



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Busy Bodies
Babington Centre
Trellech
Monmouth
NP25 4PA**

Date of inspection: February 2015

by

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Reporting Inspector**

for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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About the setting

Busy Bodies at Trellech has been meeting for over 40 years and now meet in the Babington Centre in Trellech. Other groups use the building and the hall management committee requires the setting to clear away all equipment, including wall displays, daily.

Children attending the playgroup all speak English as their first language. A very few have one parent who speaks Welsh. At the time of the inspection, there were no children with additional learning needs but the setting is very inclusive and has good procedures in place to support children and their families. There are currently 23 children on roll of which 16 three year-olds and 4 four year-olds are in receipt of funded educational provision.

The Care and Social Services Inspectorate Wales last inspected the setting in July 2013. Estyn last inspected the setting in February 2009.

Summary

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

Current performance

The setting is good because:

- Nearly all children make good progress in their learning from their starting points
- Relationships between adults and children are warm and caring
- Children are happy in the setting and behave well
- Practitioners plan a good range of activities, both indoors and outdoors, that engage and motivate the children to learn
- Teaching is good

Prospects for improvement

The setting's prospects for improvement are good because:

- The process of self-evaluation is well-established
- Staff work together as a strong team that is focussed on continuing improvement of the provision for the children
- The management team is very supportive and aware of the current targets for improvement

Recommendations

R1. Ensure that planning builds systematically on children's previous learning and identifies provision for children of different abilities

R2. Ensure that Welsh is used with the children throughout the session

R3. Provide parents with more detailed information about the next steps in their children's learning and ways in which they can help and support them

What happens next?

The setting will draw up an action plan which shows 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?	Good
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Standards: Good

All children achieve well and most make good progress in relation to their age and starting points across all the Foundation Phase areas of learning. Almost all are growing in confidence in their ability to express themselves and are developing a good vocabulary. They understand and follow instructions and answer questions appropriately. Nearly all children listen attentively to stories and join in with actions with enthusiasm. Many enjoy making marks in a range of media. They recognise their names when they self-register on arrival and again during snack time. Most older children are able to write their own name independently.

Nearly all children use mathematical language correctly during the course of their play and many count objects accurately to at least five. Most older children are able to recognise numerals to ten. Many children concentrate for extended periods and most see a task through to its conclusion, for example when making heart shaped Welsh cakes for St Dwynwen's day.

Nearly all children recognise that Welsh is a different language and show that they understand the words and phrases that they hear during the day. Most are able to say the names of one or two colours in Welsh or to count to at least five but they are not yet confident to use their knowledge to include the Welsh words that they know spontaneously in their play.

Nearly all children understand the Welsh used by the adults and know it is a different way of saying things. Most respond appropriately and use the words and phrases they have learned especially during snack time.

Wellbeing: Good

Children are relaxed and happy in the setting. Nearly all come in happily in the morning and are eager to see what the day holds for them. They are confident when playing and make clear choices about the activities in which they would like to participate. All children interact positively with one another and with adults and behaviour is good. All children understand the need to take turns and to share toys and objects and most manage this successfully. The majority are keen to talk about their experiences and are confident to ask for help from adults. All children have very good attitudes to learning as illustrated by their perseverance and concentration on their tasks. An example of this is when the children were searching for worms for the wormery they were making – it was very cold and the ground was hard but they persevered, determined to find the worms they needed. Most children co-operate well with one another and work together happily. Most children are involved in making decisions about what they would like to learn and make appropriate suggestions for the practitioners to include in their planning.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

Practitioners work together to plan a range of interesting learning experiences that successfully engages all children. As a result, all children make good progress towards meeting the Foundation Phase outcomes. There are good opportunities in place for children to make decisions about what they would like to learn and they contribute ideas on a regular basis. This is a strong feature of the setting.

Although practitioners plan activities, focus planning lacks sufficient detail and does not build systematically on children's previous knowledge, understanding and skills. There is no consistent planning to take into account the needs of children of different abilities. However, practitioners know the children well and adapt their teaching and interaction appropriately to the needs of individuals.

Children learn about different cultures and traditions through the celebration of meaningful festivals, for example Chinese New Year, Divali and Chanukah. A recent visit to the home of a parent with a Japanese room added further interest to the curriculum.

A good range of information communication technology including a video camera, a computer linked microscope and light box and operating a cassette player ensures that the children develop effective skills. Children have good opportunities to learn about caring for living things by taking care of their plants both indoors and outdoors.

Practitioners do not use Welsh sufficiently effectively to encourage the children throughout the session and as a result the children are not yet using the Welsh that they know spontaneously in their play. The setting places a suitable emphasis on Welsh traditions and celebrations, such as celebrating Saint David's day and Saint Dwynwen's day.

Teaching: Good

The quality of teaching is good. Practitioners are well qualified and experienced and have a good understanding of Foundation Phase principles and of how children learn and develop. They use a wide range of approaches to stimulate play and make every effort to provide the children with experiences that are fun and that stimulate them to want to find out more.

Adults understand the need to give children sufficient time to complete a task or to develop an idea and intervene appropriately and sensitively when needed. The setting has a strong culture of asking the children open questions that help to develop their thinking skills and enable practitioners to assess the children's level of understanding.

Practitioners make daily notes of children's achievements and enter the information into the children's profile books together with relevant photographs. This information informs the local authority's transition records. The profile books form an attractive record of the child's development through the setting. Parents receive these records when their child moves on to school. There are currently no arrangements for parents to receive specific information about their children's progress in learning or about how they can help them to improve.

