



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

**Sunnybank Day Nursery
3 Stow Park Avenue
Newport
NP20 4FH**

Date of inspection: March 2015

by

**MaryDyas
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

Sunnybank Day Nursery is an English-medium setting close to the centre of Newport in South Wales. It is one of a group of three privately owned nurseries. Four practitioners carry out the day-to-day running of the pre-school room. The pre-school have a spacious room with a door leading directly to the outdoor area and use of a craft room for messy play.

The nursery is open all year round and the Care and Social Services Inspectorate Wales have registered it to provide care for up to 71 children. Most children attending the nursery come from the Newport area with a few travelling from as far as Cardiff. Most use English as their main home language.

There were nineteen three-year-old children and nine four year-olds in receipt of funded educational provision from the local authority on roll during the inspection.

The Care and Social Services Inspectorate last inspected the nursery in February 2015. Estyn last inspected the nursery in March 2009.

Summary

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

Current performance

The setting is good because:

- Most children make good progress in their learning from their starting points
- Nearly all children behave well
- Relationships between adults and children are warm and caring
- Practitioners plan a good range of activities to interest and engage the children in their learning
- Teaching is good
- The setting is well managed

Prospects for improvement

The setting's prospects for improvement are good because:

- The process of self-evaluation is well-established
- The present setting improvement plan has appropriate priorities with clear timescales and costings
- Staff work together as a strong team that is focussed on continuing improvement of the provision for the children

Recommendations

R1. Share individual targets with all parents.

R2. Develop children's understanding of sustainability.

R3. Further develop the outside area to fully reflect and enhance the areas of learning that are available indoors..

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly 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. They 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 enthusiastically with actions and familiar passages. Many enjoy making marks in a range of media and both boys and girls select this activity during their free play. Most recognise their names when they self-register on arrival. 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, for example when sorting small objects using tweezers. 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 name colours in Welsh and to count to at least five. Many are beginning to use some of their knowledge in daily conversations with adults, especially at breakfast 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 equipment 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, for example when playing an age appropriate game on the computer. Nearly all children are developing good independence as they help themselves to cereal and pour their own milk at breakfast time. Most are able to put on and take off coats and wellingtons to go to play outdoors. Children co-operate well with one another, they play in pairs and small groups and work together happily. Most are involved in making decisions about what they would like to learn and make appropriate suggestions for the practitioners to include in their planning.

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| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

Practitioners plan together take good account of the children's interests and suggestions. The setting shares overall termly themes with the other nurseries in the Sunnybank group. Within these themes, planning is flexible. Topics usually last for a fortnight but can be as short as a week or extend over a longer period if the children become particularly interested. Learning experiences ensure that children progress towards meeting the Foundation Phase outcomes. Practitioners use the local authority's documentation effectively to ensure that they plan for the systematic development of skills. Planning takes good account of the needs of children of different abilities and levels of development. Practitioners plan together and take good account of the children's interests and suggestions. The setting shares overall termly themes with the other nurseries in the Sunnybank group. Within these themes, planning is flexible.

In addition to planned group Welsh language sessions, practitioners use simple Welsh phrases and words informally throughout the sessions. They encourage children to use the Welsh language in their conversations. Good use is made of St David's Day to develop children's knowledge and understanding of Welsh culture and traditions.

Teaching: Good

Practitioners are well qualified, have an up-to-date knowledge of child development and a good understanding of the requirements of the Foundation Phase. They provide a good balance between child-selected and adult-led activities, both indoors and outdoors. Practitioners know the children well and adapt their interactions to the level of children's development when interacting with them. All practitioners are aware of when to intervene to provide support and when to allow children to explore and investigate for themselves. They make good use of questioning to help children to develop their thinking skills. The good relationships that adults in the setting have built up with the children ensure a happy working atmosphere. There are good procedures in place for practitioners to record their observations of the progress of individual children. This provides an accurate measure of children's progress. Keyworkers use this information to create a termly overview of each child's progress, which includes worthwhile identification of each child's next steps in learning. There are opportunities for parents to come to view these profiles. However, there are currently no arrangements to ensure that those parents who do not attend are able to receive the information.

Care, support and guidance: Good

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. Day-to day activities successfully foster values such as fairness and honesty. Children understand the rules of the nursery and their behaviour is good. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Practitioners tailor children's transition into the setting from the toddler room according to the needs of individual children and they make every effort to support children when they move on to the next stage in their education.

Practitioners understand the importance of early identification of children with additional learning needs and provide good support for both children and parents. They have good experience of working with outside agencies and of 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. The setting promotes safe practice – no person can enter unannounced and doors are secure preventing any child leaving without supervision.

Opportunities for children to learn about sustainable development and recycling are underdeveloped.

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.

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

The setting's use of the building is good and all areas of learning are clearly set out every day. Recent and extensive development work has taken place in the outdoor area to give a number of different areas for learning and physical play. This is not yet being used to its full potential.

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

Leadership: Good

The leadership has a clear focus on delivering the best possible educational provision for the children. There is a well-established administrative structure in place and all staff understand and fulfil their roles. Staff work together well as a team. They share responsibilities effectively between them. 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.

