



Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
For Education and Training in Wales

THE INSPECTION OF EDUCATIONAL PROVISION FOR CHILDREN BEFORE COMPULSORY SCHOOL AGE

NURSERY REPORT ON:

Ty Du Play Group and Nursery

Registered Nursery Education Inspector Dr Arlene Thomas- Ramasut

Date of inspection Monday 3rd April 2006

Contract number T/113/05

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REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

Name of nursery Ty Du Play Group and Nursery

Address Old School Canteen,
St John's Crescent,
Rogerstone,
Newport

Post code NP 10 7FL
Telephone 07731 918567

Person(s) responsible for day-to-day management-----Mrs Carol Jones
& Mrs Deborah Lucas

Position Co-Owners/ Managers

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all judgements. Grade definitions are:

| | | |
|-----------------------|------------------|---|
| Very good | (Grade 1) | many good features, some of them outstanding; |
| Good | (Grade 2) | good features and no major shortcomings; |
| Satisfactory | (Grade 3) | good features outweigh shortcomings; |
| Unsatisfactory | (Grade 4) | some satisfactory work, but shortcomings in important areas; |
| Poor | (Grade 5) | many shortcomings |

1.0 CONTEXT OF THE SETTING

Context of the nursery setting:

Ty Du Play Group and Nursery is a privately owned provision which operates as a play group for 2 year olds and younger 3 year olds in the mornings and as a nursery for older 3 year olds and 4 year olds in the afternoons. It is registered for 25 children per session plus one child with special educational needs who has 1:1 support. At the time of the inspection, there were 48 children on role with 27 funded places for 3 and 4 year olds. There were seventeen younger 3 year olds registered for part time morning attendance and a further six older 3 year olds registered for five afternoon sessions along with twelve 4 year olds. The majority of these children had been had been in the setting since they were 2 year old. Three children with identified special educational needs are currently being assessed for statementing and a fourth is being monitored by staff.

Ty Du is owned and managed by Mrs Carol Jones and Mrs Deborah Lucas who have both worked in the play group for nineteen years. They took over the running of the provision when it was threatened with closure in 2002.

Ty Du has been located in the same local authority building in the Ty Du area of Rogerstone for past thirty years. It is very well regarded within the community which it serves and parents are very supportive of its work. The play group and nursery are the sole users of the premises which are very run down externally. Current access is by way of a poorly maintained public right of way past a burnt down building. Whilst there are plans to demolish this building for health and safety reasons, there are no known plans to renovate the Ty Du premises. The owners report that parents are concerned about the state of the area. The path and children's play ground which is adjacent to the path is checked daily by the staff for dangerous objects and substances. A garden which parents helped to plant for the children was recently vandalised.

The interior of the building is in complete contrast to the forbidding exterior. There are two large adjoining rooms which are bright and cheerful with the children's work displayed effectively. The rooms are well organised into different areas and there is a good range of equipment and resources. The child sized toilets and wash basins which enable independent use, are situated off one of the rooms and the main entrance and kitchen are situated at the opposite end of the building, in a lobby off the second room. All children are met and greeted by one of the owners at the beginning of each session and handed back to parents and carers in an orderly and secure manner.

Most of the children come from the immediate local area. The owners describe 75% of their intake as coming from comfortably off home backgrounds and 25% as coming from less well off family backgrounds. The majority of children speak English as their first language. No children come from Welsh speaking homes. One child

speaks French as her mother tongue, one speaks Marathi and a third comes from an Urdu speaking family.

Both owner/managers work in the setting five days a week and share responsibility for all aspects of the provision. They are currently completing NVQ Level 3 qualifications in Early Years Care and Education. They both have many years experience working with under 5's. One other long term staff member who works part time holds an NVQ Level 2. The other two staff are experienced but unqualified. All staff have attended a wide range of relevant in-service training days. There are five staff on duty in the mornings, including the one to one support for the child with special educational needs and three in the afternoons, Relationships with the LEA (local education authority) and Pre-school Play Group Association are very good. The setting benefits from the weekly visits of a retired teacher who advises on different learning activities. An LEA funded Early Years consultant also works closely with the team and supports their work..

