



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales



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

**A report on**

**The Old School House Nursery  
Old School House  
Pen y Fai  
Bridgend  
CF31 4LT**

**Date of inspection: November 2016**

**by**

**Care and Social Services Inspectorate Wales (CSSIW)**

**and**

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

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, and the setting complies with relevant regulations
<b>Adequate</b>	Strengths outweigh areas for improvement and/or examples of non-compliance
<b>Poor</b>	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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**Publication date: 13/01/2017**

## About the setting

Name of setting	Old School House Nursery
Category of care provided	Full day care
Registered person(s)	N/A
Responsible individual (if applicable)	Jacqueline Roberts
Person in charge	Jacqueline Roberts
Number of places	46
Age range of children	6 weeks –5 years old
Number of children funded for education	one
Opening days / times	8am – 6pm Monday to Friday
Language of the setting	English
Date of previous CSSIW inspection	24 November 2015
Date of previous Estyn inspection	9 - 10 November 2013
Dates of this inspection visit(s):	8 – 9 November 2016
<b>Additional information</b>	

## Report summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Good
Leadership and management	Good

### Non-compliance

No non-compliance was identified during this inspection.

## Recommendations

- R1 Ensure that children become more independent during daily routines and in their use of the outdoors
- R2 Improve provision to provide a greater focus on developing children's literacy and numeracy skills
- R3 Increase the use of incidental Welsh throughout the setting

### What happens next?

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

## Main findings

### Wellbeing

Good

Nearly all children make valuable choices in their play and follow their own interests successfully. Most are able to select items confidently and contribute to activity planning regularly. Many chat about their home experiences readily. From an early age children happily express their opinions and make their choices known about what they want to do and with whom they want to play. For example, children expressed an interest in a balance bike and as result the setting purchased these for outdoor play. Most children speak or respond with enjoyment to indicate their needs to practitioners.

Nearly all children feel safe and secure and have warm and respectful relationships with one another and practitioners. As a result, they are happy and settled at the setting. For example, as children arrive into their groups others greet them fondly, calling out their name, and embrace them warmly. Children know who helps to look after them and who their friends are, and actively seek them out if they need reassurance.

Most children co-operate well with their peers and adults. They demonstrate a suitable understanding of right and wrong and demonstrate increasing control over their behaviour. Nearly all children respond well to praise from practitioners and this reinforces positive behaviour successfully. For example, during circle time nearly all children participate well, demonstrating familiarity with routines and expectations. Most children sustain their interest in tasks for appropriate periods of time, in line with their age and stage of development. Nearly all children take care of toys and resources and help tidy up, for example, when returning cars and bikes to the correct area in the garden.

Most children are motivated and actively engage in activities. This supports their play and learning well. During story time most children listen with interest and sit quietly, eagerly joining in with questions and actions when asked. Many children show enthusiasm during free play and more structured activities. For example, during an adult-led activity using cameras to take pictures of each other, the children were animated and excited.

Many children respond well to opportunities to develop independence in their play and learning, such as removing their own coats and shoes when returning from outdoor play. Nearly all children have good self-help skills and wash their hands and clean their teeth, with minimal adult assistance. However, children do not apply these skills consistently enough throughout daily routines.

### Learning (for three-year-old children only)

Good

Nearly all children feel safe and secure. They have a warm and well-established relationships with one another and practitioners. Almost all children make good progress from their starting points and recall previous learning well. For example, they talk confidently about the 'big' and 'small' bears that they find in the outdoors.

Almost all children listen well during circle time and follow instructions with understanding. Nearly all children join in when singing action songs and rhymes enthusiastically and are able to express their feelings through music confidently. Almost all children enjoy listening to stories, remember phrases from the story and eagerly join in when telling the story. Most children are beginning to handle books as readers, for example stating 'it was just right' and 'who's been sleeping in my bed?', when listening to the story of The Three Bears. They talk about the weather and the days of the week confidently. Almost all children enjoy mark making and are beginning to understand that writing has a purpose, for example making lists and taking orders, when acting as 'Snack Sheriff' or 'Environment Officer'.

