



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

A report on

**The Children's Day Nursery
Western Avenue
Bridgend Industrial Estate
Bridgend
CF31 3RT**

Date of inspection: November 2015

by

**Mary Dyas
Reporting Inspector**

for

**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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About the setting

The Children's Day Nursery is an English-medium setting based in an industrial estate in Bridgend. It occupies two separate premises, one of which is used solely for pre-school children.

At the time of the inspection there were 19 three year olds on roll, six of whom were in receipt of funded educational provision. Nearly all have English as their home language and none speak Welsh at home. The setting welcomes all children and makes good provision for the very few with additional learning needs. The setting is open from 7.00 am to 6.00 pm for 52 weeks a year with the exception of bank holidays.

The Care and Social Services Inspectorate Wales last inspected the setting in October 2014. This is the first time Estyn has inspected the setting.

Summary

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

Current performance

The current performance of the setting is good because:

- during their time in the nursery most children make good progress from their starting points
- children enjoy their time in the setting and engage well with the activities that are planned for them
- the range of planned activities successfully engages and supports children's learning
- teaching is consistently good
- the setting provides good quality care, support and guidance for all children

Prospects for improvement

Prospects for improvement are good because:

- the management structure is clear and everyone is aware of their roles and responsibilities
- there is a strong team ethos and practitioners work well together towards shared goals
- the current self-evaluation is realistic and targets for improvement are appropriate
- the proprietor is very supportive and has a good understanding of the setting's main strengths and areas for improvement
- the strong partnership with parents supports children's learning and wellbeing

Recommendations

R1. Further develop the use of Welsh throughout the sessions to support and encourage the children to use the words and phrases they have learned.

R2. Ensure all staff working in the pre-school area are fully trained in Foundation Phase practice

R3. Further develop the outdoor area to ensure all areas of learning are available to the children both indoors and outdoors

R4. Ensure all practitioners are fully involved in the self-evaluation process

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
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Standards: Good

Most children make good progress during their time in the setting with a few making very good progress. A few children require additional support, particularly in speech and language and these children make realistic progress. Nearly all children concentrate for sustained periods and persevere on tasks, for example, when they are making owl's eyes from playdough. Nearly all make clear choices about the activities they would like to take part in and enjoy their learning experiences.

Most children are developing their speaking skills well. They confidently share their news with the rest of the group and listen attentively when others are speaking. Nearly all children join in enthusiastically singing familiar songs and rhymes along with the relevant actions. Most listen well to stories read to the whole group and show their interest and understanding through their comments and questions. They are beginning to recognise their written name when they self-register on arrival at the setting and again when they find their place mats at snack and lunch time.

Most children are beginning to name and recognise basic two-dimensional shapes and to use some mathematical vocabulary when they compare the size of objects. Most count confidently by rote to at least ten and are able to count up to three objects accurately. Their use of the Welsh language is developing slowly. Many children name one or two colours in Welsh and most count confidently to five together. They understand the Welsh words and phrases used by the adults in the setting and most are able to name different types of weather.

Wellbeing: Good

Nearly all children enjoy their time in the nursery. They are familiar with the setting's routines. Nearly all arrive happily and settle quickly to a chosen activity. Most have known one another since they were babies and relationships are strong. They behave well, share equipment with one another and know how to take turns. Nearly all carry out their responsibility of being the Eco Buddy for the day diligently. They check that taps and lights are off when not in use and that the recycling bins are not full. Most children are developing good independent skills when they put on their own boots and coats to go outside, butter their own crackers at snack time and dish up their dinner themselves.

Many children show a growing understanding of feelings for example when sharing their news during circle time they discuss how they felt about something that happened. Children make suggestions about what themes they would like to learn about and show good levels of concentration and perseverance when involved in an activity. They interact well with the adults and ask for help when they need it. Many children help to tidy up at the end of activities.

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

Practitioners plan a wide range of interesting experiences that stimulate and motivate the children to investigate and take part. The curriculum is broad and balanced and fully meets the requirements of the Foundation Phase. There is an appropriate emphasis on children learning through play and an appropriate balance between child-initiated and adult-directed activities.

Practitioners involve the children in selecting themes and take good account of children's interests when planning activities. Planning is well organised and focusses well on providing challenge for the children and on adapting work to suit children of different abilities.

Planned activities successfully develop children's literacy and numeracy skills. Children learn to recognise their names during self-registration and again when they find their named placemat at snack and meal times. There are good opportunities for children to develop their early writing skills in each room, for example to write a shopping list in the home corner.

The setting provides children with worthwhile opportunities to develop their literacy and numeracy skills. Practitioners make good use of circle time and morning registration to develop children's listening and speaking skills. Children learn to recognise their names during registration and they have easy access to books in their comfortable book corner. There are suitable opportunities for children to develop their early writing skills, such as making shopping lists in their toy shop.

Practitioners encourage children's numeracy skills well through regular opportunities to count, sort and match objects. They provide good opportunities for the development of children's fine motor skills, such as cutting using scissors, sticking and gluing and when painting with wet soil.

All staff help to develop the use of the Welsh language during circle time and registration and through using incidental Welsh. However, their personal knowledge and experience of the language is limited and this inhibits the level of Welsh that they are able to deliver. They plan interesting activities around the celebration of St David's day to introduce the children to the traditions and culture of Wales.

Teaching: Good

The setting has only been registered with the local authority to deliver the Foundation Phase for just over a year. Senior staff have accessed training but staff working directly with the children, although very experienced and knowledgeable about children's development, have not yet been able to attend training specific to the Foundation Phase. As a result there is very occasionally a lack of focus and attention to detail.