There are appropriate policies and procedures in place for health and safety, child protection and special educational needs, equal opportunities and inclusion. Long term planning is based on the Desirable Outcomes for Learning and these are translated into medium term topics which are well planned and stimulating. Each child has an individual learning plan which ensures that individual needs are met. A particular strength of the setting is the provision of a wide range of outdoor learning activities.

The Care Standards in Wales report on the setting was very positive. All standards were fully met. The previous Estyn report was in 1999..

2.0 MAIN FINDINGS OF THE REPORT

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The provision successfully promotes the goals of children's learning .and the standards achieved are very good.

2.2 Standards achieved by children in the six areas of learning

| Six areas of Learning | Judgement for 3-4 year old children | Judgement for 4-5 year old children |
|---|-------------------------------------|-------------------------------------|
| Language, Literacy and Communication Skills | 1 | 1 |
| Personal and Social Development | 1 | 1 |
| Mathematical Development | 1 | 1 |
| Knowledge and Understanding of the World | 1 | 1 |

| | | |
|-----------------------------|---|---|
| Physical Development | 1 | 1 |
| Creative Development | 1 | 1 |

2.3 Inspection judgement on the quality of education provided by the setting

| Quality of Education | Judgement for 3-4 year old children | Judgement for 4-5 year old children |
|--|--|--|
| Quality of planning for children's learning. | 2 | 2 |
| Quality of teaching. | 1 | 1 |
| Quality of assessment and recording of children's progress, and reports for parents and carers. | 1 | 2 |
| Quality of the relationships with parents, carers and the community. | 1 | 1 |

2.4 The quality of the leadership and management of the setting

The leadership and management of the setting is very good. The two owner/managers have defined, complimentary roles and they work well together. There is clear direction to the work with the 3 year olds and the 4 year olds based on the Desirable Outcomes for Children's Learning. The managers lead the staff with energy and enthusiasm and the team works very well together to achieve a calm and purposeful setting where children feel happy, secure and keen to learn. Policies and procedures are in place for special educational needs, inclusion and equal opportunities, health and safety and child protection.

The managers are currently completing NVQ Level 3 qualifications. All staff are actively encouraged by the managers to improve their knowledge and they have all attended a wide range of relevant in-service training days. The provision benefits greatly from the very good relationship with the LEA which funds an Early Years consultant and from the regular visits of a retired teacher who advises on activities and strategies for improving teaching and learning..

The provision sets itself targets for improvement, mainly expanding and improving resources and equipment. The current main objective is to secure the garden area and re-plant the garden for outdoor learning with the additional aim of releasing space inside for other activity areas. Repair of the ceiling internally is also an important aim for health and safety reasons.

2.5 The quality of provision for children's spiritual, moral, social and cultural development

Provision for moral, social and cultural development is very good. Provision for spiritual development is satisfactory. Children are provided with many opportunities to develop self-confidence, to be friendly and co-operative and to know the difference between right and wrong. They celebrate a range of festivals from Wales and other countries and are developing an awareness of the wider world. They are encouraged to use some basic Welsh vocabulary and phrases through songs and greetings. This area has been identified for further development. Activities to develop multi-cultural awareness are a strength of the provision.

There are many opportunities for children to be aware of the natural world but little time is given to encourage reflection or wonder.

2.6 The progress made by the setting in implementing the key issues for action identified in the last inspection report

The setting has made very good progress in addressing all the key issues for action in the previous report.

The discipline and behaviour policy is consistently adhered to and the behaviour of the children is now excellent. The atmosphere of the setting is calm and purposeful.

The reading area is comfortable and well used by the children.

Planning to achieve the Desirable Outcomes for Learning is now good.

Procedures to assess the children's achievements and evaluate the effectiveness of activities are also now good.

3.0 THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING

Standards achieved by 3-4 year-olds and standards achieved by 4-5 year-olds

3.1 Language, Literacy and Communication Skills

Good features

The 3 and 4 year old children achieve very good standards in this area.

The younger 3 year olds listen well at registration time and respond in English and Welsh. They follow directions from the staff promptly, demonstrating good listening and understanding. They listen to stories enthusiastically and respond to questions with growing confidence. Most are beginning to anticipate what will happen next.