Almost all children confidently and accurately count to five, for example when asking the kitchen staff for the correct number of snacks for their friends. Almost all children are developing worthwhile mathematical language and can identify 'big' and 'small' when sorting objects in the outdoors. Almost all children are able to complete simple shape and colour jigsaws correctly.

Most children are developing their physical skills well. For example, in the forest area they negotiate different surfaces and terrains with increasing confidence, when walking in long grass on a slope and through a willow arch. Almost all children handle a range of tools such as paint brushes, rollers and pencils confidently. Many children develop their information and communication technology (ICT) skills well. They use a tablet computer and a range of equipment with switches and controls, such as microphones, cameras and torches, with growing independence.

Almost all children make good progress with their personal and social skills. They enjoy helping each other during snack time and when putting on their coats and shoes. Almost all children take turns, play co-operatively and behave well. All children demonstrate a suitable understanding of why they need to brush their teeth after their snack.

Nearly all children's problem solving skills are developing appropriately. For example, they know that glue is required in order to be able to stick their cuttings on to a mask successfully.

Nearly all children make suitable progress with their Welsh language skills. For example, they sing 'bore da' and 'dyma fi' and confidently count to five in Welsh. However, children's use and understanding of incidental Welsh are under-developed.

<b>Care and development</b>	Good
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The setting promotes children's health and wellbeing effectively. For example, practitioners promote a healthy lifestyle by ensuring that children brush their teeth regularly, and provide healthy and nutritious meals. All practitioners are well qualified and experienced, and they understand their roles and responsibilities in relation to keeping children safe. The setting's arrangements for safeguarding children meet requirements and give no cause for concern. Practitioners keep parents well informed about their child's wellbeing on a daily basis. This provides them with useful information regarding their child's mood, health and what they have eaten.

There is a comprehensive range of appropriate policies and procedures that provide clear and suitable information for practitioners and parents. Practitioners undertake their duties conscientiously and in line with these policies. For example, infection control is understood and monitored by all successfully. An effective record keeping system supports practitioners in embedding good hygiene practices into their daily routines.

The setting promotes positive behaviour effectively and all practitioners are good role models. All show sensitivity to the children and are patient when explaining the importance of taking turns, being fair and following simple rules. Children respond well to this and are becoming increasingly familiar with these concepts.

All practitioners know the children in their care very well and treat them fairly. They respond immediately to the needs of the children and provide caring and affectionate support when necessary. For example, practitioners reassure young children with, 'it's okay, I'm here, I am coming back now'. Practitioners generally have a sound understanding of how young children learn and develop. They plan a wide variety of activities, including the use of outdoor play, to ensure that children are active, busy and content.

The setting's detailed 'settling in' policy helps practitioners to understand children's individual needs well, including any health requirements. Nearly all practitioners make beneficial use of information and observations to plan the next steps in children's play and learning successfully. For example, each young child has their daily routine written on a white board for the day with any special messages recorded in a diary, which is shared with staff.

The setting has good procedures in place to support children with additional needs. They implement individual learning plans well and welcome help and support from external professionals. The setting undertakes regular reviews and keeps parents well informed. Special moments related to the children's achievements are regularly shared with parents.

<b>Teaching and assessment (for three-year-old children only)</b>	Good
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Practitioners work together effectively to plan a range of interesting learning activities, across the areas of learning, which engage children well. The curriculum is based firmly on the Foundation Phase principles of learning through quality first-hand experiences. Practitioners involve children in termly planning successfully through mapping their ideas as a starting point to every topic. Good use is made of the outdoors in providing valuable opportunities for children to develop their physical skills. For example, the covered decking area and the forest area are well equipped with a sand pit, mud kitchen water butt, story circle and planting areas. Practitioners supervise children well and support children's play appropriately. Practitioners ensure that planning builds on children's previous knowledge and understanding well, enabling them to develop a beneficial range of skills.

