



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

**A report on**

**Rossett House Nursery  
Llay Road  
Rossett  
Wrexham  
LL12 0HT**

**Date of inspection: June 2016**

**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

Rossett House Nursery is an English medium setting situated in the village of Rossett in Wrexham local authority.

The setting is registered for up to 61 children and takes in children from three months to four years of age. At the time of the inspection, 22 children attended in the pre-school room, with around half being aged three. However, very few of these children are funded by the local authority. Nearly all children speak English as their first language. The setting has identified that there are no children with additional learning needs attending currently.

There are 21 members of staff, of which five are employed to work in the pre-school room. The setting is open for five days per week from 7.30 a.m. to 6.00 p.m. Several members of staff are relatively new to their current roles, but all are experienced in working with young children and have a very secure knowledge of Foundation Phase practice.

The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in April 2015 and Estyn last inspected it in April 2010.

## Summary

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

### Current performance

The setting's current performance is excellent because:

- The setting provides a wide range of innovative learning experiences
- There are outstanding opportunities for children to practice their numeracy, oracy, early writing and information and communication technology (ICT) skills in their play outdoors
- Practitioners develop children's understanding and use of the Welsh language extremely well
- Practitioners use questioning skilfully to assess children's understanding
- Practitioners know the needs of individual children well and focus clearly on the next steps in their skill development to move their learning on
- Practitioners use 'circle time' purposefully to enable children to take part in the planning of further activities
- Practitioners promote children's social skills extremely well and all children readily work together and happily co-operate in activities
- The setting creates an outstanding learning environment to meet the needs of all children
- The free flow from the indoors to the outdoors supports children's independent learning choices exceptionally well

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leadership and management team provides focused, robust and highly effective leadership resulting in very high standards of teaching and learning and outstanding provision
- There is a shared drive for excellence and all practitioners feel fully involved in sustaining improvements and have high expectations of themselves and others
- The life and work of the setting is very well structured and organised and reflects a strong culture of self-improvement
- Leaders use a variety of first-hand information highly effectively to develop a setting improvement plan and all practitioners are fully involved in this process
- Identified priorities for improvement relate well to improving children's outcomes and developing provision of high quality
- Leaders and practitioners take very good account of the views of children when making decisions about what they would like to learn about, enabling them to have a strong voice in making decisions
- Parents are well informed and knowledgeable about the settings day-to-day work, the progress their child is making and how best they can support them

- The setting has a range of worthwhile partnerships with the community, which develops children's social skills and sense of belonging to a community successfully
- The setting makes outstanding use of staffing and resources to support high quality teaching and learning
- In view of the outstanding provision, the highly effective teaching and the excellent leadership, the setting provides excellent value for money

## Recommendations

R1 Develop children's understanding of Welsh culture and customs

### What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	
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**Standards:**

**Wellbeing:**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children at the time of the inspection was too few to report on without identifying individual children.

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

The setting provides a wide range of innovative learning experiences that meet the needs of all children exceptionally well. Practitioners plan flexible activities that are stimulating and exciting and meet the requirements of the Foundation Phase curriculum fully. These experiences provide an excellent level of challenge for the children and build well on their existing knowledge and skills. There is a good balance between activities that are adult-led and those that are child-initiated.

Planning ensures that all children are successfully involved in making decisions about their learning. As a result, nearly all children demonstrate outstanding levels of independence and thinking skills. There are excellent opportunities for children to develop their skills through a range of activities set in a real life context, for example when comparing the weight of vegetables in the outdoor farm shop. The setting uses visitors and the local community imaginatively. A visit from a member of an airline cabin crew demonstrating safety procedures in a role-play aeroplane engaged children in their learning purposefully and developed their understanding of the world of work well.

There are very good opportunities for children to practise their numeracy, oracy, early writing and ICT skills in their play outdoors. Effective examples of this are children creating an MOT report for a car in the garage role-play area, buying stamps in the role-play post office and using a camera to take photographs of the newly hatched chicks in the incubator.

The provision for developing children's Welsh language skills is a notable strength of the setting. Practitioners develop children's understanding of the Welsh language extremely well, for example through the use of songs, questioning and modelling phrases. As a result, children use the language naturally when speaking about familiar topics such as the weather or when naming colours. There are a few meaningful opportunities for children to learn about the culture and traditions of Wales, for example by celebrating events such as St David's Day. As a result, children's understanding of Welsh culture and traditions is developing appropriately.