Practitioners work very well together as a team, making good use of their individual strengths and expertise. They provide a stimulating learning environment that attracts the children to explore and experiment for themselves and promotes their participation and enjoyment. Practitioners know the children well as individuals and provide good levels of encouragement and support while also allowing children to become independent learners. They are good role models and treat the children with care and respect. As a result children are polite and kind to one another and to adults and behaviour is good. There is a good balance between child-initiated and adult-directed play and practitioners know when to intervene and when to allow children to think things out for themselves..

Practitioners are responsible for the regular assessment of the children in their keyworker group. They note individual progress in focussed tasks and evaluate children's learning to identify the next steps. Information is used to inform the children's personal development records which are shared with parents annually during a parents' evening. At the end of each session keyworkers provide parents with written information about what activities their child has been involved in and any learning that has taken place. These notes are extremely useful and informative and much appreciated by the children's parents and carers.

Care, support and guidance: Good

The nursery is a warm and inclusive environment and practitioners respect children as individuals. All children have equal access to all areas of the curriculum. Children recognise and celebrate diversity. They celebrate a wide range of different festivals, including the Chinese New Year, Diwali, Chanukah and St Andrew's, St George's, St Patrick's and St David's Days. They have the opportunity to learn about different customs and to taste different foods.

The setting makes appropriate arrangements for promoting healthy eating and drinking. Regular planned physical activities, such as visits by an external provider to introduce the children to football, and use of the outdoor area promote children's physical fitness well.

The nursery has good arrangements for children to learn about sustainable development. Children take turns to act as the pre-school 'Eco Buddy' to check the recycling containers and ensure that lights and taps are turned off when not in use.

The setting makes good provision for children with additional learning needs. Practitioners are experienced in identifying early difficulties in development and there are good procedures in place to provide additional support when needed. An effective network of external contacts provides extra support and advice when needed.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. Staff have all received appropriate and up to date training and know their responsibilities. However, although the Child Protection policy contains all the relevant information, it does not clearly indicate the correct procedures to follow should a member of staff have a concern.

Learning environment: Good

There are ample well-qualified practitioners. Resources are age specific and accessible to the children. The areas of learning are represented throughout a number of small rooms. Children have easily access to attractively laid out areas of learning which provide effective learning opportunities for the children. Internally this is an attractive learning environment where good use is made of the extensive space available.

The building is well maintained, safe and secure. The outdoor area however does not allow free access for children due to the overall structure of the building. Whilst this is a drawback, practitioner ensure that they take the children outdoors every day. They further enhance children's experiences by visits to places in the locality, such as a local gym for trampoline sessions. Practitioners make good use of the space inside the building and have created a bright and interesting learning environment. A range of attractive displays and photographs celebrate children's work and achievements positively.

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

The setting benefits from strong and purposeful leadership. The husband and wife team of directors work directly from the nursery buildings and, together with the setting leaders, share a vision to provide the best possible environment for the children in their care.

All staff have clearly defined roles and work together to provide good a good quality service that supports the children's learning and wellbeing. Senior staff meet weekly to share information and focus on priorities for improvement. They disseminate decisions arising from their discussions well to other staff to ensure a strong sense of teamwork where everyone is working towards shared aims.

Performance management procedures are well established and all staff take part in an annual programme of appraisal. They identify personal training needs and staff records show that they engage in a wide variety of relevant training courses within the authority. Less formal supervision meetings supplement the process where seniors meet with the staff for whom they are responsible to discuss their strengths, areas they would like to work on and their progress towards meeting appraisal targets.

The setting has addressed local and national priorities such as healthy eating and are developing procedures to develop children's literacy and numeracy skills.

Improving quality: Good

Leaders know the setting well and as a result, the current self-evaluation document successfully identifies strengths and areas for development. Targets in the development plan relate well to self-evaluation and practitioners take clear action to implement good practice and make changes that result in positive gains and improvements for the children. These targets are realistic and achievable with clear time scales. Leaders ensure that they keep other staff informed about the self-evaluation process but they are not yet fully involved in its development. There is clear evidence that the setting has been working towards meeting current targets, for example improving the provision for information and communication technology.

All practitioners share a common commitment to providing good quality experiences for the children. They are very adaptable and open to new ideas. All practitioners are engaged in professional development and attend courses that help to raise standards and support the wellbeing of the children.

Partnership working: Good

The setting has a good range of effective partnerships. These partnerships have a positive effect on children's wellbeing and enhance the quality of learning experiences.

Partnership with parents and carers is particularly strong. Parents and carers value the quality of care and concern shown by practitioners towards their children. The setting keeps them well informed about what their children are learning through a daily record sheet and information posted in the entrance area, such as which child has been the Eco Buddy for the day.

The setting liaises appropriately with the primary schools it feeds, passing on relevant information about the children. The setting has beneficial partnerships with the community. The involvement of local businesses contributes well to children's learning experiences. For example, a local pet shop enhances children's experiences when it brings a range of different reptiles for the children to handle.

The setting has been without a support teacher from the local authority for several months due to illness but the recent allocation of a new link teacher is having a positive impact. Practitioners value her input and have implemented several new ideas and procedures

Resource management: Good

Leaders deploy practitioners successfully to support the children in their learning. The well-qualified and experienced staff who regularly attend relevant training courses. Staff work together effectively as a team and take particular responsibility for the children in their keyworker group to ensure consistency of provision. Resources are plentiful, of good quality and accessible to the children. The different rooms in the building are attractively set out with different areas of learning that stimulate and motivate children to learn.

The budget is successfully and effectively managed by one of the directors. The nursery manager has a monthly budget to spend on necessary equipment. Staff provide the manager with a 'wish list' of equipment they would like and these requests are carefully prioritised against the possible impact on children's learning.

In view of the progress made by the children during their time in the setting, the efficient use of funds and the quality of provision, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector

Mrs Mary Elspeth Dyas	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.