Nearly all practitioners act as good language models when communicating with the children and use a range of appropriate techniques to assess and extend their learning. However they do not always question the children well enough in order to

challenge and extend their understanding. The use of the Welsh language is not consistent within the setting. This inhibits the setting's ability to have a strong Welsh ethos and limits children's regular use and understanding. However, good use is made of number songs and rhymes in English and Welsh.

Children have appropriate opportunities to learn about Welsh culture and traditions through celebrating St David's Day and making traditional Welsh foods. Through making pancake rolls for Chinese New Year and lamps for Diwali, the setting is developing opportunities for children to have an understanding of the wider world. Practitioners make effective use of visitors to the setting. For example, regular visits from a Police community support officer, a nurse who measures children's heart rates before and after a busy feet movement session, and from the local vicar, to talk about his work in the church, enhance children's learning experiences well. The setting plans many worthwhile learning visits, for example to Ty Tanglwyst Farm to see where milk comes from. Nearly all children confidently and excitedly could talk about what they saw. The setting plans regular and worthwhile visits to promote children's personal development, including their spiritual development.

Practitioners assess children's progress and learning comprehensively across areas of learning. This system enables practitioners to identify areas for development effectively. All staff know the children very well and parents receive daily informal progress reports, with a more detailed report at the end of each phase. Practitioners have suitable expectations when planning activities for the children, and a good range of resources is offered. However, practitioners do not always allow children to make independent choices regularly enough. On occasion, activities are overly adult-led and, as a result, the pace of learning slows.

<b>Environment</b>	Good
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The premises are welcoming and comfortable, and they provide a safe and secure environment for play and learning. Leaders ensure that all practitioners are aware of their responsibilities in relation to the safety and the welfare of children. Practitioners complete daily risk assessments, which are reviewed by the management team regularly and where actions are required these are recorded and addressed carefully. There are several effective systems in place to monitor the security of the premises, for example the use of a close circuit camera, secure door entry and a well maintained visitors' log book. Cleaning routines reflect good hygiene and effective infection control procedures are in place. For example, toys are regularly monitored and cleaned.

Many toys and resources are stored at easily accessible heights, which supports children's independence successfully. However, a few books are stored on high shelving, which limits free choice. Most of the setting is open plan and children are able to see one another easily. This promotes strong and supportive relationships across the whole setting. There are beneficial opportunities for promoting children's play. Children are happy and relaxed in the setting and move around each area readily following a set activity plan. However, at times this limits children's free choices.

The setting is well furnished with suitably sized chairs and tables, soft furnishings and a wide range of role-play furniture. Outdoors there are several well-developed play spaces and a valuable, exciting forest area. However, children rely on practitioners to support them in accessing these spaces. The setting provides suitable sleep facilities for young children, although space can be limited when several children are sleeping in the baby room.

<b>Leadership and management</b>	Good
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The leader has a very strong vision, which she shares with her practitioners effectively. All are committed towards providing a high standard of care and education for every child at the setting. The leader provides a positive direction to the daily and long-term practices of the setting. These focus clearly on children's wellbeing, monitoring progress and improving outcomes. The setting's statement of purpose provides an accurate picture of what the setting provides. The leader and managers maintain an overview of the provision and all practitioners are well informed about any changes, future developments or any issues that may arise.

The setting is a very welcoming, friendly and caring environment in which children feel very safe and secure. All staff demonstrate care and pride in their work and respect for all. The setting has clear and effective processes for the recruitment and deployment of staff. There is a strong culture of staff training and development, and experienced practitioners have high expectations and are challenged to do their best. All staff have detailed up-to-date job descriptions and clearly identified responsibilities. A comprehensive system of staff appraisal and supervision ensures that all practitioners are aware of their roles and responsibilities and address identified areas for improvement effectively.

The leader has clear systems in place to ensure that practitioners are aware of setting policies and agreed procedures. She has developed a thorough approach to self-evaluation and the setting holds regular meetings to review policies and discuss training needs. There are useful policies to support the day-to-day running of the setting and these are easily accessible to parents.

