



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

**A report on**

**Hope Green Day Nursery  
Wrexham Road  
Penyffordd  
Nr Chester  
CH4 0HT**

**Date of inspection: February 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:

<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

Hope Green Day Nursery is a privately owned, English medium setting near Penyffordd, in Flintshire local authority.

The setting is registered for up to 30 children, from three months to five years of age. It offers early education sessions on weekdays, from 9 am until 11 am during school terms. There are currently five children in receipt of funded early years education. All children speak English as their first language. The setting has identified that there are no children with additional learning needs attending currently.

The proprietor is the registered person. The deputy manager oversees the nursery and two appropriately qualified and experienced practitioners work in the pre-school room. The setting leader was appointed in September 2016 and the other practitioner took up her role in January 2018.

The Care Inspectorate for Wales (CIW) last inspected the setting in December 2017 and Estyn last inspected it in May 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 current performance of the setting is good because:

- The setting provides a wide range of stimulating learning activities that meet the needs of children effectively
- Practitioners have high expectations and a good knowledge of foundation phase requirements
- Practitioners plan purposeful activities that support children to develop their literacy and numeracy skills across the areas of learning successfully
- The setting provides high quality, care, support and guidance and has effective arrangements to promote children's personal development
- The setting's friendly, family atmosphere contributes significantly to children's high levels of wellbeing and self-esteem
- A good range of learning resources is available for the children to use indoors and outdoors

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting is very well led and practitioners work together very effectively
- Leaders are enthusiastic and provide clear direction for the setting's development
- The implementation of improvement plans has a positive impact on the quality of provision
- The setting's targets provide a clear basis for further improvement
- Practitioners respond well to advice and support provided by the local authority
- Partnerships with parents and the community make a positive contribution to children's learning
- Resources are very well organised and used successfully to support children's learning

## Recommendations

R1 Develop planning to include clear details of the learning to develop in adult-led and free-choice activities

R2 Ensure that assessments are used to plan the next the steps in children's learning effectively

R3 Consider resource and funding implications of improvement targets and monitor their implementation effectively

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>N/A</b>
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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.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The setting provides a wide range of stimulating learning activities that meet the needs of children effectively. Practitioners structure planning well and adapt it skilfully to match children's changing interests. They plan purposeful activities across the areas of learning successfully. As a result, learning experiences meet the requirements of the foundation phase curriculum well.

Practitioners implement weekly planning flexibly to enable children to build on their existing knowledge and skills with increasing success. They plan worthwhile opportunities for children to practise their speaking and early reading and writing skills. For example, children extend their skills through role-play in the home corner effectively. Practitioners use well-structured activities to develop children's counting skills, both indoors and outdoors. They are beginning to include more detail in planning about the learning to develop in activities. This helps to ensure that children consolidate skills in literacy and numeracy effectively.

Practitioners plan a suitable variety of adult-led and free-choice activities, but there is too much emphasis on directed activities on occasions. As a result, opportunities for children to develop greater independence are sometimes limited. The provision to develop information and communication technology (ICT) skills is improving steadily and is beginning to form a natural part of everyday learning. For example, children use telephones as they role-play making calls confidently. However, opportunities to use tablet computers, cameras and remote control toys are less well established.

The overall provision promotes independence and creativity suitably so that children choose tools and materials with confidence, for example when printing and painting. Practitioners use the setting's outdoor area imaginatively to develop children's respect for the environment. For example, they observe mini beasts on a nature walk.

The provision to develop children's Welsh language skills is good. Practitioners use Welsh songs, model simple Welsh phrases, ask questions and use Welsh vocabulary during whole group sessions regularly. As a result, a few children are beginning to use simple words and phrases, such as to describe the weather. Practitioners promote children's awareness of Welsh history and culture appropriately, for example by celebrating St David's Day. The children enjoy Welsh stories regularly and practitioners introduce them to traditional foods, such as Welsh cakes.

### **Teaching: Good**

Practitioners manage children's learning and play with enthusiasm. They successfully ensure that activities are fun for all the children. The quality of practitioners' interactions with children is a strong feature. They have high expectations and a good knowledge of foundation phase requirements. All are good language models in English and Welsh. This develops children's speaking skills and extends their vocabulary successfully.

Practitioners understand the purpose of activities and engage children's interest well, such as when reading a story or supporting a craft activity. They give plenty of time for children to complete tasks and use questioning and praise well to encourage perseverance. Practitioners often promote incidental opportunities for learning through play successfully. They are reflective and review how well activities help children to make progress. For example, practitioners are becoming more skilful at providing effective opportunities for children to practise their counting skills in the different learning areas. This includes outdoor activities, such as matching and sequencing numbers on a number line.

The setting has appropriate procedures for assessing children's skills and understanding. Practitioners compile detailed records for each child and record individual achievements regularly. These observations provide a good basis to help plan children's next steps in learning. However, the use of assessment information to inform the next steps in learning is at an early stage.

Practitioners offer valuable day-to-day communication with parents and hold regular meetings to discuss children's progress.

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

The setting provides high quality, care, support and guidance and has successful arrangements to develop children's understanding of keeping healthy. For example, practitioners promote energetic outdoor play regularly and the children enjoy lively dance sessions.

Practitioners encourage children's curiosity about the world and foster positive values, including honesty and fairness, effectively. They promote positive attitudes and good behaviour consistently. As a result, children have a strong sense of identity within the setting and develop high levels of confidence and self-esteem. Practitioners support children well in their personal and social development by acting as positive role models.

