



*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**

**Nevill Hall Crèche  
Lower Ground Floor  
Bron Haul  
Nevill Hall Hospital  
Abergavenny  
NP7 7EG**

**Date of inspection: January 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:

<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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## About the setting

Nevill Hall Crèche is based in Nevill Hall Hospital in Abergavenny. It has been open for more than 40 years. The crèche takes children aged from three months to four years, many whom have one or both parents who work at the hospital. Children come from a wide area. Most children speak English as their main home language although a few have additional home languages. No children come from homes where Welsh is spoken.

At the time of the inspection there were 26 children on roll in the pre-school room, Eighteen three-year-olds and six four-year-olds were in receipt of funded educational provision from the local authority. Although there are no children currently identified with additional learning needs the setting has good policies and procedures in place for early identification and support if necessary.

The Care and Social Services Inspectorate Wales last inspected the setting in April 2014. Estyn last inspected the setting in March 2009.

## 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 setting is good because:

- Nearly all children make good progress during their time in the setting
- Children enjoy their learning experiences
- Children are able to make choices about what they learn
- Relationships between children and adults are warm and caring
- Practitioners plan a good range of interesting and stimulating experiences that engage and motivate the children to learn
- Teaching is good

### Prospects for improvement

The setting's prospects for improvement are good because:

- The current self-evaluation document accurately reflects the current practice in the setting
- Practitioners have set realistic and manageable targets for improvement
- There is good evidence that practitioners in the setting are aware of the current targets and are working towards achieving them
- practitioners work closely together as a team with shared values

## **Recommendations**

R1. Further embed the process of self-evaluation to include input from members of the management committee, from parents and from children.

R2. Ensure that planning identifies provision for children of different abilities.

R3. Provide parents with information about the next steps in their children's learning and how they can help and support them.

R4. Develop the role of the management committee as critical friend.

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### **Standards: Good**

Nearly all children make good progress during their time in the setting. They make good progress in developing their skills in communication, numeracy and information and communication technology. Most children are growing in confidence in their ability to express themselves and are beginning to understand some of the purposes of writing, for example when they write postcards to send to a child who has moved to Australia. They enjoy listening to stories and handle books like readers. Many children choose to look at favourite books during free play and talk enthusiastically about what is happening in the pictures.

Nearly all children are developing effective numeracy skills. They use mathematical language correctly during the course of their play and count objects confidently, for example when comparing how many carriages they have in their toy trains. Most older pupils recognise numerals to ten.

Nearly all children understand the Welsh that they hear and know that it is a different way of saying things. Most respond appropriately and use the words and phrases they have learned. Many children are beginning to count spontaneously in Welsh rather than English.

### **Wellbeing: Good**

Nearly all children come into the setting happily and are eager to see what the day holds for them. They play together well in pairs and small groups and know that it is important to share and to turn. Most follow the rules of the setting well and their behaviour is good which contributes to the sense of calm and security. Most children become absorbed in their chosen tasks and concentrate for appropriate lengths of time seeing a task through to its conclusion. When it is time to tidy up for the next activity nearly all co-operate immediately to put things away in their proper places.

All children are developing good levels of independence. They put their own coats on before going to play in the outdoor area and pour their drinks independently at snack time. Children's understanding of how they keep healthy are developing well. They enjoy healthy snacks and taking exercise outdoors and during their weekly physical education session. Children make positive suggestions about their learning when they choose their next topic and the things they would like to cook.

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

Planning is well organised. Practitioners plan together and share responsibility for different areas of the curriculum on a rota basis. Learning experiences take good account of Foundation Phase outcomes. Children have good opportunities to decide what they would prefer to learn and what activities they would like. This is a particularly good feature of the setting. Planned activities provide many opportunities for children to explore and experiment and to develop their thinking skills.

Practitioners know the children very well and adapt their discussions and questioning appropriately to the level of development of the children they are working with. However, specific planning for children with different abilities is still in the early stages.

Practitioners use Welsh throughout the sessions both informally and during group sessions. They introduce the culture and traditions of Wales at appropriate times of the year and particularly during St David's Day celebrations.

### **Teaching: Good**

Practitioners have an up-to-date knowledge and understanding of the requirements of the Foundation Phase. There is a good balance between child-selected and adult-led activities. Practitioners make good use of the outdoors to enhance the indoor activities. They use effective questioning techniques to develop the children's thinking. Positive relationships between adults and children bring about a productive and happy working atmosphere.

Well-organised assessment procedures give practitioners an all-round picture of each child. Relevant comments in the recording of focus activities clearly identify what each child is able to do and their next steps in learning. Practitioners manage children's behaviour well and know when to provide support and when to leave them to explore and experiment for themselves.

