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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cae'r Ffair Day Nursery
2 Church Road
Gorslas
Llanelli
SA14 7NF**

Date of inspection: 14 May, 2012

by

Dorothy Morris

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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Context

Cae'r Ffair Nursery is a private, bilingual nursery located in the village of Gorslas, Carmarthenshire. The children attending the setting live in the village and surrounding areas. It is judged that the area is neither prosperous nor economically and socially disadvantaged.

The nursery was established in 2004 and it provides for children between three months and four years of age. The range of provision also includes a breakfast and after school club. It is open throughout the working week from 8:00 to 6:00 and for 51 weeks a year.

The nursery employs fifteen members of staff. The members of staff working with the three year olds are experienced and they possess appropriate educational and childcare qualifications, and one is a qualified teacher. During the inspection, there were nine three year olds on the register. Currently, most come from homes where English is the main language spoken. There are no children from ethnic minority backgrounds. The nursery makes appropriate provision for children with additional learning needs.

The nursery is accommodated in a building that offers suitable facilities, and learning resources of a very high standard. The outdoor space includes a hard play area, a green space containing a range of large play equipment, and specially designed investigative areas.

The setting was last inspected by Estyn in February 2006 and by the Care and Social Services Inspectorate for Wales in February 2012. The setting has received the Wales Pre-school Playgroups Association Quality Mark.

Summary

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

Current performance

The setting's current performance is good:

- there are excellent features to the rich learning experiences provided;
- the quality of the stimulating learning environment is excellent;
- the children make consistent progress in their learning;
- the children participate actively in their learning;
- all the children are happy at the setting and enjoy their learning;
- the teaching is good; and
- there is a very good relationship between the children and adults.

Prospects for improvement

The setting has good prospects for improvement because of:

- the owner's strong and skilful leadership;
- high quality teamwork that makes a very significant contribution to the quality of provision;
- extensive evidence of effective planning and improvement;
- the very effective use of resources within the setting and in the community, and
- the constructive use of a range of partnerships.

Recommendations

In order to develop further, the setting needs to:

R1 strengthen children's oral skills; and

R2 strengthen the improvement plan by including targets to extend children's progress further.

What happens next?

The setting will produce an action plan that shows how it will address the recommendations. Estyn will invite the setting to prepare written case studies describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The children make good progress during their time at the setting, and they gain new knowledge and understanding across the Foundation Phase areas of learning.

Most of the children listen well to stories and presentations given by staff. They show interest in books and understand that pictures and words convey meaning. They can recall and converse simply about the main events in a story. They know a good number of songs and nursery rhymes and sing them correctly. A few of the children talk confidently about their experiences but the majority offer short responses. Approximately half the children recognise their names in print and are gaining an increasing awareness of the more familiar letters of the alphabet. The

children enjoy using marking equipment in various media and are beginning to understand some of the functions of writing. A few of the children are able to write their names independently.

Nearly all the children count to ten correctly and recognise numbers to at least five. They know the names of familiar shapes and are able to create and follow a pattern. They know that money is required to buy goods in the shop and make correct use of basic mathematical language in practical situations. Nearly all the children make effective use of their information and communication technology skills to record their voices, create patterns and pictures, and to play games. With assistance, most of the children are able to plan a journey for the programmable toy and use a digital camera to take photographs.

The children make imaginative use of different materials to produce good quality paintings and drawings. They exhibit good fine motor skills when holding a pencil or brush and when using cutting and pasting equipment. Most children make effective use of their investigative and decision-making skills in a range of activities, both indoors and outside, and develop into independent learners.

Wellbeing: Good

The children settle well at the setting and they form effective relationships with other children and with adults. They are polite and welcoming children and their behaviour is very good. They collaborate well with other children and are happy to ask adults for assistance.

Many of the children have an appropriate understanding of the importance of healthy eating and physical exercise. Nutritious food is provided during the day and promotes healthy eating practices. The children's awareness of personal hygiene is good. They have a good understanding of the importance of cleaning their teeth and of washing their hands before eating.

