



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Mother Goose Nursery  
Unit 17  
Penley Industrial Estate  
Penley  
Wrexham  
LL13 0LQ  
United Kingdom**

**Date of inspection: June 2014**

**by**

**Anne Manning  
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:

<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

Mother Goose Day Nursery is based in the village of Penley near Wrexham. This English-medium nursery is privately owned and managed. Two practitioners carry out the day-to-day running of the pre-school room. The pre-school have a spacious room with a door leading directly to the outdoor area and use of a craft room for messy play.

The nursery is open all year round and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 35 children.

All the children who attend the nursery use English as their first language and live in the village or the surrounding area.

The nursery receives support from the Wrexham Early Education Team and is a member of the Day Nursery Association. There were six funded three-year-old children on the first inspection morning and eight present on the second.

The last CSSIW inspection was in April 2014 and this is the second inspection by Estyn.

## 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:

- all teaching is good and practitioners are highly flexible in organising learning and maximising informal opportunities to develop the learning experiences of the children;
- there is a good range of interesting learning experiences in doors and out; and
- care, support and guidance for all the children are good.

### Prospects for improvement

Prospects for improvement are good because:

- leadership and management of the setting are good;
- practitioners reflect on their practice and make changes to benefit the children;
- high quality resources effectively support the provision; and
- the setting has made good progress since the last inspection.

## **Recommendations**

R.1 Maximise opportunities for observations and utilise more effectively evidence to support assessment decisions.

R.2 Provide further opportunities for children to hear and use the Welsh language.

R.3 To continue to make use of the local environment and community to extend the learning of the children.

### **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

#### Standards: Good

Without exception children make good progress from their starting points and good progress in all areas of learning. All are working to full capacity and are constantly engaged in tasks and thinking about what they are doing. Most have developed good thinking skills and this has had a positive impact on learning and the standards they achieve. They all make choices in their learning such as where to put the caterpillar they have found. All achieve well in activities and all make a good effort and concentrate and persevere with activities such as when finger painting butterflies.

All children develop effective skills in communication, numeracy and information communication technology needed to access the wider curriculum. All children successfully develop literacy skills and show a good interest in books both fiction and non fiction and they follow the content well. They use cameras and computers to research the type of butterflies their caterpillars will change into.

Nearly all children use mathematical ideas and successfully select appropriate equipment. They solve problems effectively and can recognise patterns and sequence.

Most make appropriate progress in gaining skills in Welsh language. They understand and enjoy stories and songs and can follow basic instructions and use a good range of simple words and phrases. They understand more than they can speak.

#### Wellbeing: Good

Children feel safe in the nursery. Most children are developing an awareness of how they can stay healthy by eating a nutritious snack and meal often of fruit and vegetables they have grown and by wearing hats in the sun. Most children show high levels of self-esteem and are highly motivated and engaged in their activities.

Without exception children are developing positive attitudes to learning and relate successfully to each other and to adults around them, starting to be kind and considerate towards each other.

All are very well behaved and many are starting to help their friends, for example when tidying away equipment outside in the garden. Most are confident, competent and independent learners and as a result all enjoy what they are doing and their time spent in the nursery.

All show a high level of interest in their work and are relaxed and happy to talk about what they are doing and what is happening in photographs. All concentrate well and

take part enthusiastically in different learning experiences. They sustain good concentration and engage well in tasks.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

All practitioners are involved in planning a range of flexible, interesting learning experiences that successfully engages all children and as a result all children make good progress towards meeting the Foundation Phase outcomes.

A good breadth of activities and experiences effectively encourages children to form relationships with each other and with adults around them and to show respect for all cultural backgrounds. Children celebrate meaningful festivals, for example Chinese New Year.

The curriculum both indoor and outdoor effectively builds on children's existing knowledge and understanding. Learning experiences actively ensure that all children have opportunities to experiment, for example whilst digging and develop a range of skills including good thinking skills across all areas of learning, for example where to put the caterpillars they find.

A good range of information communication technology such as a computer ensures that the children develop effective skills.

