



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

**A report on**

**Llansantffraid Ladybirds – Llansantffraid YM Mechain  
Llansantffraid C in W School  
Treflan  
Llansantffraid  
Powys  
SY22 6AE**

**Date of inspection: September 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:

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

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## Context

Llansantffraid Ladybirds Nursery is situated in Llansantffraid Church in Wales Primary School in the village of Llansantffraid-ym-Mechain. The village is close to the border between Powys and Shropshire and within Powys local authority.

Nearly all of the children attending come from the local area. A management committee, overseen by the school's governing body, runs the setting, which provides morning education sessions and a lunch club on weekdays, during term time.

The setting is registered for up to 16 children between three and four years of age. At the time of the inspection there were 19 three-year-olds on roll, of which the local authority funds 14. All children speak English as their first language. The setting has identified that there are currently no children with additional learning needs attending.

The Registered Individual was appointed in September 2017. There are two appropriately qualified practitioners. The leader was appointed in January 2015 and the assistant in January 2017. From September 2017 the setting moved to a classroom in the school and two-year-olds no longer attend.

The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in March 2015 and Estyn last inspected it in May 2011.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the setting is good because:

- Most children make steady progress and achieve good standards overall
- Nearly all children have very good relationships with practitioners and children in the setting
- A friendly and inclusive ethos ensures that children learn happily through play
- A wide range of learning activities engage children's interest successfully
- Practitioners have a good understanding of foundation phase principles and manage learning well
- The provision for children's personal development and wellbeing is effective

### Prospects for improvement

The setting's prospects for improvement are good because:

- Leadership provides clear direction and promotes effective teamwork skilfully
- The setting is well led and managed
- Self-evaluation and improvement planning impact well on provision
- The setting has strong partnerships with the community and local authority
- The setting has made good progress overall since the last inspection
- Current targets provide a clear basis for further improvement

## Recommendations

- R1 Plan purposefully to allow children to develop a full range of skills effectively during guided and freely chosen activities, especially their numeracy and information and communication technology (ICT) skills
- R2 Ensure that assessments are used to plan the next steps in learning effectively
- R3 Embed the role of the management committee and governing body in monitoring progress towards improvement targets
- R4 Establish formal systems to ensure financial accountability and to plan for future spending

### **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 steady progress from the time they start in the setting. In line with their age and stage of development, they develop skills across the areas of learning effectively and achieve good standards overall.

Many children develop good speaking and listening skills and communicate confidently. They engage in conversation spontaneously as they play and contribute to discussion in groups confidently. They ask sensible questions and use appropriate vocabulary, for example when explaining the recipe for currant buns. A few initiate simple conversations confidently, such as during role-play or when looking at books with an adult. A majority recognise their own name and most enjoy listening to stories. They recite familiar songs and rhymes enthusiastically. A few handle books as readers and show awareness that the pictures and text convey meaning. For example, they follow the pictures and retell the story confidently. Mark making skills develop steadily and a few children are beginning to form letters. They write their name without help and these children are beginning to recognise initial letters and sounds.

Progress in early mathematical skills is sound. Numeracy skills develop well as children count during routine activities. For example, they count the number of children present at registration and when lining up to go outdoors. Many join in number songs confidently and develop counting skills well, such as counting cups of tea in role-play. Many count by rote to 10 and a few are beginning to recognise numbers to five, such as when counting farm animals. Most confidently use coins to 'buy' their snack and a few role-play giving change. A few are beginning to use simple mathematical vocabulary spontaneously, such as to compare objects and name everyday shapes.

Most children develop appropriate skills in using information and communication technology (ICT). A minority select, open and run games on a tablet computer independently. They open a program on screen, manipulate images in a simulation and quickly grasp how to program a controllable toy. Most children use everyday devices in role-play confidently.

Many understand and follow simple instructions in Welsh, for example, they tidy up when they hear 'Amser Tacluso'. A few occasionally speak Welsh spontaneously in play. They confidently say 'bore da' as they greet practitioners and respond positively to the vocabulary modelled at snack time. Many join in familiar songs in Welsh and recite grace readily.

#### Wellbeing: Good

Most children have positive attitudes and enjoy learning. They show high levels of self-esteem and steadily develop appropriate self-help skills. Most children enjoy what they are doing and choose between different activities confidently. Most sustain

interest and concentration well, such as when making faces in a mirror to convey feelings and then making collage faces. Most are well motivated, happy and at ease in the setting.

With few exceptions children have very good relationships with practitioners and with each other. A few show consideration and courtesy, such as at snack time. Standards of behaviour are good, but a very few children who are new to the setting occasionally become unsettled. Most respond well to daily routines and participate enthusiastically in activities with practitioners. Many express their preferences confidently, such as when they describe what they know, what they have learnt and which activities they like best.