Appropriate arrangements are in place for the induction of new staff and for a regular programme of appraisal. The Foundation Phase is well established and practitioners evaluate their attendance at professional courses in terms of outcomes.

The setting has good relationships with parents and carers and takes good note of their needs and opinions.

Staff attend appropriate training and are keen to implement new ideas. This has a beneficial effect on the quality of provision

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

Improving quality: Good

Self-evaluation has been in place for several years and gives a good all-round picture of the setting. It appropriately identifies strengths of the setting and areas for improvement – priorities are appropriate and achievable. Priorities identify the adults responsible and include resources, costs and timescales. The nursery regularly consults parents on their views and takes action to address concerns. For example, following a comment about not knowing who a student was, the nursery has now made it general practice to ensure staff introduce new students to the parents of the children in the room in which they are working.

Practitioners are open to new ideas and are flexible in their way of working. All practitioners are engaged in professional development and attend courses that effectively raise standards and successfully support the wellbeing of the children. They actively share their expertise and knowledge to benefit each other and ensure a positive impact on the setting.

Partnership working: Good

A range of partnerships makes a strong contribution to the progress of the children and their wellbeing and successfully enhances and supports their learning.

There is clear communication between parents and carers and the nursery. The pre-school setting provides up to date information via a dedicated noticeboard in the foyer. Parents also receive daily information of their child's progress by speaking to the practitioners and the setting invites them termly to view their child's updated assessment profile with their keyworker.

The nursery has built up successful relationships with the local primary school to which children will transfer and as a result effective transition arrangements support the children when they leave the nursery. The setting has an extremely positive relationship with the local authority link teacher. She provides guidance that impacts positively on the progress and achievements of the children and enhances the work of the setting.

A few partnerships within the local community such as the police, the fire service and local baker successfully add another dimension to the children's learning. Practitioners also enhance the children's learning experiences through visits out into the community including the local park, shops, cathedral, library and Newport Market.

Resource management: Good

All practitioners deploy themselves successfully to support progress and pre-school practitioners provide a good range of high quality resources to motivate and encourage the children to learn. These match the stages of development of the children well and meet any additional learning needs. There are good opportunities for a range of interesting learning experiences indoors and practitioners are beginning to develop these in the newly refurbished outdoor area.

Future resource needs are well planned for and evaluated to ensure a direct and positive impact on outcomes and on the achievement, progress and wellbeing of the children. The owner has a sound overall management of the budget and ensures that purchases are in line with planned action for improvement, prioritised to develop the provision and improve outcomes for the children.

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. | 13 | 9 69% | 4 31% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r lleoliad yn gyffredinol. |
| | | 80% | 20% | 0% | 0% | | |
| My child likes this setting. | 13 | 6 46% | 7 54% | 0 0% | 0 0% | 0 | 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. | 13 | 11 85% | 2 15% | 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. | 13 | 10 77% | 3 23% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad. |
| | | 80% | 18% | 1% | 0% | | |
| Children behave well in the setting. | 13 | 8 62% | 5 38% | 0 0% | 0 0% | 0 | Mae plant yn ymddwyn yn dda yn y lleoliad. |
| | | 69% | 26% | 0% | 0% | | |
| Teaching is good. | 13 | 7 54% | 4 31% | 0 0% | 0 0% | 2 | Mae'r addysgu yn dda. |
| | | 79% | 18% | 0% | 0% | | |
| Staff treat all children fairly and with respect. | 13 | 9 69% | 4 31% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 82% | 15% | 0% | 0% | | |
| My child is encouraged to be healthy and to take regular exercise. | 13 | 7 54% | 4 31% | 0 0% | 0 0% | 2 | 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. | 13 | 10 77% | 3 23% | 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. | 13 | 7 54% | 5 38% | 0 0% | 0 0% | 1 | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 65% | 24% | 1% | 0% | | |
| I am kept well informed | 13 | 8 | 5 | 0 | 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. | | 62% | 38% | 0% | 0% | | gyson am gynnydd fy mhlentyn. |
| | | 63% | 30% | 5% | 1% | | |
| I feel comfortable about approaching the setting with questions, suggestions or a problem. | 13 | 8 | 5 | 0 | 0 | 0 | Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 38% | 0% | 0% | | |
| | | 80% | 18% | 1% | 0% | | |
| I understand the setting's procedure for dealing with complaints. | 13 | 7 | 4 | 1 | 0 | 1 | Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion. |
| | | 54% | 31% | 8% | 0% | | |
| | | 62% | 29% | 3% | 1% | | |
| My child is well prepared for moving on to school. | 12 | 8 | 4 | 0 | 0 | 0 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol. |
| | | 67% | 33% | 0% | 0% | | |
| | | 70% | 24% | 1% | 0% | | |
| There is a good range of activities including trips or visits. | 13 | 5 | 7 | 0 | 0 | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 38% | 54% | 0% | 0% | | |
| | | 62% | 30% | 4% | 1% | | |
| The setting is well run. | 13 | 7 | 6 | 0 | 0 | 0 | Mae'r lleoliad yn cael ei redeg yn dda. |
| | | 54% | 46% | 0% | 0% | | |
| | | 82% | 17% | 1% | 0% | | |

Appendix 2

The reporting inspector

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| 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

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| 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> |

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|---|--|
| 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. |