Skills in literacy and numeracy are embedded successfully into the experiences of the children. Practitioners provide good opportunities to develop literacy skills such as looking at books including those written in Welsh and listening to stories. Children learn effectively about number through counting, rhymes, songs and games.

Although practitioners use a good level and frequency of Welsh and effectively encourage the children during together time, there are insufficient opportunities for children to hear and use the Welsh language throughout the session. Children are confident and keen to respond to songs and rhymes. They celebrate Welsh traditions and festivals such as St David's Day.

Children have opportunities to learn effectively about caring for living things by growing plants and finding mini beasts. Children visit a few places outside the nursery, such as to the library and shop to extend their learning and a few visitors including the police appropriately increases the children's understanding of the world of work.

**Teaching: Good**

All practitioners are very well briefed and deployed. They successfully plan activities and use indoors and outdoors for an interesting range of activities that meet the needs of the children. They have knowledge of child development and the requirements of the Foundation Phase and as a result move the children's learning forward. All practitioners use language well and are consistently good role models



for the children. Practitioners all employ effective, positive strategies to encourage the children to learn, join in and to share equipment successfully.

Both practitioners are skilled at knowing when to intervene in children's play and when to let the children discover independently such as digging for worms and mini beasts. Questioning and listening techniques are effective in providing challenge for the children.

There are high expectations of the children and without exception practitioners manage behaviour well and are fully engaged with the children's learning. Both practitioners make good use of spontaneous opportunities to develop the children's thinking skills, for example when deciding which strawberries are ripe and ready for picking. All practitioners extend children's play successfully using teaching strategies that promote independent learning, for example putting on aprons. Adult support is well focused and makes a highly significant contribution to the quality of the children's learning.

All practitioners use a good level of Welsh with the children and successfully encourage the children to respond. Circle times are used effectively to share stories, re-cap on the session and listen to the views of others.

Although practitioners carry out useful observations of the children that inform assessment records, many opportunities for observations are missed and as a result insufficient evidence is recorded to support assessment decisions. Photographs are taken to show skills, however these are used insufficiently well to provide an effective evidence base. Parents are successfully involved in supporting the learning of their children.

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

The nursery has a good range of policies and procedures to support the children's learning effectively and successfully promotes their health and wellbeing including their spiritual, moral, social and cultural development. There are appropriate policies and procedures in respect of safeguarding and the practitioners have undertaken training. The setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

Children are happy and safe and learn very effectively about simple rules such as sharing and successfully learn to distinguish right from wrong. The nursery fosters values such as honesty, fairness and respect and effectively develops an understanding of living and sharing with others through learning experiences and good day to day practice. Children are confident learners who ask for help and have good opportunities to take responsibility and show initiative, for example when tidying up.

The children are starting to develop a sense of awe and wonder about the world in which they live by growing plants in their garden, looking and caring for living things they find and using a range of technology such as a computer to research caterpillar types. Children are starting to be involved in caring for their environment but a few opportunities for re-cycling are missed.

The nursery actively provides guidance and because practitioners know the children they respond highly effectively to their needs and as a result children are happy and feel secure in the nursery. All children settle well and quickly into the setting and there are good transition arrangements within the nursery. Practitioners employ positive behaviour strategies using effective explanations, good humour and high levels of praise that encourage the children to successfully share, take turns and listen. They provide consistency and support to assist any children with additional learning needs and work well with parents and other professionals. As a result children achieve and make good progress and their families are well supported.

**Learning environment: Good**

The nursery is an inclusive setting for all children and all have good access to areas of the provision. There is emphasis on recognising, respecting and celebrating cultural diversity. The setting actively develops tolerant attitudes through a range of different learning experiences. There is an effective range of policies and procedures that actively support the children, and promote their health and wellbeing.

There are sufficient, valued practitioners who have knowledge and expertise with relevant, appropriate qualifications and experience of working with young children. Both pre-school practitioners create a stimulating environment for learning indoors and out and are well informed about what they need to do to help the children to succeed.

