



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

A report on

**Li'l Angels
Unit 2 Evans Way
Rowleys Park
Shotton
Deeside
CH5 1QJ**

Date of inspection: March 2018

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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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Context

Li'l Angels Day Nursery is a privately owned nursery in Shotton, in Flintshire local authority.

The setting is registered to take up to 50 children between the ages of three months and twelve years at any one time. It offers early education sessions funded by the local authority for up to 20 children from January to July during term time. Early education sessions run from 9am to 11.30am from Monday to Thursday.

During the inspection, eight children were funded by the local authority and there were no children with identified additional learning needs. Many children speak English at home, and none speak Welsh. A few children are learning English as an additional language.

There are ten members of staff at the setting, including the nursery manager. Two practitioners work with the funded three-year-old children. The group was inspected by Estyn in 2011 and by Care Inspectorate Wales in April 2017.

Summary

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

Current performance

- Nearly all children make good progress from their different starting points
- Children's levels of engagement and concentration are high
- Children's communication skills develop well
- Most children develop effective numeracy skills and Welsh language skills
- Behaviour in the setting is good
- All practitioners have a good understanding of the requirements of the foundation phase
- Practitioners plan interesting activities together successfully as a team and use information from assessments effectively
- Practitioners establish positive relationships with the children and care for them effectively
- The indoor learning environment is stimulating

Prospects for improvement

- The setting manager provides a clear vision for the setting as a safe environment, providing the best opportunities for children
- All practitioners understand their roles and responsibilities and work together well as a team
- Self-evaluation and improvement planning are a regular and effective part of the work of the setting
- There are valuable partnerships that support children's learning and wellbeing positively
- All practitioners access a worthwhile range of training and implement ideas to improve children's learning experiences
- The manager has a clear understanding of the setting's budget and prioritises spending well

Recommendations

- R1 Improve children's information and communication technology (ICT) skills
- R2 Ensure that adult led learning activities challenge children at the appropriate level
- R3 Improve the provision for developing children's literacy skills across the curriculum
- R4 Strengthen and embed arrangements for monitoring standards of teaching and learning

What happens next?

The setting will draw up an action plan that 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

Standards: Good

Nearly all children make good progress from their different starting points. Nearly all children display high levels of engagement and concentration when involved in independent learning and adult led tasks.

Nearly all children develop good communication skills. They listen carefully at story time and to simple instructions. Most children talk confidently and use appropriate vocabulary such as pretending to talk on the phone. Many develop their early reading skills successfully, such as handling a book as a reader and recognising their names correctly at snack time. They make marks effectively and enjoy early writing experiences such as experimenting with paint, crayons and coloured pencils. A few are beginning to form the letters in their name appropriately. However, a few children do not develop their early reading and writing skills well enough across the different areas of learning.

Most children develop their numeracy skills effectively. For example, a few children count correctly to five and a very few up to eight. Half recognise numbers to five on the mats at whole group time. Nearly all children match two dimensional shapes accurately and a majority can name a few two dimensional shapes correctly. A few continue a repeated pattern successfully. Most children use mathematical language appropriately when describing the length and size of their model buildings. Nearly all children join in when singing songs such as days of the week. Nearly all children are beginning to show an awareness of time. For example, most understand the correct order of routines.

Most children's Welsh language skills develop well. Nearly all children know and use simple Welsh words they have learned for colours and numbers. Nearly all enjoy listening to familiar stories and repeat familiar words. A few use the Welsh words for colours spontaneously in their play.

The majority of children are developing their ICT skills appropriately. They use resources in their play competently, such as toy mobile phones and resources in the role-play area. However, overall, children's ICT skills do not develop well enough.

Nearly all children develop their physical skills well. For example, they use small tools with increasing control to create patterns in dough and fill containers with sand. Most children throw beanbags into hoops and use large apparatus successfully in the outdoors.

The majority of children develop their thinking skills appropriately. A few children work out how to roll the wheel on the road mat successfully. Nearly all children select resources independently, for example when they go to find a rolling pin to flatten dough.