Care, support and guidance: Good

The care, support and guidance of the children in the setting is a strength. The setting provides a warm and welcoming environment for all children. Practitioners know the children very well and value them as individuals. They are good role models and this encourages children to treat one another with kindness and respect. All children in the setting are beginning to learn and understand about sustainability when they recycle the paper towels that they use and put their unfinished food into the food bin at mealtimes.

Transition into the setting is smooth and tailored to the needs of individual children. Practitioners have good experience of working with outside agencies and following individual play plans to support children with additional learning needs.

The setting's arrangements for safeguarding children meet requirements and give no reason for concern. All practitioners have received up to date training and fully understand their roles and responsibilities. Other policies are appropriately detailed and relevant. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Learning environment: Good

The setting promotes a warm and happy ethos through the daily activities and caring attitude of the staff. Staff know the children well and recognise each child's individuality. All children have equal access to a suitable curriculum. The setting uses positive behaviour strategies, which help to eliminate disruption or oppressive behaviour appropriately. There is a real sense of busyness when the children are engaged in their chosen activities.

Staff are well qualified with sound experience of working with young children. The setting uses its limited resources effectively to meet the requirements of the Foundation Phase curriculum and the children's needs. Within the constraints of the storage space available, children are able to access equipment independently and this promotes their sense of responsibility well.

The setting's use of the building and the dedicated outdoor learning area is good and all areas of learning are clearly set out every day. They make the most of the grounds around the building and of the range of interesting places to visit in the village.

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

Staff fully understand their roles and work together well as a team. They share responsibilities effectively between them. The supervisors plan together to provide appropriate experiences for the children. There is a positive ethos and a commitment to providing the best possible experiences for all children. All staff focus effectively on the care of individual children.

The development plan is an appropriate document that identifies targets for improvement based on well-established self-evaluation procedures. For example, to provide more storage accessible to the children in order for them to access equipment independently.

Staff attend appropriate training, which has a beneficial effect on the quality of provision. The management committee is effective. Members of the committee have a good understanding of their role and are involved in the self-evaluation process. They are developing their relationship as a critical friend.

The setting has addressed national and local priorities such as healthy eating and outdoor learning.

Improving quality: Good

Supervisors are highly experienced and know the setting well. They are aware of what they are doing well and what they need to do to improve. Self-evaluation identifies areas of strength and targets for improvement. The self-evaluation and targets in the development plan link appropriately. The setting sends out questionnaires to parents annually but responses are low. However, responses to the pre-inspection questionnaire were positive.

Areas for improvement identify individuals responsible for implementing each target and include appropriate timescales and success criteria. The setting takes good note of suggestions from the local authority's advisory teacher, for example introducing Welsh phrases to the children in snack time.

Partnership working: Good

Parents are appreciative of the work of the nursery and feel that the setting supports their children well both educationally and emotionally. Practitioners speak to parents every day about what their child has been doing and they celebrate success. The recent introduction of a 'success tree' has strengthened this.

Sound partnerships exist with the community. The partnership with the local school is very strong and ensures that children have a smooth progression to the next stage of their education. The management committee has established the publication of a

high-quality magazine that focuses on the setting and attracts advertising from a wide range of local businesses. This has not only raised much-needed funds for the setting but also raised the profile of Busy Bodies in Trellech in the community.

The setting makes good use of the local and wider area to enhance the children's learning experiences. The partnership with the local authority link teacher is purposeful and beneficial and has had a clear and positive impact. Practitioners in the setting value the support they receive and the link teacher reports that the setting responds positively to training and to any advice and guidance.

Resource management: Good

Practitioners work closely together and support one another well when deploying themselves during the sessions. Good use is made of the expertise of staff in order to improve children's learning experiences. The setting has a good range of resources, which practitioners use effectively to support the planned activities. Supervisors ensure there are sufficient staff to oversee effectively the areas of learning both indoors and outdoors.

The management committee oversees the finances rigorously. Targets in the setting improvement plan have priority. The committee takes careful consideration of the level of need and potential impact on children's learning when making spending decisions.

Overall, the children make good progress during their time at the nursery and the nursery gives value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	19	9 47%	10 53%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	18	14 78%	3 17%	0 0%	0 0%	1	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	19	18 95%	1 5%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	19	12 63%	5 26%	0 0%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	19	9 47%	9 47%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	0%	0%		
Teaching is good.	19	9 47%	10 53%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	19	17 89%	2 11%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	19	13 68%	5 26%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	19	14 74%	5 26%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	19	6 32%	11 58%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	25%	1%	0%		
I am kept well informed	19	8	9	2	0	0	Rwy'n cael gwybodaeth

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
about my child's progress.		42%	47%	11%	0%		gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	19	18	1	0	0	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		95%	5%	0%	0%		
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	19	11	5	1	0	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		58%	26%	5%	0%		
		62%	30%	3%	0%		
My child is well prepared for moving on to school.	19	14	4	1	0	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	21%	5%	0%		
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	19	10	9	0	0	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	47%	0%	0%		
		61%	31%	4%	1%		
The setting is well run.	19	13	6	0	0	0	Mae'r lleoliad yn cael ei redeg yn dda.
		68%	32%	0%	0%		
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mrs Mary Elspeth Dyas	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

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.