



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

A report on

**Buzzy Bees Day Nursery
27 Chestnut Green
Cwmbran
Torfaen
NP44 5TH**

Date of inspection: October 2015

by

**Dr Prydwen Elfed-Owens
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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Context

Buzzy Bees Nursery School is situated on the Thornhill Estate on the outskirts of Cwmbran in the Torfaen local authority. It is a privately owned business which opened in September 2001. The person in charge has been in post since 2009.

The nursery is open Monday to Friday from 8am to 6pm throughout the year. There are currently 35 children on roll, four of whom are funded by the local authority. Many of the children attending the setting come from the immediate area. Nearly all of the children attending the setting have English as their home language. Very few children have additional learning needs.

The nursery was last inspected by the Care and Social Services Inspectorate Wales in July 2014 and by Estyn in November 2009.

Summary

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

Current performance

The setting's current performance is good because:

- Practitioners plan a variety of activities that match children's needs and interests well across all areas of learning
- They provide a good balance between adult-led and child-initiated activities.
- Overall the quality of teaching is good
- Parents and carers are well informed of their children's development
- Practitioners create a warm family atmosphere and an enthusiasm for learning
- The setting has good arrangements to support children with additional learning needs
- The environment is stimulating and the setting is well resourced

Prospects for improvement

The setting's prospects for improvement are good because:

- The leaders have a clear vision for the setting and communicate this well to their staff and parents
- Leaders ensure that staff roles and responsibilities are clear and that staff make effective use of their expertise for the full benefit of the children
- Staff have a good understanding of the setting's objectives and work well together as a team
- Self-evaluation processes and planning for improvement are suitable
- The setting's partnerships with parents and with the local authority are strong
- The setting provides good value for money

Recommendations

R1. Ensure that more able children have good opportunities to develop their early writing skills across all areas of learning

R2. Improve provision in order to raise the standard of children's Welsh language skills

R3. Ensure that senior managers monitor the day to day practice in the setting and provide appropriate support.

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

N/A

Standards: Not applicable

There is no report on children's progress, standards of their skills development, the Welsh language and wellbeing. This is because there were not enough children present at the time of the inspection to report upon without identifying individuals.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Practitioners provide a variety of interesting experiences across all areas of learning in the Foundation Phase. They base these on themes, such as buying, growing, preparing and eating food that suit children's needs and appeal to their interests.

The setting provides good opportunities for children to acquire knowledge of the world outside the family through visits in to the local community and visits from the 'People who help us'. It plans suitable opportunities to support children's creative development through a range of painting, mark making media and building materials. It promotes physical development well through dance, and indoor table top activities and outdoor activities such as, see saw, climbing frames, water and sand troughs and a small garden.

Practitioners provide a good balance between adult-led and child-initiated activities. There are ample opportunities for pupils to decide themselves about what they are going to learn or the activities they choose. However, they give insufficient attention to challenging the older and more able children when they are at play, for instance, when they show an enthusiasm for early writing.

The setting promotes children's literacy and numeracy skills well through worthwhile practical experiences such as making vegetable soup together. Practitioners plan valuable opportunities for children to develop their oral language by singing songs and playing games. They use labels and books around the setting effectively to enhance children's understanding of symbols and pictures that convey meaning. However, children have fewer opportunities to develop their early writing skills across all areas of learning. There are appropriate opportunities for children to develop their numeracy and ICT skills through both focused tasks and independent play. There are insufficient opportunities for children to learn the Welsh language and to use it daily in the setting.

Suitable emphasis is placed on the traditions and celebrations of Wales, such as celebrating St David's Day, and Welsh rugby games. Good attention is given to developing children's awareness of their local area through displays and photographs. Appropriate opportunities are provided for children to acquire knowledge and understanding of the wider world through displays, play activities and celebrating festivals such as the Chinese New Year.

Teaching: Good

Overall the quality of teaching is good. All practitioners have a thorough knowledge of Foundation Phase requirements. They interact very warmly and effectively with children, and this creates a supportive atmosphere, which encourages the children to develop self-confidence and enjoy new activities. Practitioners lead the learning well in whole-group situations. They link the activities well with numeracy and literacy, for instance when preparing vegetable soup, they involve the children in reading the 'recipe card' and in sorting and counting the vegetables. There is a good balance between adult-led and child-initiated activities, and practitioners ensure that both the indoor and outdoor environment is inviting and stimulating and supports children's learning well. However, they are less successful in using questions to develop children's thinking skills effectively when children are at play.

The setting's procedures for assessing and tracking children's progress are new and thorough. All staff are involved in observing children's learning during activities and noting their findings. However, this information is mostly descriptive and practitioners do not always use their findings sufficiently well in practical situations to encourage children to take their next steps in learning, particularly whilst they are at play.

Parents and carers are well informed of their children's development through daily discussions. The setting is developing a recording system in line with recent national requirements and as a result, parents and carers are more involved in their children's learning.

Care, support and guidance: Good

Practitioners create a warm family atmosphere and an enthusiasm for learning. Arrangements to support children's health and wellbeing are good and the setting is a happy and caring community. There are suitable opportunities to raise children's awareness of the importance of eating healthily and practitioners provide a variety of beneficial opportunities for children to be physically active indoors and outdoors. The setting implements good practice in terms of cleanliness, for instance in relation to hand washing before children eat their snacks.

The setting provides good opportunities for children to grow vegetables and flowers in pots and in the small garden outside. Practitioners encourage children to recycle paper and plastic which begins to develop children's understanding of sustainability appropriately.