The setting uses an electronic system to ensure that children's outcomes are monitored effectively. This allows practitioners to have a clear focus on prioritising areas for development, and provides them with a good understanding of the setting's strengths and weaknesses. The setting gathers the opinions of children and parents very effectively, and scrutinises and acts upon findings quickly. Parents are kept up-to-date about the setting's work through noticeboards, social media and an informative website, for example about visits to Church and collections for charity.

Practitioners are well supported by the local authority advisory teacher, for example in providing practitioners with effective strategies to support children with additional learning needs. Staff attend relevant training courses to develop their knowledge and skills. For example, practitioners are qualified in first aid, food hygiene and child protection, and have attended Prevent training.

Partnerships between the setting, parents and the local community are positive and this contributes to a strong sense of community spirit. The setting supports local and national charities, such as the 'shoe box appeal', and raises monies through an annual 'fun day'. Parents and families are regularly invited to share their skills with the children. For example, a grandparent helps to run gardening sessions. The setting has close links with many local schools, sharing useful information about children's outcomes and their likes and dislikes. This ensures that children move into the next stage of their learning smoothly.

## Appendix 1

### Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	36	34 94%	2 6%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		0%	0%	0%	0%		
My child likes this setting.	36	35 97%	1 3%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		0%	0%	0%	0%		
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	36	35 97%	1 3%	0 0%	0 0%	0	Derbyniais wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		0%	0%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	36	35 97%	1 3%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		0%	0%	0%	0%		
My child has a keyworker who ensures that his or her needs are met.	36	30 83%	6 17%	0 0%	0 0%	0	Mae gweithiwr allweddol gan fy mhlentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		0%	0%	0%	0%		
My child is making good progress at the setting.	36	34 94%	2 6%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		0%	0%	0%	0%		
Children behave well in the setting.	35	29 83%	6 17%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		0%	0%	0%	0%		
Care is good.	36	35 97%	1 3%	0 0%	0 0%	0	Mae'r gofal yn dda.
		0%	0%	0%	0%		
Teaching is good.	34	33 97%	1 3%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		0%	0%	0%	0%		
Staff treat all children fairly and with respect.	35	34 97%	1 3%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		0%	0%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	36	34 94%	2 6%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		0%	0%	0%	0%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	35	34 97%	1 3%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	32	32 100%	0 0%	0 0%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		0%	0%	0%	0%		
I am kept well informed about my child's progress.	36	31 86%	5 14%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		0%	0%	0%	0%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	36	34 94%	1 3%	1 3%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		0%	0%	0%	0%		
I understand the setting's procedure for dealing with complaints.	33	29 88%	4 12%	0 0%	0 0%	3	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		0%	0%	0%	0%		
My child is well prepared for moving on to school.	33	29 88%	4 12%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		0%	0%	0%	0%		
There is a good range of activities including trips or visits.	33	27 82%	5 15%	1 3%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		0%	0%	0%	0%		
The setting is well run.	36	35 97%	1 3%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		0%	0%	0%	0%		

## Appendix 2

### Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites ( [www.estyn.gov.wales](http://www.estyn.gov.wales)) ([www.cssiw.org.uk](http://www.cssiw.org.uk))

## Appendix 3

### Glossary

<b>Additional learning needs (ALN)</b>	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
<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>Care Council for Wales</b>	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
<b>Foundation Phase</b>	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
<b>Flying Start</b>	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.

<b>Funded non-maintained settings</b>	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
<b>Key person or key worker system</b>	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.
<b>Leaders</b>	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> <li>• Registered person – the person who is registered by CSSIW to provide the service; this may be an individual or an organisation</li> <li>• Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf</li> <li>• Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service</li> </ul>
<b>Practitioners</b>	All persons working directly with children in a setting
<b>Safeguarding</b>	Statutory duty to keep children safe and promote their wellbeing