Children speak clearly in phrases and short sentences, for example, when

describing what they could feel in the ' Feely Box', all the children described each object well using a range of vocabulary.

The children enjoy books. Several children, including one child with special educational needs were observed sitting together on the reading sofa, looking at pictures and turning pages appropriately. .

The children's pre-writing skills are developing well. They make marks with confidence , holding pencils and brushes correctly.

The older 3 year olds and the 4 year olds listen very well at story time, answering questions enthusiastically. They majority pay good attention to other children when they retell the story in their own words. Children are gaining confidence in speaking in front of the group. They talk confidently to adults, asking for help when needed. On the visit to the farm, they listened attentively to explanations and responded with many questions of their own. Many children speak in full sentences with a good range of vocabulary. They know the names of many animals and can describe their different features clearly.

Children handle books well. They turn over pages, actively following a story in pictures. They recognise their own names on place mats and can name some letters of the alphabet. They enjoy writing for a purpose, for example signing their names in the Easter cards. They can trace over letters and some are beginning to copy write independently.

Children with special educational needs join in all activities and are making steady progress.

Shortcomings

There are no significant shortcomings.

3.2 Personal and Social Development

Good features

The personal and social development of all the children is very good.

The 3 year old children separate easily from their parents and carers. They are keen to come to play group and know the routines well. They sit quietly on a long bench until everyone has arrived and the register is taken. Children settle quickly to play. They co-operate well with each other, sharing toys and activities. Many example were seen of purposeful play and helpful behaviour. Children are developing good concentration and many become engrossed in their activities. They make many choices throughout the session. Children approach adults when they would like help or to ask for a book to be read to them. They are at ease with adults in individual activities such as counting as well as group activities such as singing and movement. They are making steady progress in developing independence skills. They find their own place at snack time and behave well whilst eating.. They put on

their own coats with minimal help and they are learning to take responsibility for their own personal hygiene.

The four year olds are making very good progress in all aspects of their personal and social development. They arrive at nursery eagerly. They move around the setting with complete confidence, making choices and settling to tasks both independently and with an adult. They politely ask each other to play and co-operate very well in both indoor and outdoor activities. At the computer desk, they wait patiently for their turn, watching and helping their friends. On the climbing frame and large equipment, they show good awareness of each other and of the younger children. At lunchtime, which they share with the staff, they chat to each other quietly and wait patiently for all to finish. All the children can undress and dress themselves for gym.

The behaviour of the 4 year olds on their visit to Cwmbran Community Farm. was excellent They were all very excited but responded to the adults' expectations that they would be sensible and careful. They demonstrated care and respect for all the animals and asked many questions with confidence.

Shortcomings

There are no significant shortcomings.

3.3 Mathematical Development

Good features

All the children are making very good progress in their mathematical development.

The 3 year olds can count to 10 in English and Welsh. They know a range of counting songs and rhymes which they join in with enthusiasm. They can name and match shapes and particularly enjoyed 'fishing' in the sand for small shapes which they named confidently. They manage large piece jig saw puzzles well. They recognise and can name colours in English and some in Welsh and can group objects by colour or shape. Understanding of capacity and weight is developing well through sand and water play..

The 4 year olds are confident in naming and recognising numbers to 10 in English and Welsh. They play 'hop scotch' and name the numbers they land on with ease. Several can subtract one object and give the right answer with minimum assistance. The younger children in the group are learning to copy write numbers to 10. With help, they can work out 'how many more to make 5'. The older children are able to add objects together by placing them on a board and the more able can calculate the sum in their heads. They are learning to write numbers to 10 independently.. The 4 year olds recognise and can name shapes and colours with confidence. They can sort and match independently and understand the concepts of bigger and smaller which they demonstrate in their games, particularly the doll's house where they are keen to arrange furniture by size. At the farm, the children compared animals of different sizes and could calculate whether the animals had more or less digits on their feet than the children. They are developing satisfactory recognition and understanding of coins of different value through playing shop. .

Shortcomings

There are no significant shortcomings.