All practitioners use positive behaviour strategies and they offer good support to boost children's confidence. The ratio of adults to children is very favourable. Staff expertise is used effectively in planning and in supervising activities. They focus well on developing children's personal, moral and social development by emphasising values such as fairness, acceptable and unacceptable behaviour and caring for each other. Practitioners promote children's independence successfully by their high expectations of children when they tidy up and when they put on their own coats.

The setting provides good opportunities for children to take part in celebrations such as at harvest time and Christmas and these contribute well to children's spiritual development. Practitioners provide a variety of valuable opportunities for children to learn about the world outside the family through educational visits and through games and books.

Practitioners use effective systems to identify children's additional needs at an early stage. They have appropriate links with specialist external agencies and make good use of these to support children and families. The setting transfers information about the children to the school's nursery class effectively.

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

Learning environment: Good

Practitioners create a welcoming and homely atmosphere which enables most children to settle in quickly. They respect the nature and background of every child and ensure that each one has equal access to all learning experiences.

There is an extensive supply of good quality resources which are available and accessible to children. They are stored and labelled clearly to promote children's independent learning during and when they tidy up.

Practitioners make effective use of space. For example, they have created a quiet area for looking at books, a suitable mark making and painting areas and a room for children to build large-scale constructions. Designated learning areas are attractive and practitioners work hard to change these regularly.

Displays of children's work celebrate their successes and support learning further. The setting is secure and well maintained. room.

The outdoor spaces are developing well. For example, practitioners make good use of a small garden to encourage children to learn how plants grow. There are an appropriate variety of resources to promote children's physical development, such as a see saw, climbing frames, water and sand troughs and a small garden. However, the space is confined and this restricts opportunities for children to enjoy exercise outdoors.

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

Leadership: Good

The leader has good management skills and works closely with the local authority's link teacher to set a strategic direction for the setting.

The proprietors have high expectations and lead by example. They have a clear vision for the setting and communicate this well to their parents. They ensure that staff roles and responsibilities are clear and that practitioners make effective use of their expertise for the full benefit of the children.

All practitioners understand the setting's objectives to provide a close family atmosphere in which children are happy, keen to learn and develop confidence and self-esteem. They share agreed values and expectations and work effectively as a team to ensure consistency in their work and expectations.

The leader and proprietors pay good attention to local and national priorities, for example the Literacy and Numeracy Framework and developing positive attitudes to eating and drinking healthily.

The proprietors evaluate practitioners' work annually based on their experience, personal development targets and the setting's priorities. They identify each practitioner's strengths and areas for development accurately. They challenge and support them to reach high standards by ensuring that training matches both individual and setting needs.

However, the proprietors do not always monitor the work of the setting with a clear enough focus on children's standards,

Improving quality: Adequate

Self-evaluation systems and development planning processes are suitable and well in place. The leadership team, with the support of the local authority, have strengthened their quality assurance systems. This has improved practitioners' understanding of the purpose of self-evaluation in improving quality outcomes, provision and leadership.

The leader has an accurate overview of the setting's strengths, shortcomings and areas for development. These focus well on improving provision in order to raise standards and processes are now in place to implement the new baseline assessment. These show positive improvements in a short time.

The local authority advisory teacher has supported the setting significantly over time to set a strategic direction. Practitioners respond positively to this support and act on her advice to improve provision for children. For example, they have improved the use of assessment in informing day-to-day planning and using the assessments they make of children's development link in planning their individual provision.

The setting has made variable progress in response to the recommendations of the last inspection, particularly in relation to securing appropriate levels of challenge in mark making to match children's stage of development. However, practitioners have recently created a process to address this but it is not sufficiently embedded to measure its impact on standards and provision.

Partnership working: Good

The setting has an effective partnership with parents and carers. The prospectus is an appropriate document which provides them with suitable information about the setting before their child starts. The emphasis is on face-to-face communication and a family atmosphere. Parents value the setting's open door policy and the opportunity to speak to staff regularly. The staff greet children on arrival and are available to discuss any concerns parents may have.

Parents have easy access to photographic evidence through the daily home/school diary. This contains useful staff observations of their child's progress, which they appreciate. They also receive a detailed termly report. All of this involves them effectively in their child's learning.

Partnerships within the setting are good. The practitioners from each age group work well together as a team. Children benefit from mixing with younger and older children and this aids transition from one age group to the other. The majority of children transfer to the nearby mainstream school and the setting leader and the school staff work together effectively to ensure smooth transition.

Practitioners respond well to the local authority advisory teacher's advice. They adapt the suggestions effectively to meet the setting's context and implement them swiftly. Consequently, they are developing a more effective way of planning and assessing children's stages of development and involving parents in their children's learning.

Resource management: Good

The setting has enough appropriately qualified practitioners to meet the requirements of the Foundation Phase. They work well as a team developing and sharing their professional knowledge.

Overall, leaders and managers make good use of practitioners' strengths to deliver the curriculum effectively. Those who are learning Welsh are becoming more confident. . However, their use of the Welsh is inconsistent and does not provide children with sufficient structure of words and phrases to promote their fluency in the language.

Performance management arrangements identify training needs effectively. Practitioners have good access to training, which ensures their skills and knowledge are regularly updated.

Resources are ample and of good quality and practitioners make purposeful use of the variety available.

The proprietors manage the funding diligently in order to ensure that the setting has a good level of staff and resources. 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 inspection team

Dr Prydwen Elfed-Owens	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.