The children have very positive attitudes towards learning. They enjoy their learning and persevere well with their tasks. Most of the children are happy to undertake various responsibilities, and they play a full part in the activities organised in the setting and in the wider community,

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

The setting provides a wide range of rich and stimulating experiences that consistently motivate and engage the children. The activities are planned in detail in order to achieve a balance across the Foundation Phase areas of learning. Specific weekly periods are earmarked for practitioners to meet to plan and evaluate the provision. The children play an increasing role in the planning.

The provision offers purposeful opportunities to develop children's communication, numeracy and information and communication technology skills across the curriculum. They are effectively incorporated into the experiences provided. During group activities, there are regular opportunities for children to listen to stories, speak about their experiences, look at books and use their marking skills. There is a consistent emphasis on developing children's personal and social skills through activities and circle time.

The curriculum is enhanced highly effectively through the use of visits as part of the themes that are planned. Visits, such as those to the church, the beach, Llyn Llech Owain and the National Botanic Garden of Wales, are used skilfully to provide learning experiences of high quality. This is an excellent feature. The visits are planned in detail and they contain clear objectives that focus on developing the children's skills and understanding. The subsequent work at the setting makes effective use of the experiences in a range of different contexts across the areas of learning. The provision is enhanced further by the contributions of members of the community such as the dentist, carpenter, the policeman, fireman and the vicar.

Welsh is the natural medium of the life and work of the setting. The practitioners communicate constantly with the children during activities and they take advantage of every opportunity to introduce new vocabulary. The children are introduced very effectively to Welsh traditions and celebrations, including celebrating St David's Day and Santes Dwynwen's Day. The children also receive good quality opportunities to learn about other people's cultures and traditions through music and art activities and through celebrating the Chinese New Year and the festival of Divali.

There are excellent features to the provision inside and outside the setting to develop the children's understanding of the need to care for the environment and all living things. The range of experiences includes growing plants, caring for animals, studying animals and plants in their habitats and various recycling activities. The setting is very much aware of the importance of operating sustainably and it has gained its second Eco-School Green Flag.

Teaching: Good

The practitioners have a good knowledge of child development and of the requirements of the Foundation Phase curriculum. There is purposeful use of a range of teaching methods, including individual and group work. Activities are prepared and organised in detail. There is effective use of resources to provide regular opportunities for children to learn through play and to be actively involved in their experiences. All the practitioners establish a close working relationship with the children and this encourages them to contribute and to enjoy. The enthusiastic presentations and relevant questioning consistently extend children's learning.

The practitioners know the children well and are aware of their general development and learning needs. Effective procedures are used to assess and record their progress, and a record of attainment is completed for every child in the six areas of learning. Through discussion, suitable use is made of the information collected to plan the next steps in the learning. The children's early self-assessment skills are developed appropriately through the daily opportunities to express opinions simply about their favourite activities.

Parents are kept well informed about their children's achievements and progress through regular discussions, open days and through written reports. They are sent daily notes of their children's responses and news of any specific happenings. When children leave the setting, parents receive a folder containing samples of their work as a booklet and in electronic format. This provides a very valuable record of their children's development at the setting.

Care, support and guidance: Good

There are detailed arrangements to support children's health and wellbeing which include implementing essential policies with care. Children are encouraged to eat healthily, care for their personal hygiene and to behave appropriately. The setting participates effectively in the local authority's pre-school health education programme. The practitioners are caring and supportive of all the children.

Clear procedures have been established to support children with additional learning needs. The children's needs are identified at an early stage and appropriate provision is made for them. The close links with specialist services enables the setting to receive suitable advice and support.

Experiences of very good quality promote the children's personal development, including their spiritual, moral, social and cultural development, consistently. Values, such as fairness and an understanding of what is right and what is wrong, are regularly promoted through daily activities. Experiences, such as visiting the church for services, observing a baptism and taking part in a wedding, contribute effectively towards children's spiritual development.

The setting has an appropriate policy and has procedures for safeguarding. The owner has responsibility for this area and the practitioners have received relevant training. Risk assessments are undertaken thoroughly.

Learning environment: Excellent

The learning environment is of a high quality. It is stimulating and exciting for young children. The setting is staffed by a sufficient number of practitioners. They are suitably qualified and have extensive experience of working with young children. The practitioners' commitment to children's education and well being, the diligent approach to continuing professional development and the close collaboration in ensuring that the best possible experiences are provided are an excellent feature of the provision.