3. 4 Knowledge and Understanding of the World

Good features

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All the children are making very good progress in this area which is a strength of the provision. They are developing a good awareness of the world around them. The planned themes throughout the year with a rotation of resources results in high levels of interest and enjoyment. The wide range of interesting and relevant experiences are carefully planned to help the children develop a sense of self and the community they live in. Visitors to the playgroup, such as the local fire officer, make a very important contribution, enabling children to develop their awareness of people who help them to keep safe and secure. The children are encouraged to be observant and they are developing a knowledge of the area they live in and a sense of direction. The 4 year olds were proud to have contributed to a large scale map of how they come to school and the buildings they pass.

The older children know the days of the week and demonstrate an emerging sense of the changing seasons. They enjoy opportunities to celebrate some of the festivals and customs of different cultures and religions at various times of the year. Through carefully planned experiences both indoors and out, they have all learned how to plant seeds and flowers and to care for them. The 'Ty Du Garden Centre' corner has been very successful in enabling the children to experiment with seeds and find out what they need to grow. The children know that people in other countries live in different types of houses, eat different food and that they speak different languages. They can greet each other in Welsh and French.

The 3 year olds are making very good progress in problem solving and understanding the basic principles of motion. For example, through trial and error in outdoor play, they all realised that they could all run down a slope faster than they could go up. and a child with special educational needs worked out a ball would roll down a slope unaided. In the 'hairdressing salon', concentration and effort enabled several children to secure clips and slides into a model's hair.

Children enjoy dressing up and taking part in creative role- play, naming and explaining what they are doing. In the home corner, they lay the table,decide what they want to eat and iron the clothes with enthusiasm.

The 4 year olds use the computer confidently with the help of a concept keyboard. They have a clear understanding of the need to respect other living creatures and the natural world. They demonstrated care and concern for the animals they saw at the farm and several children were aware that some creatures hibernate in winter.

Shortcomings

There are no significant shortcomings

3.5 Physical Development

Good Features

Children make very good progress in this area. including those children with physical difficulties.. They have many opportunities to play outdoors and they are all developing good co-ordination and control.

The 3 year olds run up and down the small grassy slope in the playground with ease and confidence. They climb the small climbing frame using alternate feet and use good balance to move themselves around on the frame. Their own body awareness is steadily developing. They join in action songs enthusiastically, touching and moving different parts of their bodies with good levels of accuracy The children with special educational needs make good efforts but still find this very challenging.

The 4 year olds run with good co-ordination and control. They can change speed and direction with ease. Outdoors, children peddle and push themselves around on bikes judging space well. In the class room, they balance well on one leg when playing hop scotch . They have good body awareness and can move in a wide variety of ways in response to music and the teacher's directions.

Children use a wide range of suitable equipment for the many different table - top and small scale activities which helps them to improve their dexterity and hand-eye co-ordination. They draw, paint, cut and stick, complete jigsaws, use building blocks and manipulate small toys and cars with evident pleasure and increasing control. Some of the 3 year olds have very good pencil grip and are poised to start writing. The others are making steady progress. Most of the 4 year olds manipulate small objects and handle writing implements very well for their age.

Shortcomings

The large scale climbing and play equipment has been identified by the managers as insufficiently challenging for the 4 year olds.

3.6 Creative Development

Good features

Children make very good progress in this area of learning. They enjoy painting and use a good range of colour. The 3 year olds are aware of the colours of a rainbow and talk about this with confidence. They apply paint to paper with different movements and methods and are proud of their achievements. The 4 year olds use a range of instruments and achieve vibrant and interesting results. Many examples of the children's work are attractively displayed throughout the setting giving them a sense of ownership and pride. Clay modelling is a strength of the provision and all children have good opportunities to experience 3-d design and making. For the topic of homes in different countries, the children made models of their own homes.

Collage work is a favourite of the children who select and glue shapes with care and concentration. The 4 year olds work independently with very little adult intervention.

Children sing a range of songs and rhymes in English and Welsh and enjoy making music with simple shakers. They engage in role play in the dressing up corner and home corner and use a range of costumes and props to develop their characters. They use good imagination when playing with the doll's house.

Shortcomings

Opportunities to enrich the children's learning experiences through different genres of music are underdeveloped..