Wellbeing: Good

All children enjoy coming to the setting and settle quickly. Nearly all children behave well and most children show that they understand the setting's rules. They learn to take turns, share and practise self-control well. For example, most children know that there is a limit to how many can play in the water tray. Nearly all children are enthusiastic about activities and participate eagerly in adult led and independent tasks, such as finding items hidden in the sand.

In general, most children demonstrate good levels of independence. For example, they help to tidy up resources and try to put on their coats before going outside. Without too much adult prompting, many children wash their hands after painting or using the toilet. However, children do not use their self-help skills as well at snack time.

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

The setting provides a range of suitable experiences across all areas of learning indoors and outside. These engage the children successfully, such as when they search for hidden objects in the sand. Practitioners plan together well as a team and use information from assessments effectively to make sure that most children progress successfully. However, overall, they do not challenge more able children consistently enough, particularly during adult led tasks.

Practitioners provide satisfactory opportunities to develop children's literacy skills. For example, they encourage children to listen during regular story times and interesting listening walks in the local area. The printed word is highly visible at the setting in both English and Welsh and there are useful opportunities for children to learn to recognise their own name when they register. However, in general, there are not enough opportunities for children to develop their early reading and writing skills across the curriculum or during activities led by adults.

Practitioners provide beneficial opportunities to develop children's numeracy skills as part of the routine as well as in the general provision. For example, they count how many children are present at registration and encourage them to find the correct number on their mats. In the outdoor area, there are purposeful opportunities for children to learn mathematical language when they fill and empty containers with sand or soil to grow plants.

The setting provides appropriate opportunities for children to develop simple ICT skills when they play with resources such as kettles and telephones in the continuous provision. However, at present, practitioners do not plan carefully enough to allow children to develop their ICT skills systematically and progressively over time.

Nearly all practitioners make good use of Welsh throughout the session. There are worthwhile opportunities for children to hear and use Welsh during routines and adult

led learning. For example, practitioners encourage children to count and name colours in Welsh when they look for items hidden in the sand. The setting provides appropriate opportunities for children to learn about Wales and Welsh traditions when they make daffodils and pictures of Welsh flags and castles to celebrate St David's day. Practitioners organise visitors to the setting that enhance children's learning appropriately. For example, a local sports club provides a range of worthwhile sports opportunities that promote children's physical skills and wellbeing effectively.

Teaching: Good

All practitioners have a good understanding of the requirements of the foundation phase. They provide a good balance between child-selected and adult-led activities.

Practitioners know the children well and intervene sensitively to support them in their play, such as when they encourage them to roll up their own sleeves or to count independently. They question children appropriately to develop their thinking skills. However, in general, practitioners do not question children skilfully enough to extend the more able effectively.

All practitioners greet the children warmly as they arrive. They manage children's behaviour consistently well, gently reminding them of the rules and expectations of the setting. They are good behaviour and language role models. For example, they encourage children to wash their hands after being in the outdoors.

All practitioners contribute to the assessment process and evaluate children's progress well through planned and spontaneous observations. This enables practitioners to plan future learning activities accordingly. Parents have regular opportunities to discuss their child's progress informally and formally. For example, practitioners use the foundation phase profile well and share findings with parents and schools. At the end of their time at the setting, practitioners provide a detailed folder of photographs and children's work with annotations that record children's progress to parents.

Care, support and guidance: Good

The setting promotes the children's understanding of healthy living well. Practitioners provide a suitable range of healthy foods and drink at snack time. There are plenty of opportunities for children to be active in the outdoor area and take regular exercise.

The setting encourages children's spiritual, moral and social development effectively. For example, there are good opportunities for children to learn to share and to take responsibility for the resources, such as when they help to tidy up. There are worthwhile opportunities to develop children's sense of awe and wonder such as when they grow plants and hunt for bugs in the outdoors. Practitioners provide a suitable range of activities for children to learn about celebrations throughout the year such as Harvest and St David's day.

The setting has suitable systems to support children with additional learning needs. They have appropriate links with specialist agencies and know how to access support should the need arise.

