



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

A report on

**Little Lambs Day Nursery
St. Asaph Avenue
Kimmel Bay
LL18 5EG**

Date of inspection: June 2017

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

Little Lambs Day Nursery is a privately owned setting based in a converted church and is located in the seaside settlement of Kinmel Bay, in Conwy local authority.

The nursery opened in November 2007. It is registered to care for 48 children between the ages of six weeks to fourteen years of age. The setting is open for six days a week from 7.15 am to 6.30 pm Monday to Friday, and from 8 am until 5 pm on Saturdays, throughout the year.

There are 24 members of staff, including the nursery owner. All staff are suitably experienced in working with young children. Five qualified practitioners work with the pre-school children. There are currently 138 children on roll throughout the setting. There were 24 children aged three who receive funding from the local authority at the time of the inspection. There were 17 children aged four who receive wrap around care and their education at local schools.

All children have English as their home language and none speak Welsh at home. A few children have additional learning needs.

The setting was last inspected by the Care and Social Service Inspectorate Wales (CSSIW) in June 2017 and by Estyn in August 2010.

Summary

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

Current performance

The setting's current performance is good because:

- Nearly all children make good progress in their literacy and numeracy skills from their differing starting points
- Nearly all children have suitable speaking and listening skills
- Many children are beginning to develop useful number skills
- Nearly all children are beginning to develop effective thinking and problem solving skills
- Learning experiences are interesting, imaginative and engaging
- Practitioners work together effectively to create a caring and interesting learning environment
- The learning environment is well-resourced and stimulating, offering a good variety of learning opportunities for all children
- Nearly all children settle into activities quickly and show enthusiasm and enjoyment

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders are enthusiastic and innovative, and provide well-defined direction for the setting
- The leader and practitioners have a very clear picture of the setting's strengths and areas for development
- All staff are well supported and there is a strong sense of team work, coupled with a caring family atmosphere
- The setting has a range of very successful partnerships that it makes very good use of to support children in their learning
- All practitioners feel valued, have high expectations of themselves and create a positive learning environment
- In view of the good progress that children make, the high quality care they receive, and the exceptional leadership, the setting provides good value for money

Recommendations

- R1 Improve children's use of their mathematical skills during independent learning activities
- R2 Improve provision for the development of children's information and communication technology (ICT) skills
- R3 Develop the environment to allow children to make decisions and choices about their play

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

Most children make good progress in relation to their differing starting points and achieve high standards. They steadily acquire new knowledge and skills as they enthusiastically explore their surroundings, and confidently attempt new experiences.

Nearly all children have suitable speaking and listening skills. During daily routines, most listen attentively and respond appropriately. Many start simple conversations and readily ask for things, for example during snack time. They use sensible questions to extend their understanding and express themselves well. They are happy to talk about themselves and recall their prior learning well, for example when talking about their visit to the seaside and observing the monkeys at the zoo. Most children are confident about their play and use toys and resources effectively.

Most children listen to stories well, sustaining interest and asking relevant questions about the pictures. They understand that books have pictures and words that tell a story. Most children handle a range of mark making equipment with increasing control, such as chalk, pencils and paint brushes. Many recognise their names, and a few children write their names independently.

Many children are beginning to develop useful number skills. They count and use numbers within their play effectively, for example when counting and matching fish and writing numbers in the sand. They are confident to touch count in whole class sessions when counting the number of children who are in the setting each day. Many are familiar with mathematical shapes and use appropriate mathematical language when playing, such as making comparisons about size and weight. However, most children do not use their mathematical skills well enough during independent learning.

Most children demonstrate appropriate ICT skills when using a computer tablet. They handle equipment suitably, for example when using torches in the 'underwater' role-play area, and use ICT programmes effectively.

Many children are beginning to develop a sound understanding of the Welsh language. They understand and respond well to basic instructions given by practitioners. Nearly all children join in enthusiastically with songs and counting rhymes and most count in Welsh with accuracy and confidence.

Many children demonstrate good physical skills. For example, they confidently build using a variety of construction toys and shake, tap, rattle and bang musical instruments enthusiastically. Nearly all children are beginning to develop effective thinking and problem solving skills. For example, they identify items in a first aid box and discuss what they are used for with increasing confidence and understanding.

Wellbeing: Good

All children have positive relationships with the adults at the setting, and are eager to chat to practitioners about their experiences confidently. With a very few exceptions, most settle quickly to activities and routines when they arrive at the setting. Many children show consideration for others, for example when sharing resources in the mark-making area. The standard of behaviour of most children is good. Nearly all show concentration and stay on task for an appropriate length of time.

All children are developing positive attitudes towards learning and most sustain concentration well, for example when fishing with nets and when watering plants. Most children are happy to discuss their work with each other and adults. They respond to adults well and make useful choices about their learning. Nearly all children are kind, are beginning to share and take turns willingly.

Nearly all children are aware of the need to wash their hands at appropriate times. At snack times, most children demonstrate good social skills. They sit together and show interest in, and consideration for, others. Nearly all pour their own milk or water independently.