4.0 THE QUALITY OF EDUCATIONAL PROVISION

The quality of educational provision for 3-4 year-olds and for 4-5 year-olds

4.1 The quality of planning for children's learning

Good features

Long term planning is very good. The well organised documentation shows clearly how the children's learning is based on the Desirable Outcomes for Learning and follows a two year cycle to ensure new experiences for children who stay throughout playgroup and nursery. The medium planning is also very good. Topic work for a term is stimulating, well resourced and covers all areas of learning with good attention paid to out door learning and multi-cultural awareness.

Short term weekly and daily plans set out appropriate activities to for the 3 and 4 year olds but do not contain specific objectives or expected outcomes for individual children. Staff rely on their considerable experience and knowledge of the individual children to guide an activity and to meet individual needs. In general this works well but it can lead to inappropriate expectations, for example, in a single mathematics activity, several children were asked to sort by colour, shape and size which proved confusing for them.

An individual learning plan is drawn up for each child every half term with broad targets for improvement.

Shortcomings

Short term planning lacks clearly stated learning objectives for each activity and expected outcomes for individual children.

4.2 The quality of teaching

Good features

The quality of teaching is based on many years of experience and is very good. Relationships between staff and children are warm and friendly and the staff have high expectations which the children respond to enthusiastically. There is a good balance between the quieter members of staff and the louder approach of one staff member so that children work in an overall calm and quiet atmosphere but with plenty of stimulation and fun.

Staff provide lots of encouragement and praise to build children's confidence and move them on in their learning. One of the senior staff provides a very good role model for questioning and listening to children. Each day is very well organised so that activities change in an almost seamless manner with no disruption to the children's learning. All children are given high quality individual or small group attention as well as whole group teaching which matches their age and stage of development. Children with special educational needs or for whom English is an additional language are included in all activities with good levels of support.

The interior of the premises is well laid out with different activity areas and examples of children's work attractively displayed on every surface. Resources are appropriate to each activity and the children are given many opportunities for free choice. Staff are attentive and enthusiastic and ready to engage with any child who wants to talk or needs help.

Shortcomings

Staff sometimes miss opportunities to extend children's learning because there are no agreed learning objectives for an activity.

4.3 The quality of assessment and recording of children's progress and reports to parents and carers

Good features

The quality of assessment is very good for 3 year old children and good for 4 year olds.

Base line assessment is carried out on each child entering the setting with the cooperation of parents or carers. Personal files are then kept for each child with half termly targets set for progress and examples of the child's achievements over time. The provision is to be congratulated on this efficient and effective record keeping..

During the play group activities with the younger 3 year olds, all staff observe the children's performance and note specific achievements or difficulties on sticky labels. These are then placed into the child's personal file and collated by one of the managers at the end of each half term with useful summative comments. Information gathered and recorded in this way is then used to set targets for the child's learning for the next half term.

During the nursery sessions for the older 3 year olds and 4 year olds, the overall success of an activity is assessed by the staff member who is not leading that activity. Evaluation comments are then entered onto the activity planning sheet. This provides some useful information for the group with occasional comments on individuals.

Parents are invited into the setting twice a year for consultations on their child's progress with opportunities to look at examples of their child's work and observe them at play. At the end of the year a written report is completed for each child. This is very good practice.

Shortcomings

The assessment system used for 4 year olds lacks consistency and sufficient detail on the progress of individual children.

4.4 The quality of relationships with parents, carers and the community

Good features

Relationships with parents and carers are very positive. Conversations with parents at the beginning and end of the sessions indicate high levels of satisfaction within the community. Parents are pleased with the care and attention paid to the individual needs of their children and report that the children are happy and making very good progress.

Each child is greeted by one of the managers at the beginning of the session when there is an opportunity for a brief conversation about any concerns or special achievements. Frequent informative newsletters are sent home which convey a high level of enthusiasm and commitment by the staff. Parents co-operate fully in enabling their children to be taken on special trips, for example, on the farm visit, every child was taken there and picked up by a parent or grand parent. Parents are very supportive of Ty Du and show their gratitude in many ways. They have visited to talk to the children about their work and culture, they have helped plant the garden, which was subsequently vandalised, and they have recently raised funds to re-establish this important facility.

The local environment is widely used to extend and enrich the children's learning.

Shortcomings

There are no significant shortcomings.

