



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

A report on

**Ysgol Feithrin Sant Aubin
503a Cowbridge Road East
Canton
Cardiff
CF5 1BB**

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW..or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Queen's Printer and Controller of HMSO 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 16/11/2015

Context

Ysgol Feithrin Sant Aubin private nursery is a Welsh medium setting in the Canton area of Cardiff. It meets on the ground floor of a large house that has been adapted for nursery provision. The setting is open for five days a week. The setting has nine staff, who attend on different days during the week.

The setting's registration allows it to take up to 33 children. It accepts children between two and five years of age. At the time of the inspection there were 40 children attending over the week, three of them funded by the local authority.

Nearly all children are of white British origin and a few speak Welsh as their first language. Currently, there are no children with additional learning needs.

The manager began her post in September 2003. The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in February 2015. Estyn's last inspection of the setting was in March 2011.

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:

- learning experiences, which are thoroughly planned;
- effective support and the broad, balanced and interesting curriculum;
- stimulating teaching, which focuses well on the Foundation Phase outcomes;
- the accessible resources;
- the consistent use of Welsh, which has a positive impact on how the children learn the language; and
- the very good relationships between adults and children.

Prospects for improvement

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

- provision and the very clear direction to the work of the setting by manager and leaders;
- regular self-evaluation systems;
- very positive and active attitude towards staff development and training;
- effective use of support lines; and
- the successful and supportive practices of the owner and operational manager.

Recommendations

- R1 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 meets the philosophy of the Foundation Phase effectively. The curriculum builds effectively and thoroughly on the past and present knowledge and experiences of the children. There are interesting opportunities available to all children to develop their skills across the curriculum. This includes challenging opportunities to develop the children's early writing and numeracy skills, and to learn about foreign countries like Italy.

Leaders set appropriate time weekly to organise the curriculum and the themes' activities. Therefore, the curriculum is flexible and linked to the children's interests across all areas of learning. Specific activities and tasks are planned in detail. The children have freedom to choose their own tasks and activities.

The staff plan learning objectives regularly. They share them consistently with focus groups at the start of activities. Staff provide good experiences for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world, creative and physical development.

Nearly all adults communicate successfully with children in Welsh. The provision for the development of the children's information and communications technology skills (ICT) is purposeful. The staff direct children regularly towards using technological equipment such as computers, tablets, cameras and electronic toys. Children have many opportunities to develop their thinking skills through interesting activities such as preparing and cooking foreign food, experimenting with water and sand, role-playing in the mud kitchen, painting and discussing books with each other and adults.

The setting places suitable emphasis on Welsh traditions and celebrations, such as celebrating St David's day and Saint Dwynwen's day. It also provides good

opportunities for the children to acquire knowledge and understanding of other cultures and traditions, for example, by studying the Chinese New Year, Diwali and Eid. Such activities help children develop a good understanding of the wider world. It raises their awareness of global citizenship effectively.

Teaching: Good

The staff have a good working knowledge of child development and a clear understanding of the requirements of the Foundation Phase. There is a very positive relationship between all the staff and children. The staff have an active role in curriculum planning and the best use is made of their expertise. The teaching is stimulating, challenging and full of life. All staff set clear learning objectives at the beginning of each focus activity to ensure that the children understand the purpose of the activity. This maintains the children's interest and motivates them to persevere on each task. Staff co-operate effectively, which challenges individual children appropriately according to their abilities.

Staff give all children the freedom to choose between activities that are led by adults or to work independently. The staff are discreet in intervening and allow the children to develop their independent skills successfully. Staff model language effectively to develop children's thinking, numeracy and communication skills. Staff encourage children to evaluate sensibly when discussing a story, experimenting with colours, role-playing and discussing trips to foreign countries.

In the building and outside, the staff provide interesting environments that ensure successfully that all children participate and enjoy. The teaching in the outdoors is exciting. The use of the outside area is purposeful.

Robust and rigorous assessment procedures exist. Key workers consistently complete the records of children's achievements. The assessments lead to individual children's targets and the next steps in their education successfully. Parents and carers are well informed about their children's achievements and the information is available to them at any time.

Care, support and guidance: Good

The setting ensures that the health and wellbeing of the children is a priority. Visitors such as a nurse, policeman and pharmacist extend children's experiences effectively. The setting visits the community through trips to the village, the library and the park. The use of this part of the city and the local area develops the children's knowledge and understanding of their community successfully.