The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The setting has an inclusive and friendly ethos where all children are valued and have equal access to all resources and activities. Practitioners value the diversity of children's backgrounds and act appropriately on this information, including when they celebrate Romanian Mother's Day. They provide a suitable range of resources that reflect the wider world such as jigsaws and small world figures to develop children's understanding.

The indoor and outdoor learning environments are safe, secure and well maintained. There is a range of good quality resources throughout the setting including natural materials such as shells and driftwood in the sand area. This encourages children's curiosity about the world around them successfully.

The indoor environment is bright and attractive, and children's work is displayed throughout the setting effectively. The indoor space is large and practitioners use it well to create a stimulating learning environment for the children. The outdoor area offers a range of opportunities to develop skills successfully, particularly their physical skills.

The setting makes effective use of the local environment to enhance children's learning. For example, visits to the local shops to buy food for snack time help to develop children's understanding of the purpose of money successfully.

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

The manager provides a clear vision for the setting as a safe environment, providing the best opportunities for children. All practitioners understand their roles and responsibilities and work together well as a team. They establish strong working relationships with the children. As a result, children are happy and engage well with the activities offered.

There are comprehensive policies and procedures to support the running of the setting and practitioners implement these consistently. Leaders communicate well with practitioners both formally and informally. For example, there are regular staff meetings, which ensure that all practitioners are involved appropriately in the setting's work and are well informed about issues such as national and local initiatives. The setting works co-operatively with the local authority support teacher to address priorities for improvement. This has led to recent improvements to the self-evaluation process, which help managers to evaluate the work of the setting accurately.

There are thorough processes to manage staff performance, including a useful induction programme. These help to identify practitioners' training needs appropriately and ensure that they are deployed effectively within the setting. The manager has begun to support practitioners' professional development and the self-evaluation process through carrying out suitable monitoring activities. However, these are at a very early stage of development and have not had time to have an impact on standards of teaching and learning.

Improving quality: Good

Self-evaluation and improvement planning are a regular part of the setting's work and, as a result, the manager and practitioners know the setting well. They evaluate their work formally together annually and identify strengths and areas for development accurately. The improvement plan includes helpful small steps and timescales for achieving targets and outlining potential costs. The setting monitors and evaluates progress and the impact of improvements on children's learning effectively and regularly.

The setting has a good track record of making regular improvements. Recent developments include an increase in the use of everyday Welsh by practitioners and better learning opportunities in the outdoor area.

The setting make good use of the support and advice provided by external agencies, such as the local authority link teacher, Wales Pre-school Providers Association and the National Day Nurseries Association. The setting has used guidance from these agencies to ensure that that its policies and procedures are up to date.

Partnership working: Good

The setting makes use of a range of valuable partnerships to support children's learning and wellbeing.

There are worthwhile links with parents. Practitioners keep them well informed about the daily life of the setting through newsletters and useful information boards. There are frequent informal and formal opportunities for parents to learn about their child's progress.

The setting uses community links effectively to support children's learning. For example, visits to local supermarkets and a pet shop enable children to learn about the purpose of money and caring for animals. The setting invites visitors such as the fire service and police to teach children about people's jobs.

There are suitable links with local schools. For example, the setting shares information appropriately when children move onto the next stage in their education.

Practitioners make the most of the partnership with the local authority's support teacher. The setting has a worthwhile link with senior citizens from the local community. Visits from these volunteers support children's wellbeing and help to develop their language skills effectively.

Resource management: Good

The setting is staffed appropriately to teach the foundation phase curriculum effectively. All practitioners access a worthwhile range of training and put into practice what they learn to improve children's learning experiences. For example, recent training helped improve practitioners' understanding of how to manage children's behaviour positively. The lead practitioner has benefited from visits to a local setting and school. These visits led to improvements in the quality of the indoor learning environment.

Managers ensure that the setting has a worthwhile supply of resources that support children's progress across all areas of learning. These include interesting construction kits, good quality wheeled toys and a large range of small world figures. Nearly all resources are accessible to the children and this encourages their independence.

The manager has a clear understanding of the setting's budget and prioritises spending well.

Overall, in view of the good standards achieved by the children and the quality of the teaching and learning environment, the setting offers good value for money.

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
CIW	Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.
Mudiad Meithrin	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
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 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