



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

**A report on**

**ABC Day Nursery  
Gwastad Hall  
Cefn-Y-Bedd  
Wrexham  
LL12 9UH**

**Date of inspection: March 2018**

**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
<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

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](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

Copies of this report are available from the setting and from the Estyn website.

**© Crown Copyright 2018: 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 material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 30/05/2018**

## Context

ABC Day Nursery is a privately owned English medium setting located in Cefn-y-Bedd, in Flintshire local authority. The nursery is registered to take up to 29 children between the ages of 0 and 5 years. It offers early education sessions funded by the local authority between 9.15am and 11.15am, five mornings a week from January to July. There are currently 13 children on roll, of which four receive funded early years education.

English is the main language spoken at home by nearly all children at the setting. At the time of the inspection, no children were identified with additional learning needs.

There are 13 members of staff including the proprietor and management staff. Two members of staff work with the funded three-year-olds including the room leader, who has been in post since October 2017.

The setting was last inspected by the Care Inspectorate Wales (CIW) in July 2017 and by Estyn in June 2012.

## 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 setting's current performance is good because:

- Practitioners plan a suitable range of activities that meet the needs of most children and engage their interest effectively
- It uses the local community effectively to enrich children's learning experiences
- Strong working relationship between children and practitioners contribute well to an ethos of co-operation and mutual respect
- Practitioners have high expectations for most children and challenge them appropriately
- The setting supports children's health and wellbeing successfully
- The setting provides a stimulating, attractive and welcoming learning environment for children

### Prospects for improvement

The setting's prospects for improvements are good because:

- The proprietor and room leader have a clear vision that is based on ensuring children's happiness and the best possible care and education
- Leaders and practitioners work well with the proprietor and have high expectations of themselves and others
- The setting has a good track record of identifying areas for development and improving the provision
- It works strategically with partners to improve provision and children's outcomes
- It uses community links effectively to support children's learning
- Practitioners benefit from regular professional development opportunities that improve the quality of the provision and raise standards

## Recommendations

- R1 Improve the provision for developing children's Welsh language and information and communication technology (ICT) skills
- R2 Ensure that daily assessments are used effectively to plan the next steps in individual children's learning

### **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?

#### Standards:

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:

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**

#### Learning experiences: Adequate

Practitioners plan a suitable range of activities that meet the needs of most children and the foundation phase curriculum purposefully. They are beginning to include children's ideas to ensure that tasks engage their interests and capture their imagination appropriately. Practitioners plan a range of suitable activities in all areas of learning, both indoors and outside. For example, children enjoy using the outdoor investigation table to group flower petals according to colour and to 'write' a list of ingredients to make a cake. The weekly planning ensures a good balance between adult led tasks and opportunities for children to choose what and where they want to play and learn. Practitioners evaluate the effectiveness of the learning experiences appropriately and record what children have enjoyed doing. They are beginning to use information from their daily observations and assessment to inform future planning. However, they do not always use this information effectively enough to plan the next steps in children's learning and to make sure that all children build on their knowledge and skills systematically over time, including more able children.

Practitioners plan appropriately to develop pupils' numeracy, literacy, physical and thinking skills, using both the indoor and outdoor learning environment. They provide a suitable range of activities and learning experiences that develop children's speaking and listening skills. These include listening to stories and singing familiar songs and nursery rhymes. Practitioners are beginning to use incidental Welsh during the session to encourage children to learn familiar words and phrases. However, practitioners do not always plan sufficiently well to develop children's Welsh language skills systematically or to encourage them to use simple Welsh phrases during activities. Although the setting has recently invested in new ICT

equipment, including an interactive large computer table, practitioners do not plan well enough to develop children's ICT skills.