Most children help tidy resources readily at the end of sessions and all take turns to undertake simple responsibilities as Helpwr Heddiw.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The setting provides a good range of interesting learning experiences that meet the needs of children effectively. Planning is thorough and practitioners adapt it skilfully to match children's changing interests. They plan purposeful activities across the areas of learning successfully. As a result, learning experiences meet the requirements of the foundation phase curriculum well.

Practitioners implement weekly planning flexibly to enable children to build on their existing knowledge and skills successfully. In particular, they plan worthwhile opportunities for children to practise their speaking and early reading and writing skills. For example, children extend their skills successfully through role-play in the 'office,' during self-registration and at snack time. These activities are structured carefully to ensure that children are challenged and stretched. The provision to develop numeracy and ICT skills is improving steadily and increasingly forms a natural part of everyday learning. For example, children 'buy' their snack each day and operate simple programs on screen. Overall, practitioners plan a good range of focused tasks and free choice play activities.

The setting's provision promotes independence and creativity well so that children choose tools and materials confidently, for example when printing and painting. The setting's outdoor area and walks are used appropriately to develop children's respect for the environment. For example, they observe insects on a 'bug hunt.'

The provision to develop children's Welsh language skills is good overall. Practitioners use Welsh songs, model simple Welsh phrases, ask questions and use Welsh vocabulary appropriately around the setting. As a result, a few children are beginning to use simple words and phrases during structured sessions. Practitioners promote children's awareness of Welsh history and culture appropriately, for example by celebrating St David's Day. The children enjoy Welsh stories regularly and practitioners encourage them to eat traditional foods, such as Welsh cakes.

## **Teaching: Good**

Practitioners manage learning well. Their approach is purposeful and enthusiastic, and they ensure that learning activities are fun for the children. The quality of practitioners' interactions with children is a strong feature. They have high expectations and a good knowledge of foundation phase requirements. All are good language models in English and Welsh. This develops children's speaking skills and extends their vocabulary successfully.

Practitioners understand the purpose of activities and engage children's interest well, such as when reading stories or supporting an activity. They give plenty of time for children to complete tasks and use questioning and praise well to encourage perseverance. Practitioners maintain a steady pace and often promote opportunities for learning through play successfully. They are reflective and review how well activities help children make progress. For example, practitioners are becoming more skilful at providing effective opportunities for children to practice their counting skills in the different learning areas. This includes counting the cows in the toy farm.

For instance, to promote counting skills they identify opportunities to increase children's competence in free choice activities in different areas of learning, with increasing success.

Appropriate procedures for assessment are in place. Practitioners compile detailed records for each child and record individual achievements regularly. These observations provide a good basis to help plan children's next steps in learning. However, the use of focused assessments to guide future planning is at an early stage.

Parents value day-to-day communication with practitioners and regular meetings to discuss their child's progress.

## **Care, support and guidance: Good**

The setting provides good quality, care, support and guidance and has successful arrangements to develop children's understanding of keeping healthy. For example, practitioners promote energetic outdoor play regularly and children enjoy exercise sessions in the school hall.

Practitioners promote social and moral development effectively. They foster positive values, including respect for others, honesty and fairness, successfully. As a result, most children show consideration for others, share resources, and take turns readily. Practitioners promote good behaviour and involve children in a range of cultural activities enthusiastically. For example, the setting takes part in Christian festivals, such as Harvest, and celebrates festivals from different countries regularly.

The setting encourages children's sense of curiosity about the world successfully. It fosters children's spiritual development very well. Practitioners provide worthwhile opportunities for children to marvel at a wide range of plants and living creatures. For example, they take children to explore the lane, field and hedgerows around the adjacent church across the seasons. These experiences develop children's sense of awe and wonder well. The setting uses a 'reflection corner' in the classroom regularly to encourage children to think quietly about their experiences.

There are suitable opportunities for children to develop their understanding of energy saving and recycling.

The setting has well-established procedures to support children who need extra help and liaise with the school to use a network of contacts to provide extra support and advice when needed.

Practitioners implement appropriate procedures to ensure that the setting is safe and risk assessments are undertaken regularly. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The setting has a friendly and inclusive family ethos. All children have equal access to the curriculum. This family atmosphere contributes significantly to children's high levels of wellbeing and self-esteem. Practitioners take good account of children's individual needs, which helps to ensure children feel safe and free from undue anxiety. They use positive strategies to manage behaviour and encourage understanding and tolerance towards others sensitively. The setting places an appropriate emphasis on promoting and respecting diversity. For example, practitioners read stories from other cultures regularly.

The setting has enough qualified and experienced practitioners for the number of children that attend the setting. A sufficient range of age appropriate resources is available across the foundation phase areas of learning. The setting benefits from access to facilities in the school, including the hall, and a well-resourced outdoor area. Although children do not benefit from free access to outdoor activities throughout the session, practitioners make sure that they have regular access to outdoor provision as part of the daily routine.