The setting's ethos creates a welcoming and happy atmosphere for all the children. It is an inclusive community in which every child receives equal access to all the learning experiences provided. Clear emphasis is placed on respecting and celebrating equality and diversity.

There is a plentiful supply of resources of very good quality and they are effectively utilised to support the children's learning needs. The resources are accessible to the children and this promotes independent learning. Excellent use is made of community-based resources to supplement the setting's resources and to enrich the curriculum.

The building and site offer appropriate facilities. Very effective use is made of the learning space that is available by organising activity areas around the rooms. The children are given imaginative opportunities to use their marking skills, for example, and this stimulates their interest and develops their early writing skills. The learning environment is enhanced by the attractive displays of children's work.

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

There are very good features to the quality of the owner's leadership and management. She provides strong strategic leadership that ensures that all practitioners fully understand their roles and responsibilities. There is very good management of the teaching and learning, and expectations are high. Policies and initiatives are implemented effectively. The owner and all the practitioners share common values about children's development and wellbeing.

The practitioners' work is regularly appraised and an appropriate structure is followed. Their further professional development needs are discussed and suitable training opportunities provided, including opportunities to gain additional vocational qualifications. The training and the further professional development experiences have a positive impact on provision.

Good attention is given to local and national priorities, including implementing the Foundation Phase curriculum and promoting children's language skills. Valuable experiences are also provided inside and outside the setting in order to promote education for sustainable development. This practice is shared with other settings and agencies.

Improving quality: Good

The owner and the practitioners have a good understanding of the setting's strengths and of some areas for improvement. The evaluation arrangements are a regular

feature of the setting's work. The staff hold regular discussions and are happy to accept new ideas. The consistent attention given to action plans to improve practice has a beneficial impact on teaching and learning.

The self-evaluation report offers a balanced and detailed view of provision. The owner monitors provision on a regular basis. The views of children, their parents and other partners are given due consideration. The constructive support of the local authority link teacher adds to this, and regular visits enable the setting to address new initiatives.

The priorities in the improvement plan include suitable targets. The action steps note appropriate success criteria and timescales for their completion. However, the plan does not give sufficient attention to extending children's progress and outcomes.

There are effective procedures to support the professional development of all practitioners. The owner's involvement in educational networks and the opportunities offered to staff from other settings and schools to visit Cae'r Ffair Nursery is a very effective means of sharing ideas and disseminating good practice.

Partnership working: Good

The setting has a number of strategic partnerships that make a very effective contribution to the quality of provision and to the children's development. Parents receive regular information about all aspects of the work of the setting. They are regularly informed about the themes that are studied and about important events and activities. They appreciate the open door policy and the regular opportunities afforded for discussion with staff. Initiatives, such as offering 'activity boxes' relating to the current theme and 'book sacks' for the children to take home with them to enjoy, promote the parents' further involvement in their children's education.

The numerous links with the local community and the various visits have a very effective impact on children's learning experiences. The use of a local agency to support initiatives, such as projects to promote children's Welsh language skills, numeracy and physical development, is a very successful partnership.

There is a positive partnership developing with the local primary school and there are constructive links with local businesses and higher education institutions. There is a beneficial working relationship with the local authority link teacher and other voluntary agencies. The setting welcomes visitors from neighbouring settings, schools and local colleges.

Resource management: Good

Resources are managed and used to very good effect to support the learning. The owner ensures an appropriate level of staffing to deliver the curriculum and to provide for children's wellbeing and development.

The setting has a sufficient supply of resources of very good quality and they are used fully. The building and grounds are well maintained. An attractive and colourful environment is created in all learning areas.

The owner closely monitors the budget and ensures that expenditure is prioritised according to the setting's needs. Financial decisions are evaluated to ensure that they have a direct impact on children's progress and wellbeing. The setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received.

Responses to discussions with the children

The children are happy in the setting and join in the activities enthusiastically. They speak readily about their favourite activities.

Appendix 2

Dorothy Morris

Reporting Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website www.estyn.gov.uk

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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 partnership's conditions of registration.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2013.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.
National Childminding Association (NCMA)	This is a professional membership association working with registered child minders to ensure local high quality home-based childcare, play, learning and family support.
National (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.

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