There are good opportunities for safe outdoor play and plentiful high quality resources are used effectively. They are appropriate and sufficient to address the requirements of the Foundation Phase and successfully support the needs of the children in all areas of learning. The accommodation is of good quality, is used effectively, is very secure and well maintained to support the learning of the children. Children's work is displayed, however this lacks annotation and comments from the children about the skills and learning that have been included in the finished result.

Although the local community and visitors to the setting are used to enhance the facilities at the setting, opportunities for learning in the local environment are too few to enrich the experiences of the children.

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

The setting is well managed and there is a positive ethos, clear direction and sense of purpose that effectively promotes and sustains improvement. Values, aims and objectives are shared and all are working for the benefit of the children. The focus is on the children making progress and practitioners are valued and managed well.

The leaders fully understand their roles and are effectively informed about the performance of the setting by visits and regular reports and meetings. Relevant legislation and guidance are taken into account and information is used well to make informed decisions. Leaders are involved in national and local priorities and are

working towards initiatives such as healthy eating that impact very positively on the health and wellbeing of the children.

Learning and teaching are organised well and expectations are high with good parental links to support the learning of their children. An effective training programme, induction and appraisals ensure that practitioners are aware of what they need to do and can improve their knowledge and practice.

Implementation of policies and initiatives is effective. Leaders have high expectations for improvement and ensure that the Foundation Phase is successfully delivered.

### **Improving quality: Good**

The setting has made effective progress since their previous Estyn inspection. Practitioners, the registered person and local authority teacher are able to evidence how the provision and standards have been improved, for example by the introduction of a door providing opportunities for children to directly access outdoors and as a result become independent learners who choose whether to learn indoors or out. There is effective leadership, from the registered person and as a result the children have continuity of care and settle quickly and learn successfully in the nursery.

Self-evaluation successfully identifies areas for improvement and the setting actively uses information to prioritise changes. Practitioners know the setting well and as a result strengths and areas for development are recognised and action is taken to implement good practice and make changes that result in positive gains and improvements for the children.

There is a positive culture of self-reflection and practitioners are open to new ideas and are highly flexible in their way of working. All practitioners are engaged in professional development and attend courses that effectively raise standards and highly successfully support the wellbeing of the children. They actively share their expertise and knowledge to benefit each other and ensure a positive impact on the setting.

### **Partnership working: Good**

The nursery works effectively with partners for the benefit of the children and a range of partnerships makes a strong contribution to the progress of the children and their wellbeing and successfully enhances and supports their learning.

There is clear communication between parents and the nursery and they have information about the setting and are very involved in supporting the learning of their children and the work of the nursery. Parents are also successfully informed of their child's progress by speaking to the practitioners and by an on going assessment record. Links between home and nursery are successfully strengthened as a result of practitioners talking to children about their families.

There is a successful relationship with the local primary school to which most children will transfer and as a result effective transition arrangements support the children when they leave the nursery. There is an effective relationship with the local authority advisory teacher who visits the setting, providing guidance, which impacts positively on the progress and achievements of the children and enhances the work of the setting.

A few partnerships within the local community such as the police, the post man and local shop successfully add another dimension to the children's learning.

The nursery has an effective partnership with other professionals to ensure a good level of support for any children with additional learning needs. Practitioners successfully work together as a team and effectively share information for the benefit of all the children.

### **Resource management: Good**

All practitioners are deployed successfully to support progress and both pre-school practitioners manage a good range of high quality resources very well to motivate and encourage the children to learn. These are well matched to the stages of development of the children and meet any additional learning needs. There are good opportunities for a range of interesting learning experiences both indoors and in the outdoor environment where a garden and an area with various play equipment effectively develop different skills.

Future resource needs are well planned for and evaluated to ensure a direct and positive impact on outcomes and on the achievement, progress and wellbeing of the children. Leaders and managers have a good understanding of budget matters and ensure that purchases are in line with planned action for improvement, prioritised to develop the provision and improve outcomes for the children.

The funding that is received is used effectively and 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 Anne Elizabeth Manning

Reporting Inspector

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

## 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>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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 partnership's conditions of registration.</p>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<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 which 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.