



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

**A report on**

**Sunray Day Care Nursery Ltd  
Long Barn  
Waen Farm  
Nercwys  
Mold  
CH7 4EW**

**Date of inspection: May 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:

<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

Sunray Day Care Nursery Ltd is a privately owned English-medium setting in Nercwys, near Mold, in Flintshire local authority. The nursery is registered for 123 children from birth to 12 years. It offers early education sessions from Monday to Friday from 9 am until 11 am during school term time, between January and July. There are currently 26 children in receipt of funded early education.

The setting has identified a very few children as having additional learning needs. Nearly all children speak English at home.

There are 28 members of staff including the management team. Four members of staff work with the three-year-old children. The supervisor has been in post since October 2012.

Care Inspectorate Wales (CIW) inspected the setting in 2017 and Estyn last inspected it in 2012.

## 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 across all areas of learning
- Nearly all children have positive attitudes to learning and sustain interest and concentration well
- Practitioners develop very good relationships with children and as a result they are happy and at ease in the setting
- A wide range of stimulating activities engage children's interest successfully
- Practitioners have high expectations of what children can achieve and a good understanding of foundation phase requirements
- The setting promotes children's health and wellbeing effectively
- The setting has a friendly and inclusive family ethos
- The learning environment is very well resourced and organised

### Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders are highly professional and provide clear vision and direction for the setting
- The setting is very well led and practitioners work together as a team effectively
- Self-evaluation and improvement planning has a positive impact on the quality of provision
- The current targets identified by the setting provide a good basis for further improvement
- The setting has well-established partnerships with parents, local schools and community organisations, that enhance children's learning successfully
- Resources are very well organised and used well to support children's learning

## Recommendations

- R1 Use information from assessments to identify next steps in learning that meet all children's needs effectively
- R2 Monitor and evaluate the impact of action plans regularly
- R3 Ensure that planning promotes the development of children's information and communication technology (ICT) skills consistently well

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### 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.

With few exceptions, children develop good speaking and listening skills and communicate confidently. They engage in conversation spontaneously as they play and contribute confidently to discussions, such as during group sessions. They ask sensible questions and use appropriate vocabulary, for example when explaining what they are doing with toy appliances in the 'kitchen.'

Most children develop their early reading skills successfully. They show interest in the content of books and respond appropriately. They follow the illustrations, concentrate well as they listen to the story and show increasing awareness that the print has meaning. They retell and sequence familiar stories confidently. Many create purposeful marks, such as by 'writing' a shopping list during role-play.

In numeracy, most children develop a range of skills well. For example, they count each brick accurately when they build towers. Most identify and order numbers to five correctly and a few count and order numbers to 10 confidently. Many show a secure understanding of comparative terms such as big and small. For example, they fill bowls of porridge for the 'Three Bears' accordingly. A few distinguish between big, small and tiny portions and match big, small and tiny oranges to the correct size bowl. Many name a range of two and three dimensional shapes accurately.

Most children develop a suitable range of ICT skills naturally in everyday play. For instance, they use a variety of ICT role play equipment such as a mobile phone and toy food mixer confidently, showing that they understand their purpose. A minority use a tablet computer with increasing competence and a few 'swipe' the screen to move through a simulation confidently. However, most children's ability to use ICT devices independently is in the early stages of development.

Progress from their starting point in learning Welsh is good for most children. Many are beginning to use familiar Welsh words and phrases naturally during structured sessions, such as when they describe the weather. Many understand what is expected, for example when told 'amser tacluso', and they join in performing a variety of songs with enthusiasm and understanding.

Most children make good progress in creative and physical development. For example, many use tools, such as cutters and scissors, in craft activities skillfully, and in games they follow simple rules and develop a range of movement, balance and ball control skills well.

## **Wellbeing: Good**

Nearly all children have positive attitudes and enjoy learning. They show high levels of self-esteem and develop appropriate self-help skills steadily. Most children enjoy what they are doing, choose between different activities confidently and sustain interest and concentration well. For example, a small group play together imaginatively as they enact the story of 'The Three Bears'. Most are well motivated, happy and at ease in the setting.