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

Practitioners plan a wide range of stimulating and imaginative learning experiences and visits for children, based on interesting themes such as the seaside. Nearly all children are well motivated and engaged in their learning, and make good progress towards meeting Foundation Phase outcomes. Practitioners meet the needs of more able children well. They provide activities that are more challenging, for example using larger numbers and by having higher expectations of what these children can achieve.

Sessions include a good balance of planned, adult-led activities and child-led activities, with free choice times regularly available in the pre-school room, the outdoor area and in the messy room.

Practitioners read to children regularly and provide books in many areas throughout the setting. They plan suitable opportunities for children to practise their early writing skills across the areas of learning. Practitioners promote children's speaking and listening skills effectively by encouraging them to talk about their learning experiences. They help children to follow instructions, and to listen well during music sessions.

The setting develops children's numeracy skills well. Practitioners encourage children to count regularly during daily routines, for example when counting fruit during snack times, in English and Welsh. There are useful opportunities for children to practise their matching and sorting skills, for example when sorting shells into different categories. Practitioners offer a range of appropriate ICT equipment for children to use. However, this is not planned for well enough and, as a result, there are too few opportunities for children to develop their ICT skills systematically.

Children have useful opportunities to develop their physical skills through creative activities, such as making underwater pictures and drawing shapes and patterns with their fingers in the sand. Practitioners promote the use of the outdoors well and children are encouraged to use the mud kitchen to water plants and to fill and empty containers. There are plenty of worthwhile opportunities for children to pedal bikes and to balance in the outdoor area. Practitioners promote independence well, encouraging children to peel and slice their own fruit and pour their own healthy drink.

The curriculum extends children's existing knowledge and understanding and provides worthwhile opportunities for them to develop thinking skills across all areas of learning. Children use magnifying glasses to study the pet African snail, and to look at cocoons and emerging butterflies. Good opportunities are provided to learn about the world in which they live, including regular visits to the beach, wildlife parks, local cafés, shops and businesses.

Provision for promoting children's Welsh language skills is developing well. Children have worthwhile opportunities to hear and respond to spoken Welsh throughout the setting. Practitioners encourage children to join in with Welsh songs and they learn about Welsh culture by celebrating St. David's Day.

Teaching: Good

All practitioners have a good understanding of the requirements of the Foundation Phase and provide exciting opportunities for children to learn through play and first-hand experiences. The setting has well-established rules and routines that practitioners follow to ensure that children feel safe and secure and behave well.

Practitioners know the children well and have high expectations across most areas of learning. All practitioners model language effectively to develop and extend children's vocabulary and learning experiences. They use an appropriate range of teaching strategies, and know when to intervene and to stand back.

Practitioners encourage children to work together and to co-operate. There is an appropriate balance between adult-led and child-initiated activities. All children successfully form strong and caring relationships with each other and with the adults around them. They are comforted appropriately when upset and practitioners ensure that children are developing a suitable understanding of empathy and respect. There are plenty of meaningful opportunities for children to be independent, for example when finding their own coats, their place mats during snack time and their name badges.

Practitioners carry out useful observations of children to inform assessment records regularly and to identify next steps in learning. They discuss observations during regular team meetings and use the information well to help inform future activities. The setting keeps helpful informal records of practitioner observations and completes a more formal record of progress each term. These detailed records inform future planning well and include children's views and requests about play resources and activities. Parents are kept well-informed of their child's progress through regular informal discussions and through social media.

Care, support and guidance: Good

The setting has effective arrangements to support children's health and wellbeing. Circle time provides children with worthwhile opportunities to develop valuable skills such as listening, speaking, co-operation and independence.

Day-to-day activities foster children's spiritual, moral, social and cultural experiences well. They learn about their own and other cultures through celebrating Chinese New Year, St David's Day and Diwali. Practitioners encourage children to treat each other with respect and to share toys and equipment appropriately.

The setting provides children with worthwhile opportunities to consider their own safety, for example when using real tools such as hammers, wood, nails and tyres in their play. However, there are too few opportunities for children to learn about sustainability, although they do handle and use recycled resources in many areas.

There are appropriate policies and procedures in respect of safeguarding and practitioners understand how to follow these consistently. As a result, arrangements for safeguarding children meet requirements and give no cause for concern.

The setting has strong and effective arrangements in place to support children with additional learning needs. Good levels of communication between the setting and parents help to support them through the process of early identification of any specific needs, ensuring that outcomes are effective and appropriate.

Learning environment: Good

The setting is an inclusive community where practitioners treat all children fairly and with respect. Practitioners show a consistently high level of care and concern towards all the children. There is a strong emphasis on kindness, and older children support younger ones when moving to different rooms.

The setting provides many interesting and engaging resources to support children's learning, both indoors and outdoors, which are easily accessible to children. Children enjoy using natural resources such as shells and pebbles when making patterns in the dough, and crates and tubes when investigating in the outdoor area.