The setting supports children's spiritual development well by encouraging them to reflect on their experiences and think of others. They use the natural environment successfully to encourage a sense of awe and wonder, such as through observing the development of butterflies, growing vegetables in the allotment and taking nature walks to explore the different seasons.

Provision for moral and social development is effective. Practitioners encourage children to distinguish between right and wrong and begin to treat others with respect, such as by taking turns when playing with resources. The setting helps children learn about different cultures and traditions when they celebrate festivals such as Diwali and Chinese New Year.

The setting is beginning to provide opportunities for children to learn about sustainable living, but their involvement, for example in feeding the birds and recycling, is not an established feature of the daily routine.

The setting has established procedures to support any children that practitioners identify as needing additional help with their learning. They make good use of a suitable network of contacts to provide extra support and advice when the need arises.

Practitioners implement appropriate procedures to ensure that the setting is safe and carry out risk assessments regularly. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The setting has a welcoming and inclusive family ethos. All children have equal access to the curriculum. This friendly, family atmosphere contributes significantly to children's high levels of wellbeing and self-esteem. Practitioners take good account of children's individual needs, which helps to ensure children feel safe and free from undue anxiety. They use positive strategies to manage behaviour and encourage understanding and tolerance towards others sensitively. The setting places an appropriate emphasis on promoting and respecting diversity. For example, practitioners read stories from other cultures regularly.

The setting has enough qualified and experienced practitioners for the number of children that attend the setting. A good range of age-appropriate resources is available across the foundation phase areas of learning. The accommodation is well maintained and enhanced effectively by the display of children's work. The pre-school room is relatively small and practitioners have reorganised the layout of activities thoughtfully. However, there are not always enough opportunities to set up resources to encourage children to access them independently. Although children do not benefit from free access to outdoor activities throughout the session, practitioners make sure that they have regular access to outdoor provision as part of the daily routine. They provide a good range of well-resourced learning opportunities outdoors.

The setting uses resources in the community and visits to enrich children's experiences successfully. For example, they regularly take children on visits to the local shop, park, and a nearby pottery.

The accommodation provides a safe and secure learning environment.

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

The proprietor has high expectations, provides strong leadership and maintains oversight of the setting's work informally. All practitioners work together very effectively. They implement the setting's policies and procedures consistently.

The deputy manager and setting leader provide a clear vision and direction to develop further the setting's educational provision skilfully. They are highly professional and promote a strong ethos of teamwork successfully. All practitioners are enthusiastic and have a good understanding of their roles and responsibilities. They communicate with parents effectively and demonstrate a shared sense of purpose in improving provision. Weekly meetings to discuss planning ensure that practitioners agree developments collaboratively.

There are suitable arrangements for the supervision and appraisal of practitioners. The targets agreed provide a good basis to inform future training needs and the setting's improvement plan.

The setting takes good account of national and local authority priorities. For instance, practitioners implement foundation phase assessments conscientiously and they are beginning to use this data to enhance children's mathematical skills.

**Improving quality: Good**

The setting has effective procedures for self-evaluation and planning for improvement. Leaders have established a collaborative approach to self-improvement successfully. They involve practitioners fully in the process and seek the views of parents and stakeholders regularly. For example, they ask the views of parents when implementing an annual review of the quality of care the nursery provides.

The self-evaluation report identifies strengths and areas in need of improvement in the setting accurately. The current improvement plan prioritises relevant targets that link well to the areas identified. However, planning includes few details of how targets will be funded and arrangements to monitor progress in their implementation are not always clear enough to be fully effective.

Practitioners work closely with the local authority to improve provision. This has led to significant improvements in how well practitioners organise learning activities and use their resources.

The setting has made steady improvements in meeting the recommendations of the last inspection. Practitioners have made very good progress towards current targets, to develop the learning environment and improve provision for children's mathematical skills across the areas of learning.

**Partnership working: Good**

The setting has strong partnerships with parents and community organisations that enhance children's wellbeing and learning positively. Parents receive a broad range

of useful information and practitioners encourage them to be involved in their child's education. Practitioners use daily accounts, social media, newsletters and day-to-day contact effectively to communicate with parents. This helps them to feel comfortable in approaching the setting about any concerns and keeps them informed about daily activities.

The setting has well-managed arrangements for children's induction and to support the smooth transition to school. Arrangements to share information and assessment data are effective. The setting has beneficial links with a range of community organisations and receives occasional visitors who talk about their jobs and interests.

Practitioners regularly share good practice with other settings through training events. They work well together, share information about children and know whom to contact when additional support or advice is required for children. However, the setting has not yet taken opportunities to visit other settings to observe and discuss established good practice.

The partnership with the local authority is effective in helping practitioners to access relevant training and guidance. Practitioners benefit from advice, for example in using assessment profiles and improving the learning environment.

#### **Resource management: Good**

Leaders deploy practitioners efficiently and arrangements for their professional development and training are effective. All practitioners collaborate well. They attend professional development courses and meetings regularly, to share good practice with other settings. Practitioners reflect on the good practice shared and implement strategies to improve provision in the setting thoughtfully. In particular, the reorganisation of provision has led to well-planned and resourced activities across the areas of learning. As a result, children are well motivated and develop a range of skills confidently.

The proprietor monitors the setting's income and expenditure regularly. Recent expenditure, such as the purchase resources for ICT, outdoor learning and the storage of equipment, has a positive impact on the quality of the learning environment. However, the setting's planning for future spending on training and resource needs is not always formal enough.

The setting is thoughtful in ensuring the efficient use of all available funding and learning resources. This has a positive impact on the quality of children's learning and represents 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>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 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