Nearly all children have very good relationships with practitioners and with each other. Many show consideration and courtesy, such as at snack time. Standards of behaviour are very good. 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 to 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 wide range of interesting learning experiences that meet the needs of most children successfully. Planning is thorough and practitioners adapt it thoughtfully to match children's changing interests. They plan imaginative activities across the areas of learning, both indoors and outdoors, successfully. As a result, learning experiences meet the requirements of the foundation phase curriculum well.

Practitioners plan worthwhile opportunities for children to practise and develop their numeracy, oracy and writing skills in a variety of different contexts, including through role-play in the 'kitchen' and during story times. They adapt their fortnightly plans to allow children to build on their existing knowledge and skills successfully during focused and free choice activities. The supervisor uses the new planning format well to identify the specific skills children will learn, including new vocabulary linked to the activities.

The setting plans carefully to provide a good balance between activities led by practitioners and tasks that children choose independently. Provision to promote children's awareness of a range of ICT resources is appropriate and increasingly forms a natural part of everyday play. However, opportunities for children to learn how to use equipment such as the tablet computer and digital camera purposefully are at an early stage of development. The setting promotes children's independence and creativity well by providing regular opportunities for them to choose tools and resources, for example when mark-making in different contexts. Practitioners use the setting's outdoor areas to develop children's respect for the environment well. For example, they provide opportunities to learn about the seasons. The setting uses the local community well to enrich children's learning experiences. This includes a veterinary nurse visiting to talk about her work and children making visits to the theatre, Post Office and nearby market.

The provision to develop children's Welsh language skills is good. Practitioners use Welsh songs, model simple Welsh phrases and use Welsh vocabulary around the setting regularly. Practitioners promote children's awareness of Welsh history and culture appropriately. For example, they read Welsh stories to the children regularly and provide suitable opportunities to learn about Welsh traditions such as when they celebrate St David's Day.

### **Teaching: Good**

Practitioners have high expectations of what children can achieve. They have a secure knowledge and understanding of the foundation phase and use resources imaginatively to provide interesting experiences across all areas of learning successfully.

Practitioners lead and support indoor and outdoor learning enthusiastically. They often use their expertise to maximise the potential of learning activities thoughtfully. For instance, they develop numeracy skills effectively such as by encouraging children to count groups of toy animals. Practitioners know when to intervene in activities and when to let children work independently. They manage learning and behaviour through positive praise and encouragement successfully. They are good language role models and use a range of teaching strategies effectively. For example, they use questioning skilfully to assess all children's understanding. The quality of practitioners' relationships and interactions with children is a strong feature.

The setting implements appropriate procedures for assessing children and is beginning to use the foundation phase profile to inform future planning with increasing success. Practitioners complete focused assessments and record day-to-day observations regularly. They use this information well to compile individual learning records. However, they do not use assessment information well enough to identify next steps in learning and plan activities that challenge all children appropriately.

Practitioners communicate well with parents. They share information about their child's achievements, wellbeing and development effectively, such as through daily communication books, informal contacts and more formal consultation meetings.

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

The setting provides high quality, care, support and guidance and has successful arrangements to develop children's understanding of keeping healthy. For example, practitioners promote energetic play regularly and provide lively dance and games sessions.

Practitioners encourage children's curiosity about the world and foster positive values, including honesty and fairness, effectively. They promote good behaviour consistently. As a result, children have a strong sense of identity within the setting and develop good levels of confidence and self-esteem. Practitioners support children well in their personal and social development by acting as positive role models.

The setting supports children's spiritual development well by encouraging them to reflect on their experiences and to think of others. They use the natural environment successfully to encourage a sense of wonder, such as by observing lambs and taking countryside walks to explore the different seasons.

Provision for moral and social development is effective. Practitioners encourage children to distinguish between right and wrong and begin to treat others with respect, such as by taking turns and sharing as they play. The setting provides suitable opportunities for children to learn to act sustainably.

There are suitable opportunities for children to learn about sustainability, such as by growing vegetables and learning about ways to save energy and water.

The setting has appropriate procedures to support children who need extra help. They make good use of a network of professionals to provide extra support and advice when the need arises.