Children have suitable opportunities to learn about Welsh culture, traditions and celebrations, for example when they celebrate St David's Day. There are appropriate opportunities for children to learn about people from different cultural backgrounds, for example by learning about the Chinese New Year and Diwali. The setting uses the local community effectively to enrich children's learning experiences, such as by inviting officers from the fire brigade to speak to the children about their role within the community. Practitioners invite a range of interesting visitors, including officers from animal charities and local animal and pet owners, to teach children that they should treat animals with care and respect. For example, children learn how to care for lizards, ducks and rabbits as part of their theme on animals. Practitioners enhance children's learning further by taking them on visits to a nearby woodland and travelling by train to the local museum.

### **Teaching: Good**

Practitioners have a sound understanding of the principles of the foundation phase and child development. The strong working relationship between children and practitioners creates an ethos of co-operation and mutual respect. Practitioners are sensitive to children's needs and encourage them to persevere and to try their best. Practitioners manage behaviour sensibly and sensitively, and praise children for their efforts regularly. In general, they use a suitable range of questions during activities to develop children's thinking skills purposefully, as well as their literacy and numeracy skills. Practitioners have high expectations for most children and challenge them appropriately. However, they do not always take advantage of opportunities to challenge more able children sufficiently so that they build effectively on previous learning and make regular progress.

All practitioners model language well. They speak clearly and repeat key vocabulary regularly to support children's language development. They are beginning to use Welsh occasionally and to encourage children to use simple words, for example to answer the register in Welsh and to recall days of the week. However, this is at a very early stage of development.

The setting has suitable arrangements for assessing children's progress. The leader uses the foundation phase profile well to assess children's starting points. They record observations of children's progress appropriately in order to track their progress and provide useful feedback to parents. However, practitioners occasionally place too much emphasis on recording observations, which detracts from working directly with the children during the session. In general, practitioners use this information appropriately in order plan general next steps in children's learning. However, they do not always use all the information they have well enough in their planning to make sure that all children make systematic progress.

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

Practitioners support children's health and wellbeing effectively through a range of purposeful learning experiences and daily routines. They promote eating healthily well through activities such as snack time. Children also develop their self-confidence and social skills successfully by undertaking the role of 'helpwr heddiw' to serve the snack and drink. The well-established dental hygiene and hand washing routines help children to learn good habits for healthy living and how to look after themselves and others. The setting provides appropriate opportunities to promote children's spiritual and moral development, for example by encouraging children to discuss the importance of the setting's 'Golden Rules Train', which promotes good learning behaviours and positive attitudes towards others. There are suitable activities to help children begin to learn about the importance of recycling, including recycling food waste and paper. The setting has a valuable link with the local primary school and the residential care home, which provides useful opportunities for the children to mix with older peers and adults, to learn more about each other's lives and develop their social skills.

The setting provides regular opportunities for children to exercise by making good use of its extensive outdoor areas. Practitioners use a range of strategies to promote good behaviour. They praise positive behaviour and attitudes to learning, whilst discouraging unacceptable behaviour sensitively and firmly.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. There are appropriate processes to support children with additional learning needs. The setting conducts regular reviews of children's progress to identify any additional needs. It consults with parents and carers regularly and works alongside outside agencies such as health and social services when the need arises.

### **Learning environment: Good**

The setting provides a stimulating, caring and welcoming learning environment for children. Practitioners work well together to ensure an inclusive ethos in which all children are respected and are treated fairly. Practitioners encourage children to treat each other with respect and kindness, for example during snack time when children take turns and help each other. Nearly all children have equal access to the curriculum and take part in the full range of activities and learning experiences provided. Practitioners provide valuable opportunities for children to learn to celebrate diversity through relevant stories and by celebrating special days and festivals, for example by creating lanterns and tasting traditional food when celebrating the Chinese New Year.

Although space within the indoor learning environment is limited, practitioners make good use of the area by providing purposeful areas for children to develop their skills. For example the newly created book corner allows children to choose their own books and to look at them independently. Colourful and attractive displays celebrate children's work and successes effectively. The extensive and stimulating outdoor

environment enhances children's learning experiences well. For example, the 'garden centre' and 'garage' enable children to develop a range of skills through purposeful role play. The sensory garden also provides children with good opportunities to explore, grow plants and harvest vegetables. A good supply of resources and purposeful learning areas, both indoors and outdoors, provide rich opportunities for children to investigate and learn for themselves.