The setting has good provision to ensure the spiritual, moral, social and cultural development of children. Staff nurture values such as honesty, fairness and respect sensitively. The children have good opportunities to reflect, discuss feelings and say thank you. This is evident as they take turns respectfully when eating fruit and drinking around the dining table. The setting makes appropriate arrangements for promoting healthy eating and drinking. There are good opportunities available to all children to recycle paper, cardboard and plastic bottles. This is beginning to develop their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which eliminates any form of harassment or oppressive behaviour. The staff are suitably qualified and have good experience and the ratio of adults to children is favourable. The planning and supervising of activities uses staff expertise well.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe. The doors are locked and only staff members open them. Nobody can enter nor a child can leave unaccompanied. The staff take care when children are collected and ensure that they are under the care of their parents or familiar carer. Cameras monitor the setting to support the safety systems effectively.

Regular reviews of children's progress identify individuals in need of additional support effectively. The staff discuss these with the appropriate agencies. A very robust system is in place to support children who have allergies to different foods. A specific staff member is the additional learning needs' co-ordinator. She is familiar with the necessary procedures to support children with special needs.

Learning environment: Good

The setting, through the daily activities and the approach adopted by the staff promotes a positive ethos. The staff know the children very well and their individuality is recognised. Every child has equal access to an interesting curriculum.

The setting uses its resources successfully in the building and outside to meet the requirements of the Foundation Phase curriculum and the needs of children. The resources are accessible to the children, which promotes the children's sense of responsibility well. The continuous activities and opportunities to enhance learning share resources effectively.

Although the outdoor area is limited in size, it is organised sensibly and the children use the resources constantly. They learn through stimulating experiences. There are suitable opportunities available for the children to grow plants in specific areas around the building.

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

Leadership: Good

The staff understand their roles fully and work well together as a team. They use the guidance of outside agencies, such as the local authority, sensibly. They also use the expertise of the National Day Nurseries Association and the Mudiad Meithrin for training, administrative support and the content of policies. This practice ensures the best use of expertise to support the setting. The manager, staff and the owner plan purposefully to provide very interesting and practical experiences for the children. They make use of specialist staff from other settings owned by Saint Aubin very effectively to support the setting with staffing.

The improvement plan sets out in detail the targets to improve the setting. However, although the targets of strategic planning have a positive impact by creating improvements, the targets do not correspond consistently with the evaluations in the self-evaluation report.

The setting gives good consideration to national priorities, including implementing the Foundation Phase curriculum effectively. Staff receive highly relevant and appropriate training, which positively affects the quality of provision. The system of delegating specific responsibilities by the management structure is sound. The owner and manager lead very efficiently and give good consideration to legislation. The management systems meet requirements.

Improving quality: Good

When creating the self-evaluation, sensible consideration of the views of everyone involved with the setting is evident. The needs of the setting are set out in detail in the improvement plan. The manager, staff and the owner discuss the self-evaluation with confidence and they use the process consistently throughout the year. In the improvement plan, the areas for improvement include embedding the literacy and numeracy framework, providing reflexology for all children and to increase visits to the local community.

Staff focus diligently on creating improvements. They target development areas consistently. However, there is no direct link between the self-evaluation and the improvement plan's targets. Although there are relevant and concise targets in the plan, they do not arise from the content of the self-evaluation.

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

Partnership working: Good

There are effective links with parents and carers. They receive appropriate information about their children's achievements and progress. This helps them to support their children's learning. The parents, in the answers to the questionnaires and in discussions, express their satisfaction with the setting and are very appreciative of the standards of care and the quality of education provided. The open door policy means that parents have regular opportunities to meet staff and discuss any concerns at an early stage. An informative booklet and website provide parents and carers with the relevant details about the setting.

The parents feel that the children are well prepared for the next step in their education in the local schools by the time that they leave the setting. The links between the setting and the local schools are established. The partnership between the setting and the local authority and other agencies such as the Mudiad Meithrin and National Day Nurseries Association is useful. The setting acts quickly and diligently on the advice of external agencies, which supports the setting and contributes to successful provision.

Resource management: Good

The leadership is challenging and is constantly striving to improve all aspects of the

setting's work. The resources are managed sensibly to support learning and improvements in the setting. The manager, staff and the owner ensure that the setting has enough qualified staff and appropriate training.

Staff are used effectively to deliver the curriculum and support children's learning. The staff co-operate together efficiently and purposefully. The good quality resources are accessible for the children. Staff make successful use of the building and the outdoor area to provide a range of interesting learning experiences.

In light of the effective provision and strong leadership, 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
-------------------	---------------------

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 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 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.