professional Association for Childcare and Early Years (PACEY)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

National Day Nurseries Association (NDNA)	This organisation aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.