Both indoor and outdoor areas are safe and secure. The outdoor area is well set out and maintained. It includes plants, bird feeders, and a bug hotel, which helps to promote children's awareness of caring for the world around them.

Practitioners make good use of the indoor accommodation and work hard to ensure that children can access all available areas. They carefully consider how the areas are planned for, and work hard to ensure that activities are suitably prepared and cleared away. However, at times it can be noisy with frequent interruptions.

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

Leadership: Excellent

The leader has a very clear vision for the setting and provides strong direction that has a positive impact across all areas of the setting's work. She has high expectations and shares these effectively with staff. As a result, there is a clear focus on ensuring that children achieve well. She is enthusiastic and very successful in inspiring others and, as a result, there is a strong focus on bringing about improvement.

All staff are well supported and there is a strong sense of team work, coupled with a caring family atmosphere. They work together successfully, to support each other in meeting the setting's aims.

All practitioners understand their roles and carry out their responsibilities successfully. As a result, all play an important part in moving the setting forward. Practitioners manage their time well and provide highly effective support for the children. The leader works closely with outside agencies, making excellent use of their help and advice, when required. An initiative to promote happiness ensures that the wellbeing of staff and children is a high priority.

There are robust processes in place to manage the performance of practitioners. This supports staff effectively to develop further their knowledge, skills and understanding of early education. Staff targets link suitably to training needs and directly to the setting's development plan and priorities for improvement. All staff demonstrate a strong commitment to the setting's priorities. They promote active, messy play and an enthusiasm for learning very successfully.

The leader makes strong use of regular team and whole staff meetings to ensure that there are strong lines of communication. This supports practitioners' planning to meet the needs of individual children well, enabling them to make good progress. The setting has made good progress in successfully adopting national initiatives, particularly in its effective promotion of healthy eating, and staff wellbeing.

Improving quality: Good

The leader and practitioners know the setting well and take appropriate action to maintain good practice. The setting has made good progress since their previous inspection and has addressed all the recommendations successfully. Practitioners make beneficial use of training opportunities to keep up-to-date with Foundation Phase practice, for example to develop their use of Welsh within the setting and their use of assessment and tracking information to plan effectively for individual children's needs.

Self-evaluation processes successfully identify areas for improvement. Leaders prioritise spending well to develop children's skills and to provide exciting resources to interest and stimulate them. Practitioners regularly reflect on the provision and discuss any arising issues during regular team meetings. Leaders adjust teaching and learning accordingly, enabling most children to make sustained progress. The

setting consults parents, the local authority advisory teacher and the local community about how it could improve. As a result, the setting is constantly looking for ways to improve its provision and to improve children's outcomes, for example the construction of an outdoor structure for children to read in when it is raining.

Partnership working: Good

The setting has a useful range of partnerships, which contribute to improving children's outcomes and wellbeing effectively. There are strong links with the local community and businesses, which provide beneficial resources that enrich children's learning experiences. Examples include tyres from the local garage and plants from the local garden centre.

Practitioners have a strong commitment to sharing information about the daily life of the setting with parents. They make careful use of the internet to share valuable information about what the children do during sessions. Parents have a range of beneficial opportunities to learn about their child's progress and to attend a leavers' celebration ceremony when children start school. As a result, parents feel fully involved in the life of the setting.

Links with local primary schools are good and help to support a smooth transition for children when they start school. Practitioners use a range of community links and visitors to support children's learning well. For example, visits to the lifeboat station and from the local fire service promote children's understanding of how to keep safe effectively.

A constructive partnership with the National Day Nurseries Association (NDNA), the local authority advisory teacher and the Care and Social Service Inspectorate for Wales (CSSIW) helps practitioners with ideas for continuous improvement at the setting.

Resource management: Good

Well-qualified practitioners run the pre-school room effectively and manage resources well. Leaders deploy staff to make good use of their expertise to enhance children's learning experiences. All practitioners feel highly valued and give their best.

Practitioners access a broad range of useful training opportunities. This keeps them up-to-date with recent developments and good practice, and further develops their skills. For example, practitioners have improved the amount of spoken Welsh used within the setting. Practitioners benefit from opportunities to learn from other settings and to share good practice. This impacts positively upon the quality of provision and, as a result, children's standards have improved.

The management committee oversees the setting's finances effectively and the setting uses all available resources well. Leaders prioritise spending and identify future spending priorities carefully, according to the setting's development plan priorities. In view of the good progress that children make, the high quality care they receive, and the exceptional leadership, the setting provides good 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.	11	5 45%	6 55%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	11	8 73%	3 27%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	11	6 55%	4 36%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		71%	28%	1%	0%		
Teaching is good.	11	8 73%	3 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	11	8 73%	3 27%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		83%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	11	8 73%	3 27%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	11	6 55%	5 45%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		84%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	11	5 45%	3 27%	0 0%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	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	
I am kept well informed about my child's progress.	11	5 45%	6 55%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	11	10 91%	1 9%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	11	5 45%	4 36%	0 0%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	11	8 73%	3 27%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	18%	1%	0%		

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Mrs Gail Parker	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.wales)

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.