The setting uses expertise in the community and visits increasingly to enrich children's experiences. For example, a parent leads sessions that develop children's physical skills effectively. The well-maintained accommodation provides a safe and secure learning environment.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting's leader provides clear direction and promotes effective teamwork skilfully. In a relatively short time she has supported newly appointed staff to settle into their role and has managed the recent relocation of the setting successfully. In collaboration with leaders in the school, the setting has recently restructured its managerial procedures. As a result, the setting is well led and managed.

Practitioners are conscientious, professional and communicate with parents effectively. They have a good understanding of their roles and responsibilities and work together well to improve provision. For example, the setting has improved the quality of outdoor learning opportunities by setting up a mud kitchen for the children to use. Through regular meetings practitioners discuss developments collaboratively and ensure that policies and procedures are implemented consistently.

The governing body is strongly supportive of the setting. Following the restructuring of management procedures, the governing body are implementing a useful management plan that includes their involvement in regular monitoring visits. However, this is at a very early stage of development.

Appropriate arrangements for the supervision and appraisal of practitioners are implemented regularly. The process is well documented and provides a good basis to inform future training needs and the setting's improvement plan.

The setting readily embraces national and local priorities. It implements the foundation phase successfully and places a strong emphasis on promoting healthy living and wellbeing.

### **Improving quality: Good**

The setting has established procedures for self-evaluation and planning for improvement that impact well on the quality of the setting's provision. A culture of reflection and review ensures all practitioners are involved in the process. Good account is taken of the views of parents, carers and children. For example, the setting has improved communication with parents by using social media in response to their suggestions.

The self-evaluation report and most recent setting improvement plan prioritise key goals that are both relevant and achievable. These priorities relate well to ensuring children's outcomes and developing consistent good quality indoor and outdoor provision. However, although self-evaluation identifies resource and training needs, planning does not indicate clearly how initiatives will be funded.

Leaders and practitioners monitor progress, such as the recent reorganisation of the setting, both formally and informally. They review the impact of changes and initiatives regularly to make sure that these are effective. For example, the setting has made changes in the organisation of indoor and outdoor activities to make it easier for children to access resources.

Practitioners reflect conscientiously on what is working well and discuss how to make any necessary changes.

Taken overall, there is a good track record of improvement since the last inspection. This is particularly evident over the last two years. Furthermore, there is strong evidence of sustained improvement in meeting the targets discussed with the local authority advisory teacher, for example in planning to improve numeracy skills and the development of indoor and outdoor activities.

### **Partnership working: Good**

The setting has well-established partnerships with parents, the school and community organisations, such as the parish church, that enhance children's wellbeing and learning effectively. Practitioners encourage the involvement of parents in their child's education, and give regular opportunities for them to participate in activities with their children. Parents receive a good range of information through notices, newsletters, social media and day-to-day contact with practitioners. This helps parents to feel comfortable in approaching the setting about any concerns and keeps them informed about daily activities successfully.

There are well-established arrangements for children's induction into the setting and smooth transition to the school. Practitioners share relevant information about children's progress effectively, enabling them to settle in quickly. The setting has positive links with a range of community organisations. They receive occasional visitors such as from a health visitor, and make increasing use of local walks to enrich children's experiences. In partnership with a nearby secondary school and training institution, the setting provides placements regularly for work experience students and students undertaking courses in childcare. This impacts positively on the quality of learning and play.

Practitioners share good practice regularly with other settings through training events and visits. For example, they learn useful strategies to promote learning through play through sharing ideas with other practitioners.

The setting has a constructive partnership with the local authority advisory teacher. Practitioners benefit from guidance in implementing the foundation phase and the organisation of learning resources.

### **Resource management: Good**

Practitioners collaborate well to develop and share their professional knowledge and expertise. They consider strategies to improve provision thoughtfully and reflect on their impact on children's learning. For example, practitioners use their skills to guide craft and role-play activities well.

Resources are well managed and deployed efficiently. Practitioners structure routines well, ensure that indoor and outdoor facilities are used effectively and review the use and impact of resources regularly.

The management team and governing body discuss the setting budget regularly and allocate funding appropriately. Additional funds raised by parents are used well, for example, to enhance resources for developing children's ICT skills and outdoors provision. The school administers the setting's finances efficiently. However, the setting's arrangements to ensure financial accountability and plan for future spending on training and resource needs are not sufficiently formal to be fully effective.

The setting ensures that available funding is used to good effect. In view of the strong standards and effective provision and leadership, the setting provides good value for money.

## Appendix 1

### The reporting inspector

Mr Michael Thomas Ridout	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](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	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
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.
<b>Mudiad Meithrin</b>	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
<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.

<b>National Day Nurseries Association (NDNA)</b>	This organisation aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education