



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

A report on

**Si-lwli Nursery
24 Park Road
Whitchurch
Cardiff
CF14 7BQ**

Date of inspection: September 2015

by

**Nicholas Jones
Reporting Inspector**

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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Context

Si-lwli Nursery is a private, Welsh medium setting in the village of Whitchurch, Cardiff. It meets in a large house that has been adapted on two floors for nursery provision. The setting is open for five days of the week. The setting has 16 members of staff, who attend on different days during the week.

The setting is registered to take up to 42 children. It admits children from between six months and four years of age. At the time of the inspection, 35 children attended, one of them funded by the local authority.

Nearly all the children are of white British origin and the majority speak Welsh as their first language. Currently, no children have additional learning needs.

The leader began her post in August 2012. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in December 2014 and by Estyn in March 2009.

Summary

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

Current performance

The setting's current performance is good because of the:

- good planning of the learning experiences;
- broad, balanced and interesting curriculum, which supports all the children;
- effective teaching, which focuses well on Foundation Phase outcomes;
- appropriate resources available;
- very effective provision and modelling of the Welsh language;
- good relationship between adults and children; and
- the willingness to co-operate effectively with outside agencies, which contributes purposefully to the setting's success.

Prospects for improvement

The setting's prospects for improvement are good because of the:

- provision and clear direction to the setting's work by the leaders;
- positive and active attitude towards staff development and training;
- effective use of effective support lines;
- active and supportive owner; and
- the sensible use of the learning environment and the local area.

Recommendations

- R1 Set clear learning objectives for the children at the start of every focus activity
- R2 Ensure that the current regular assessments lead to the next steps in the children's learning
- R3 Ensure that the targets in the improvement plan derive directly from the self-evaluation

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?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Wellbeing: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The planning is effective. The curriculum builds appropriately on children's previous and existing knowledge and experiences. Interesting opportunities are available for all children to develop their skills across the curriculum, particularly literacy and numeracy skills. Time is set aside weekly for the leader and staff to discuss the curriculum and themed activities. Therefore, the flexible curriculum is managed well and linked effectively to children's interests.

Specific activities and tasks are planned thoroughly and children are free to choose their own tasks and activities. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world and physical and creative development. All adults communicate very effectively with the children in Welsh.

Provision for developing children's information technology skills is good. Enthusiastic staff direct the children consistently towards using technological equipment, such as the computer and electronic equipment. All children are given many opportunities to develop their thinking skills through interesting activities such as painting, building blocks and experimenting with water and sand.

The setting places suitable emphasis on Welsh traditions and celebrations, such as celebrating St David's Day and Saint Dwynwen's day. Good opportunities are also provided for children to develop their understanding of other cultures and traditions. For example, the setting celebrates Diwali and the Chinese New Year and studies moral stories from Africa. These activities help children to develop a good understanding of the wider world and develops their awareness of global citizenship effectively.

Teaching: Good

Staff teach well and they have a sound working knowledge of children's development and also a clear understanding of the requirements of the Foundation Phase. There is a positive relationship between all staff and children. Staff have an active role in curriculum planning and their expertise is used to its best advantage.

There is a good balance between activities chosen by children and those directed by adults. Individual children are challenged consistently in line with their abilities. However, staff do not set clear learning objectives at the beginning of each focus activity.

Staff model the Welsh language very well to children's levels of development. Staff encourage children effectively to evaluate their work as they discuss stories and organise a trip abroad in an aeroplane. Staff provide an interesting environment, which ensures that all children participate and enjoy themselves. Staff are very positive when the children arrive and their enthusiasm continues throughout the sessions.

Established assessment procedures exist. The records of children's achievements are completed thoroughly. However, the assessments do not lead, in enough detail, to the next stages in individual children's education. Parents and carers are informed well about their children's achievements and the information is available to them at any time.

Care, support and guidance: Good

The setting has good provision for ensuring children's health, wellbeing and their spiritual, moral, social and cultural development. Staff foster values such as honesty, fairness and respect consistently through everyday activities. They encourage children at all times to promote their self-esteem and confidence. Children are given good opportunities to reflect, discuss their feelings and take turns.

Snack time is a social occasion. Staff provide effective encouragement in order for children to take responsibility for serving the various snacks and drinks. At these times, there are sensible opportunities for children to discuss how they eat healthily and the importance of sustainability. Good opportunities are available for all children to recycle paper, plastic and cardboard. The setting has the appropriate arrangements to promote healthy eating and drinking. Additionally, there are ample opportunities for children to learn about how things grow and how to care for the environment in the outdoor area through growing strawberries and herbs.