## **Teaching: Excellent**

All practitioners have high expectations of children and deliver a wide range of stimulating and engaging activities. They have an excellent understanding of when to intervene in activities and when to let children work independently. They use questioning skilfully to assess children's understanding and to challenge all children effectively. As a result, nearly all children develop valuable thinking skills and the ability to work independently. Practitioners use circle times to share stories, introduce learning activities and re-cap on the session and use this time purposefully to enable children to take part in the planning of further activities.

A strength of the teaching is the way in which practitioners promote excellent behaviour and social skills. Through the use of 'five rules of fairness', they manage behaviour highly effectively and enable children to develop outstanding social skills. This ensures that all children have a very good understanding of how to behave and co-operate exceptionally well with their peers and adults. Supportive working relationships between practitioners and children develop children's self-esteem very well. As a result, most children are confident when talking to their peers and adults and are happy to make mistakes and take calculated risks in their learning.

The setting has very good procedures for observing and assessing children. Through regular observations during circle time and activities, they gain an excellent understanding of what children are able to do and what they need to develop. They use this information purposefully to plan for the next steps in learning and to track children's development. As a result, nearly all children make exceptional progress in their learning. Reports to parents are informative and outline what the children have achieved and targets for development successfully.

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

The setting has very successful arrangements to support children's understanding of healthy eating and drinking. During snack time, children peel and cut their own fruit and make choices about what to eat in the indoor or outdoor café. There are effective procedures to develop the children's understanding of the importance of washing their hands, for example before eating food or after playing outside. This helps them to become responsible for their personal hygiene.

The setting provides very good opportunities for children to be active throughout the session and with the highly creative use of the outdoors provision to develop their fitness. For example, they run between sound spots on the field to listen to and recognise animal sounds, ride bikes, dance with ribbons and plan routes to climb on the climbing frame.

Practitioners promote children's social skills extremely well. For example, children lay the table and serve their own food at lunchtimes. Children readily work together and happily co-operate in activities, for example when sharing a metal detector to search for parts of a toy tractor hidden in the sandpit. Nearly all children demonstrate exemplary behaviour and respect towards their peers and adults.

An innovative range of learning experiences fosters children's spiritual, moral, social and cultural development well. Through the use of real life experiences such as observing eggs hatching in an incubator and watching the lifecycle of butterflies, children develop an exceptional sense of awe and wonder. Children have worthwhile opportunities to find out about other cultures, such as when learning about Chinese New Year and about the life of a child the setting sponsors in Zambia.

There are meaningful opportunities for children to learn about sustainability. For example, children create compost in the garden area and use it to grow their own vegetables.

At the time of the inspection there were no children with additional learning needs attending the setting. However, there are very clear procedures to support children with additional learning needs and an effective network of contacts with external agencies to provide extra support and advice, if needed. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The setting provides a warm, happy and supportive environment for all children. There is a strong ethos of teamwork and an inclusive and stimulating environment. Practitioners know the children very well and are sensitive to their needs and react to them highly effectively. As a result, nearly all children work together successfully and show respect and courtesy to each other, practitioners and visitors. Boys and girls have equal access to all resources and learning opportunities and the setting promotes children's understanding of diversity well.

The setting provides an outstanding learning environment to meet the needs of all children. The free flow from the indoors to the outdoors supports children's independent learning choices well. The indoor environment is bright and welcoming with designated areas that support the children's learning meaningfully. The displays are attractive, celebrate children's work and support the learning very successfully.

The setting has developed its extensive grounds exceptionally well to create an outdoor learning environment of a high quality. Practitioners make creative use of the outdoor area to offer a wide range of learning experiences for children. An excellent example of this is the use of the 'village street area', which includes a farm shop, café, garage and post office, to develop children's literacy and numeracy skills.

The setting has a wide-range of resources that are of a very good quality. Practitioners use these extremely well to plan exciting and stimulating activities for children. For example, the use of a camera in a bird box enables children to observe how birds build nests.

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

The leadership and management team provides focused, robust and highly effective leadership resulting in very high standards of teaching and learning and outstanding

provision. Leaders communicate this vision exceptionally well to other practitioners and parents. As a result, there is a shared drive for excellence and all practitioners feel fully involved in sustaining improvements and have high expectations of themselves and others.

All practitioners have clear and up-to-date job descriptions and a comprehensive understanding of their roles and responsibilities. The setting makes highly beneficial use of staff appraisal to inform training needs and the setting's action plan for improvement. This raises children's outcomes and informs future provision exceptionally well. Practitioners make worthwhile use of regular informal meetings to discuss children's achievements. As a result, they know the needs of individual children well and focus clearly on the next steps in skills development needed.