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

**Leadership: Good**

The proprietor and leaders have a clear vision for ensuring children's happiness and the best possible care and education for them in a welcoming and homely environment. Although both the manager and room leader are relatively new to their posts, they work effectively with the proprietor and have high expectations of themselves and others within the setting. The proprietor ensures that leaders and practitioners understand their roles well and uses the appraisal system purposefully to evaluate their performance and to support them effectively. The proprietor and manager monitor standards of teaching as part of the annual appraisal process and provide useful feedback as well as identifying individual training needs. Leaders and practitioners take advantage of suitable training opportunities in addition to attending useful meetings with other settings as part of their professional development. This has a positive impact on the setting's work. For example, the leader improved planning for focused tasks after attending recent training.

The setting uses guidance from outside agencies purposefully to improve the provision, such as support from the local authority link teacher to improve the planning of purposeful learning experiences and the recording of children's progress. The proprietor works closely with the setting leader and manager to ensure that policies are up-to-date and to help make important decisions about funding and provision. The setting considers local and national priorities well, including developing children's literacy and numeracy skills and promoting healthy living.

**Improving quality: Good**

The setting has appropriate arrangements to identify its strengths and areas for improvement. These include a suitable range of activities to monitor children's standards and the quality of provision and leadership. Practitioners gather the views of parents appropriately through questionnaires and use information from partners' monitoring reports suitably. The self-evaluation report along with other monitoring reports provides a generally accurate, evaluative and honest analysis of the setting's work. As a result, leaders and managers know the setting well and understand what steps they need to take to move forward.

The setting uses information from its self-evaluation process to identify suitable/appropriate/useful targets for improvement in its development plan.

However, the plan is not always detailed enough for leaders to monitor progress against the targets.

Overall, the setting has a good track record of identifying areas for development and improving the provision in order to raise standards. For example, there have been significant improvements to the outdoor learning areas and practitioners have begun to develop the provision for ICT. The setting has made good progress against all of the recommendations from the previous inspection.

### **Partnership working: Good**

The setting works strategically with partners to improve provision and children's outcomes. The setting establishes strong working relationships with parents and carers through its day care provision. This helps children to settle quickly into the early education sessions. Practitioners take active steps to involve parents and carers in the setting's life. The setting informs parents and carers regularly about all aspects of the setting's work using social media and open evenings.

The setting acts effectively on advice and guidance from the local authority's advisory teacher to improve provision and children's outcomes. Practitioners work well with a range of other external agencies and partners, which contributes successfully to ensuring the health and wellbeing of the children. These include specialists who develop children's music and dance skills.

The setting uses community links effectively to support children's learning. This includes suitable use of the nearby woodland and inviting a broad range of visitors to the setting. The strong link with the neighbouring residential care home for the elderly helps children to learn about their local community and promotes values such as care and respect. For example, children enjoy visiting residents for special occasions such as World Book Day and learn to work alongside them during occasional art activities.

### **Resource management: Good**

The setting has sufficient practitioners with appropriate qualifications and relevant experience of working with young children. The recently appointed room leader has a good understanding of her role and responsibilities. She has benefited from the advice and support provided by the local authority to improve provision and raise standards. Practitioners have appropriate opportunities for professional development, including attending training offered by the local authority and occasional visits to other settings to observe and share good practice.

The proprietor manages the resources effectively, which supports learning well. The setting has a good range of learning equipment, which practitioners use effectively to meet children's needs and enhance their learning experiences. For example, the setting has recently bought an interactive computer table to help children develop their ICT skills. The setting ensures that the funding available is used effectively to support children's standards and wellbeing.

In view of the standard of teaching and the quality of leadership, the setting provides good value for money.

## 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>CIW</b>	Care Inspectorate Wales (CIW) 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 partnerships 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 three to seven 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 that 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>Professional Association for Childcare and Early Years (PACEY)</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 Day Nurseries Association (NDNA)</b>	This organisation 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