The setting makes beneficial use of visits and visitors to improve children's learning experiences successfully. For example, visits to local businesses and a pet shop adds interest to the curriculum, which develops and extends children's experiences sensibly. Visits to places of interest in the village, such as the park and library enrich the children's understanding of the world around them effectively.

The school's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting offers a safe environment. Doors are locked and are only opened by a member of staff. As a result, no-one can come in and children

cannot leave on their own. The outdoor area is within the boundaries of the setting and the gates are locked safely. Good care is taken when children are collected in order to ensure that they are in the care of their parents or a known carer.

A member of staff has been appointed as the additional needs co-ordinator. Sound processes are in place to support children with additional learning needs. Regular reviews of children's progress ensure that individuals who are suspected of needing additional support are identified. The co-ordinator discusses these children with the appropriate agencies.

Learning environment: Good

Through daily activities and the attitude adopted by staff, the setting promotes a positive ethos. Staff know the children well and their individuality is recognised. Each child has equal access to an interesting curriculum. The setting uses positive behaviour strategies, which help to eliminate disruption or oppressive behaviour appropriately.

Staff have suitable qualifications and sound experience of working with young children. The adult to child ratio is favourable. Staff expertise is used purposefully to plan and supervise activities. The setting uses its resources sensibly to meet the requirements of the Foundation Phase curriculum and children's needs. Resources are within the children's reach, which promotes the children's sense of responsibility well. Resources are shared effectively between indoor and outdoor activities.

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

Staff understand their roles and responsibilities fully and co-operate well as a team. They use guidance from external agencies such as the local authority sensibly. They also use expertise from the National Day Nurseries Association at times for training, administrative support and the content of policies. This practice ensures the best use of expertise to support the setting. The leader, staff and owner plan purposefully to provide interesting and practical experiences for the children.

The development plan identifies appropriately what needs to be done in order for the setting to improve. However, although the strategic plan's targets have a positive effect by creating improvements, the targets do not correspond consistently with the observations in the self-evaluation report.

Staff receive appropriate and relevant training, which affects the quality of provision well. The owner and leader lead efficiently and give good consideration to legislation and the management systems meet requirements. The setting gives good consideration to national priorities, including implementing the Foundation Phase curriculum effectively.

Improving quality: Good

Sensible consideration is given to the comments of everyone who is involved with the

setting when producing the self-evaluation. In general, the setting's needs are identified appropriately in the development plan. The leader, staff and the owner discuss the development plan with confidence and they are sure of the process used to reach their targets. The areas for improvement include reminding the children to respect books, improving observations, improving the training, organising more visitors and setting targets at staff meetings.

These areas are targeted appropriately against success criteria and timelines. They are given appropriate priority in the development of the setting by the staff, the local authority and the owner. However, there is no direct connection between the self-evaluation and the targets of the development plan. Currently, the process does not identify areas to improve effectively in order to create relevant and concise targets in the development plan.

Staff make good use of training opportunities and professional learning experiences. This has a positive effect on the children's learning and wellbeing.

Partnership working: Good

In the answers to the questionnaires and during discussions, parents express their satisfaction with the setting and greatly appreciate the standards of care and quality of education that is available. They appreciate the open door policy and the daily opportunities to meet staff. There is a booklet that is full of information for parents and carers, which provides them with relevant details about the setting.

By the time children leave the setting, parents feel that they have been prepared well for the next stage in their education at the local school. Links between the setting and the school are good and regular visits exist throughout the year. Community partnerships are successful and the setting takes every opportunity to use the village and the nearby area to provide interesting experiences for the children.

The links and support that are provided by the local authority are regular. The advice and suggestions are of assistance in moving the setting forward and contribute to the good provision.

Resource management: Good

The leadership is strategic and plans for the future. The resources are well managed to support learning and improvements in the setting. The leader and the owner ensure that the setting has enough qualified staff and appropriate training. The owner, the leader and staff use support agencies purposefully for the benefit of the children.

Staff work effectively together to improve children's achievements. Sensible use is made of all available resources. They are accessible for the children. Staff make good use of the building and the local area to provide a range of interesting learning experiences.

The quality of provision and leadership ensures that the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 2

The reporting inspector

Mr Nicholas Jones	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.wales)

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 partnership's 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 3 to 7 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 which 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)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which 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.