Leaders and managers challenge and support practitioners well. The mentoring and development of practitioners is a significant strength and new members of the team learn from this and develop and refine their leadership skills well. For example, the setting identified the need to incorporate children's ideas on what and how they would like to learn into future planning. As a result, nearly all children are very confident, independent learners demonstrating high levels of engagement and outstanding standards of oracy and thinking skills.

The setting has made worthwhile progress in taking forward national initiatives, especially in its sector leading use of outdoor learning to support the development of children's literacy and numeracy skills. It also promotes healthy eating and recycling very well and shares this good practice with other settings.

### **Improving quality: Excellent**

The setting places a strong emphasis on identifying its strengths and areas for improvement. Practitioners strive to find ways to make learning experiences exciting and engaging for all children and to make sure that they are happy and eager to learn. The life and work of the setting are very well structured and organised and reflect a strong culture of self-improvement at every level. Leaders and practitioners know the setting exceptionally well and evaluate its practice regularly, taking good account of advice from other agencies, including the local authority advisory teacher.

Practitioners are very open to new ideas and are willing to try out different ways of working to benefit the children. For example, a review of the layout of the learning environment resulted in children having more regular access to the different areas of learning and, as a result, nearly all demonstrate outstanding levels of independence.

The setting takes very good account of the views of parents as part of the review process. Leaders use this information well to identify appropriate priorities for improvement, such as the development of the outdoor area to include climbing apparatus. This supports children's physical development and thinking skills exceptionally well.

Leaders use a variety of first-hand information highly effectively to develop a setting action plan and all practitioners are fully involved in this process. This practice is very successful in creating a common and dynamic approach to improvement. Every

member of staff contributes their ideas and leads on developing key aspects for development. For example, a fluent Welsh speaker supports practitioners with ideas on how to improve and develop the provision for children's Welsh language skills. As a result, nearly all children are enthusiastic and highly competent when using Welsh as part of their everyday routines.

Identified priorities for improvement relate well to improving children's outcomes and developing provision of high quality. The setting's action plan for improvement identifies costs, training needs, timescales and areas of responsibility well. Leaders and practitioners review the plan on a regular basis and take very good account of the views of children when making decisions about what they would like to learn about. The use of the 'red book' to record children's ideas enables them to have a strong voice in making decisions about their learning. This informs changes to provision and teaching exceptionally well and leaders share this outstanding practice with other settings.

### **Partnership working: Good**

The setting has beneficial partnerships with parents and carers, and leaders share the setting's aims and progress against areas for development regularly. Parents receive useful information via the setting's noticeboard, newsletters, planning letters and daily personal contact. As a result, parents feel well informed and knowledgeable about the settings day-to-day work, the progress their child is making and how best they can support them. For example, leaders provide useful Welsh phrases and key words for parents to use at home.

Valuable partnerships exist with local primary schools. This promotes a smooth transition for children from the setting as teachers from the schools are invited to visit so that children can get to know them prior to transfer to the school.

The setting has a range of worthwhile partnerships with the community. For example, regular visits to the local community library promote children's enjoyment of reading successfully. The local vicar leads harvest festival celebrations and children perform a nativity play at the local church. This develops children's social skills and sense of belonging to a community effectively.

There is a strong partnership with the local authority advisory teacher, and practitioners welcome this advice and support. Practitioners benefit from this in developing ideas to motivate and extend children's everyday learning opportunities across the different areas of learning. As a result, all children are challenged and extended well.

The setting has useful links with a range of health, speech and language and other agencies, which it accesses to support children with additional needs should the need arise.

### **Resource management: Excellent**

The setting makes very effective use of staffing and resources to support high quality teaching and learning successfully. Leaders and managers ensure that there are enough well qualified and experienced practitioners and deploy them well to make best use of their experience and expertise.

Practitioners make beneficial use of training opportunities to improve provision and outcomes for children. For example, practitioners have attended a Welsh language course to improve their own skills and consequently those of the children.

Leaders and managers monitor the budget regularly and systematically to ensure the most efficient use of funds. This means that spending decisions are well planned and in line with the targets identified as the setting's priorities for improvement in its action plan.

In view of the outstanding provision, the highly effective teaching and leadership, the setting provides excellent value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

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

<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 which 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.