5.0 THE QUALITY OF LEADERSHIP AND MANAGEMENT

The quality of leadership and management

The quality of the leadership and management of the setting

Good features

The leadership and management of the setting is very good and this is reflected in its achievements. Both the owner/ managers have worked in Ty Du for 19 years and took over the running of and responsibility for the provision when the previous local community committee was disbanded and play group was threatened with closure. The two have clearly defined roles which match their strengths though these are not formally recorded. One takes responsibility for the finances and building maintenance whilst the other has main responsibility for the planning and assessments. They have expanded the provision so that there is now a separate play group and nursery. There is clear direction to the work with the 3 year olds and the 4 year olds and the managers provide good role models. The team works very well together to achieve a calm and purposeful setting where children feel happy, secure and keen to learn. Policies and procedures are in place for special educational needs, inclusion and equal opportunities, health and safety and child protection. There is 1;1 support for a child with special educational needs and the overall staffing ratios are appropriate. When children are taken out on special trips, a ratio of one adult to two children achieved by splitting the group or inviting parents to join the outing.

The managers are currently completing NVQ Level 3 qualifications, one other long term staff member who works part time, holds an NVQ Level 2 and the other two staff are experienced but unqualified. All staff are actively encouraged by the managers to improve their knowledge and they have all attended a wide range of relevant in-service training days offered by the Pre-School Play Group Association and the local education authority. The provision benefits greatly from the very good relationship with the LEA through the funding of an Early Years consultant and from the regular visits of a retired teacher who advises on activities and strategies for improving teaching and learning..

The provision sets itself targets for improvement, mainly expanding and improving resources and equipment. The current main objective is to secure the garden area and re-plant the garden for outdoor learning with the additional aim of releasing space inside for other activity areas. Repair of the ceiling internally is also an important aim for health and safety reasons.

Shortcomings

There is no formal development plan which would the enable the managers to set clear targets for improvement and monitor progress towards the successful achievements of those targets.

6.0 SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT

The provision for 3-4 year-olds and for 4-5 year-olds

The quality of provision for children's spiritual, moral, social and cultural development

2.6 The quality of provision for children's spiritual, moral, social and cultural development

Good Features

Provision for moral, social and cultural development is very good. Provision for spiritual development is satisfactory.

There are clear rules on behaviour and staff provide very good role models, treating the children with courtesy and kindness. Behaviour both in and out of the setting is excellent. The children are provided with many opportunities to learn to develop self-confidence, to be friendly and co-operative and to know the difference between right and wrong.

They celebrate a range of festivals from Wales and other countries such as St David's Day, St Patrick's Day, Divali and Chinese New Year and are developing an good awareness of the wider world. They understand some basic Welsh which they use in greetings and songs and they know that people in other countries speak different languages and live in different types of houses.. Activities to develop multi-cultural awareness are a strength of the provision.

Children have opportunities to see and experience the wonders of the natural world around them both inside and outside the classroom.

Shortcomings

There are no planned opportunities for children to reflect on or think about what they have seen or experienced with a sense of awe and wonder.

7.0 PROGRESS SINCE THE LAST INSPECTION

The progress made by the setting in implementing the key issues for inspection identified in the last inspection report.

Good features

The setting has made very good progress in addressing all the key issues for action in the previous report.

The discipline and behaviour policy is consistently adhered to and the behaviour of the children is now excellent. The atmosphere of the setting is calm and purposeful.

The reading area is comfortable and well used by the children.

Planning to achieve the Desirable Outcomes for Learning is now good.

Procedures to assess the children's achievements and evaluate the effectiveness of activities are also now good.

Shortcomings

There are no significant shortcomings.

8.0 THE KEY ISSUES FOR ACTION

The key issues for action

The setting needs to:

Ensure that the children's outdoor play area is made secure and that the necessary repairs are carried out to the ceiling internally.

Continue to provide high quality learning experiences based on the Desirable Outcomes for Learning which are appropriate to the age and stage of development of each child.

Improve the short term planning to include learning objectives.

Develop the assessment procedures for the 4 year olds to match the good practice used with the 3 year olds and use the information gathered to set specific targets for individual children.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to Estyn. An evaluation of the action taken will form part of the next inspection.