There are formal opportunities for practitioners to provide information to parents about their child's progress and staff are always available to talk informally about what the children have been doing each day. However, there are currently no arrangements for parents to share with parents the next stages in their child's learning or what they can do to help

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

Policies and procedures are in place to promote healthy living and well-being. The setting's arrangements for safeguarding children meet requirements and give no cause for concern. Arrangements to ensure children's spiritual, moral, social and cultural development are good. Staff are good role models. They treat the children well and with respect and children respond to this by treating one another the same.

All children recycle their uneaten food at mealtimes. They place used paper in a separate container in the classroom and know that this goes to be recycled.

There are currently no children identified as having additional learning needs. The setting has good records of previous liaison with outside agencies and the positive support that they have provided to parents and children.

The setting has established good links with some of the primary schools to which the children transfer. Staff from the setting have visited schools and teachers from the schools have been up to the setting to meet the children. A particularly effective feature is the attention the staff take to ensure that during the summer term children there are planned opportunities for children moving on to the same school to spend time with one another

### **Learning environment: Good**

The setting has a warm and happy ethos where every child is valued as an individual and whose needs are recognised. Children are encouraged to treat one another fairly and all children are able to take part in all activities. The setting promotes children's self-confidence well.

The crèche employs sufficient well-trained practitioners to meet the needs of the children. They have a good knowledge and understanding of the Foundation Phase curriculum. All are committed to improving their knowledge, understanding and skills through relevant training. They work well together as a strong team. The setting is suitably resourced to meet the needs of the curriculum and benefits from the accessibility of the outdoor area and the opportunities to access the hospital grounds and the local community. The indoor environment is bright and welcoming and enhanced by displays of children's work.

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

A well-established administrative structure is in place and all staff understand and fulfil their roles very effectively. All staff involved with the pre-school group within the crèche are fully committed to delivering the best possible educational provision for the children. This has ensured continued good quality provision that takes into account the need to make improvements identified in the self-evaluation process. The management committee is supportive of the work of the setting but its role as a critical friend is underdeveloped.

There is a very positive ethos where all staff are valued and share aims and objectives. There are well-embedded procedures for the induction of new staff and for the annual appraisal of all staff. Self-evaluation and the identification of individual and whole setting needs are effective and have improved the provision. Children make good progress during their time in the setting.



The setting has successfully implemented the Foundation Phase curriculum, including the development of the outdoor area. They have also implemented local initiatives such as healthy eating.

### **Improving quality: Good**

Practitioners know the setting well and, through the self-evaluation process, have identified appropriate strengths and areas for development. There is a shared ethos of wanting to seek ways to improve the provision and staff work hard to maintain standards and deliver good practice. The setting has not so far sought the views of other stakeholders such as the children, parents and carers or the management as part of the self-evaluation process.

Managers ensure that all staff have access to professional development and this has had positive effects on the provision and on children's progress.

### **Partnership working: Good**

Practitioners have positive relationships with parents and carers. Newsletters and daily sharing of information when the children are picked up keep them well informed and the setting offers opportunities for parents to come to discuss their children's progress more formally. Almost all parents speak highly of the work of the setting. They say their children enjoy attending and are making good progress.

The setting has established good transition arrangements with some of the primary schools to which the children move.

The local authority link teacher works closely with the setting and practitioners value the support they receive. There is good evidence that the advice and support that she has given has had a positive effect on standards, particularly in the development of planning and assessment over recent years.

### **Resource management: Good**

The setting has a good number of well-qualified and experienced practitioners to support the children in their learning. Good use is made of the indoor space to ensure that all areas of learning are available to the children. Although it is not very large, practitioners make good use of the outdoor area to support and extend the indoor learning. The setting has a good range of suitable resources to enable effective delivery of Foundation Phase education.

Financial management is the responsibility of the crèche manager. The management committee prepares a financial statement every year.

In view of the good outcomes achieved by the children, the setting gives good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	14	10 71%	4 29%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	14	10 71%	4 29%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	14	11 79%	3 21%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	14	12 86%	2 14%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	14	10 71%	4 29%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	0%	0%		
Teaching is good.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	14	11 79%	3 21%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	14	8 57%	5 36%	1 7%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	23%	0%	0%		
My child is safe at the setting.	14	10 71%	4 29%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	14	10 71%	3 21%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed	14	9	4	1	0	0	Rwy'n cael gwybodaeth

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
about my child's progress.		64%	29%	7%	0%		gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	14	10 71%	4 29%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	14	6 43%	8 57%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	30%	3%	0%		
My child is well prepared for moving on to school.	14	8 57%	4 29%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	14	8 57%	5 36%	1 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	31%	4%	1%		
The setting is well run.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## 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.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 partnerships 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.