



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

**Report following monitoring  
Level of follow-up: focused improvement**

**North Wales Childcare (Fun Days)  
2 Seabank Road  
Rhyl  
Denbighshire  
LL18 1EA**

**Date of visit: June 2018**

**by**

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

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## Outcome of monitoring

North Wales Childcare Fun Days is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2017.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement.

## Progress since the last inspection

### **Recommendation 1: Improve planning and provision to develop children's literacy, numeracy and information and communication technology (ICT) skills effectively**

Strong progress in addressing the recommendation

Practitioners place a clear focus on developing children's literacy, numeracy and ICT skills in the pre-school room. The quality of provision, both indoors and outside, has improved since the core inspection and has raised standards of children's literacy and numeracy skills successfully. For example, children order sticks and pigs by size as part of their work on The Three Little Pigs story. They recall events from the story well, and enjoy talking about the different foods they have tried as part of their topic on holidays. Practitioners have established a 'cosy corner' to encourage children to look at books, as well as suitable opportunities for them to recognise their names through the self-registration system. They include regular opportunities for children to develop their emerging writing when mark making with chalks outside and they celebrate children's work suitably in displays on the wall.

All short-term plans include regular practitioner-led tasks to develop children's literacy and numeracy skills at an appropriate level. Practitioners use the foundation phase profile and framework with increasing confidence to make sure that children have suitable opportunities to progress over time. They carry out regular observations, which help them get to know the children well. They use this knowledge to make sure that planning meets individual children's needs appropriately.

Practitioners provide relevant and regular opportunities to develop children's ICT skills in the enhanced provision. This is beginning to raise children's standards in ICT beneficially. For example, many can access a computer tablet to play numeracy games involving ordering numbers, and push buttons to make a toy robot change direction with growing independence.

### **Recommendation 2: Provide interesting and challenging learning experiences that meet children's needs across all areas of learning**

Strong progress in addressing the recommendation

Practitioners observe the children regularly and know them well. This helps them to plan interesting activities linked to themes that reflect the children's interests and that children enjoy. These include a recent focus on themes such as holidays, which included a trip to the local beach. During the visit, children drew simple shapes in the

sand and developed their understanding of empty and full when filling buckets to make sandcastles. In general, children engage well in activities and this helps them to develop their skills appropriately. They enjoy making a straw house for one of the three little pigs, developing their fine motor skills well when sticking and gluing.

The setting uses the local authority's planning format suitably. This ensures that practitioners plan effectively to develop children's skills across nearly all areas of learning over time. They record children's starting points appropriately using the foundation phase profile, and use the document well to track children's progress. Using information from their observations, practitioners include different objectives to meet individual children's needs in their short-term plans. This enables them to build on children's existing understanding and achievements well. As a result, practitioners identify the next steps in the children's learning appropriately and plan more systematically to develop their key skills. This has a particular beneficial impact on raising children's speaking and listening, counting and sorting skills.

**Recommendation 3: Ensure that all practitioners engage with and support the children throughout the session**

Strong progress in addressing the recommendation

The lead practitioner works effectively alongside the children. He helps them to engage in the activities and supports their learning skilfully. For example, he encourages individual children to take part in the focused tasks sensitively so that they benefit fully from the planned activities. He supports children's learning well as they use the continuous provision. For example, he uses specific vocabulary to describe natural objects, and asks questions that encourage children to think for themselves while working in the construction and creative areas.

The lead practitioner has suitably high expectations of children's behaviour. This includes calling them back to make sure that they have helped to tidy up, and using consistent and positive strategies to encourage them to sit at the table for their snack. He gives clear signals that support children effectively to move on to the next part of the daily routine confidently.

The lead practitioner models effective foundation phase practice well, which supports other practitioners in developing their teaching skills appropriately and increases their levels of confidence. This helps create a calm and purposeful working environment and greater consistency of expectations of behaviour and learning.

**Recommendation 4: Address the safeguarding issues identified during the inspection**

Strong progress in addressing the recommendation

The setting has updated its child protection policy successfully, and leaders sign and date it, noting any changes, regularly. The policy sets out clear procedures to follow if practitioners have a concern and names the person responsible for child protection clearly. Leaders share the policy with all practitioners at the setting and they show a sound understanding of their responsibilities. Practitioners read the policy regularly and are now fully aware of the procedures they should follow. Leaders also ensure that relevant contact details are clearly on display in the setting.

The setting has suitable procedures to record accidents and injuries. For example, practitioners use an appropriate injuries sheet when required to do so. The manager collates existing injury sheets and accident forms in a single file. Leaders discuss accidents and concerns in regular managers' meetings to identify, track and address any emerging issues promptly.

A wide range of appropriate risk assessments are in place and shared effectively with practitioners. For example, the 'outdoor safety procedure' ensures that the site is secure and raises no cause for concern.

### **Recommendation 5: Establish and embed effective self-evaluation processes and planning for improvement**

Strong progress in addressing the recommendation

The setting has developed suitable self-evaluation procedures and improvement processes. Leaders arrange regular planning meetings involving staff from the setting and its partner nursery, to enable practitioners to share ideas and resources. In addition, a planning checklist ensures that the setting provides regular opportunities to develop children's literacy, numeracy and ICT skills. These procedures are now well established and have a positive impact on raising standards of teaching and learning.

There are regular opportunities now in place for all practitioners to observe each other and to share good practice. Generally, observation notes are focused and concise, and identify strengths and areas for development clearly. Leaders makes good use of these observations to ensure greater consistency in teaching.

The proprietor leads self-evaluation processes well and involves all stakeholders appropriately. As a result, practitioners take more responsibility, and are more accountable for improving the provision and raising standards. The setting uses peer observations effectively to improve the quality of teaching and to coach and mentor others in improving their practice.

The manager carries out regular appraisals and supervision meetings, which lead to appropriate targets to improve provision, such as ensuring that children have regular opportunities to cook and use the outdoors to enrich their learning experiences. Leaders and practitioners review what is working well and put suitable action plans in place to bring about improvements quickly. This is a regular part of the setting's work. This ensures that this is a working document and that all stakeholders are more fully involved in the process of moving the setting forward.

### **Recommendation 6: Manage resources strategically to support children's learning effectively**

Strong progress in addressing the recommendation

Since the core inspection, the setting has purchased new resources to support outdoor learning and to improve opportunities for children to develop their ICT skills. In addition, it has listed all its resources in the different areas of provision. As a result, leaders and managers have a clearer overview of the resources needed to support children's learning, and purchase suitable resources when needed. Setting

leaders have introduced a 'wish list' so that practitioners can identify the resources they need to support their planning and children's learning. These range from consumable resources, to large equipment to support children's play outdoors. The list includes useful information to show how children will benefit from using the resources identified. This supports the setting well in ensuring that it has enough resources to support activities planned by the practitioners across areas of learning. Practitioners use these resources well when planning appropriate activities that engage children in their learning purposefully. Children access these resources independently, for example when using blocks in the construction area to build a house for the three little pigs.

Practitioners make effective use of the outside area to develop and enhance children's skills, for example when developing children's numeracy skills as they create patterns made with stones and when sorting them by colour and size. Practitioners plan purposeful ICT activities and children are beginning to be more confident in using a range of electronic devices independently. They enjoy recording themselves talking about an activity and then playing it back.

### **Recommendations**

In order to maintain and improve on this progress, the setting should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.