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

### **Learning environment: Good**

The setting has a welcoming and inclusive family ethos. All children have equal access to all areas of the setting's provision. Practitioners take good account of children's individual needs, which helps to ensure that they feel safe and free from undue anxiety. They use positive strategies to encourage understanding and tolerance towards others successfully. There is a worthwhile emphasis on recognising, respecting and celebrating 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. Practitioners ensure that a good range of age-appropriate resources is available across the foundation phase areas of learning regularly. The accommodation is well maintained and secure, and is enhanced effectively by the display of children's work.

The setting has an extensive outdoor area and provides a variety of good quality resources for children to use there. These include equipment that supports children's physical development well such as a climbing frame and a trampoline.

The setting uses the local environment to enhance its facilities effectively. For example, practitioners take children on regular visits to the market and post office in the nearby town.

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

Leaders manage the setting very effectively and set high professional standards. They have a strong sense of purpose, use relevant information about the setting to inform their decisions and maintain a strong focus on achieving the setting's goals. They communicate their vision well. As a result, all practitioners have a good

understanding of their roles and responsibilities and work together well as a team. They are enthusiastic and implement the setting's policies and initiatives consistently well.

The supervisor manages the setting effectively. She has high expectations and sets achievable aims that develop most aspects of the setting's educational provision successfully. There are thorough arrangements for practitioners' performance management, and leaders implement these effectively. As a result, practitioners develop their professional expertise successfully, such as improving their understanding of assessing children's progress during focus tasks.

The setting takes good account of national and local authority priorities. For example, leaders ensure that there is a strong focus on promoting healthy lifestyles and developing children's literacy and numeracy skills.

### **Improving quality: Good**

The setting has effective procedures for self-evaluation and planning for improvement. All practitioners are involved effectively in the process, and the setting takes good account of the views of parents, carers and children. As a result, practitioners know their setting well.

Self-evaluation identifies relevant areas for improvement clearly. The setting's priorities for improvement focus well on children's outcomes and developing provision of good quality. Practitioners prioritise and implement action plans purposefully. This has led to useful changes over time, such as in the quality of the outdoor provision. The supervisor records general evaluations of the plans and discusses progress with leaders regularly. However, the setting's arrangements to monitor initiatives do not focus sharply enough on their impact to be fully effective.

The setting has made good progress in meeting the recommendations from the last inspection.

### **Partnership working: Good**

A wide range of partnership activities with parents, local schools and community organisations make a strong contribution to children's learning and wellbeing. Managers and practitioners inform parents regularly about all aspects of the setting's work and encourage their involvement in their child's education positively. Practitioners use a range of media and day-to-day contacts to communicate with parents effectively. This helps them to feel comfortable in approaching the setting about any concerns and keeps them well informed about daily activities.

The setting has well-established arrangements for children's induction into the setting, and to support their smooth transition to school. There are effective arrangements to share appropriate assessment information. The setting has beneficial links with a range of community organisations. For example, it provides placements for students undertaking childcare or teaching qualifications.

Practitioners regularly share good practice with other settings through training events. The supervisor has taken opportunities to visit other settings to share good practice. These visits have a positive influence on the setting's practice, and have helped to develop their self-evaluation procedures, their outdoor provision, and planning and assessment processes.

The setting benefits greatly from its partnership with the local authority. Practitioners attend regular training events and make good use of support and guidance, for example to improve the quality of the learning environment.

**Resource management: Good**

Leaders deploy practitioners to make the best use of their time and professional expertise successfully. Practitioners collaborate well and arrangements for their professional development are effective. They consider strategies to improve provision, reflect on their impact and make adjustments in line with children's needs thoughtfully. For example, they have re-organised the provision recently and established well-planned and resourced activities across the areas of learning. As a result, children are well motivated and develop a range of skills confidently. The setting has well-structured routines to ensure that the use of indoor and outdoor facilities is effective.

The proprietor and managers have a good understanding of their budget and ensure that they use funds efficiently and effectively. They allocate spending thoughtfully in line with their priorities for improvement. For example, leaders have bought new resources recently to support outdoor learning and improve children's ICT skills.

In view of the standards that children achieve and the quality of the provision and leadership, the setting provides good value for money.

## 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>CIW</b>	Care Inspectorate Wales (CIW) 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