



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

A report on

**Kites Newport
3 Queen's Hill Crescent
Newport
Gwent
NP20 5HH**

Date of inspection: November 2015

by

**Mr Michael T Ridout
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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Queen's Printer and Controller of HMSO 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 08/01/2016

Context

Kites Nursery is a non-maintained English medium setting situated near the centre of Newport. It is a privately run business with its own premises. The setting is registered to provide day care for up to 84 children, under the age of eight. It is open 52 weeks of the year from 8am – 6pm, with 7am – 7pm available as extra hours. The provision includes educational sessions for three year olds, organised in morning sessions, on weekdays during school terms.

At the time of the inspection 14 three year olds were registered. The Early Years Development and Childcare Partnership funds 11 children.

Nearly all children are English speaking and British born. A very few are from ethnic minorities. No families speak Welsh at home and a very few children speak English as a second language. No children have additional learning needs.

There are three appropriately qualified practitioners and a nursery manager. Educational sessions are located in ground floor rooms with access to outdoor learning areas.

The Care and Social Service Inspectorate for Wales last inspected the setting in March 2015 and Estyn in October 2009.

Summary

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

Current performance

Performance is good:

- Most children progress well and achieve good standards
- Effective care support and guidance assures children's wellbeing
- A wide range of learning experiences successfully engage children's interest
- Teaching is enthusiastic and has high expectations
- The learning environment is very well organised and
- Partnerships with parents and supporting agencies are well-established

Prospects for improvement

Improvement is good:

- The setting is well-led, organised and resourced
- A lively and reflective teamwork ethos is evident among practitioners
- Strong emphasis is placed on improving professional practice
- Clear direction is evident in developing teaching and learning
- Recent improvements in provision impact well on standards and
- Self-evaluation and planning for improvement are becoming established

Recommendations

- R1. Ensure details of what and how children will learn are clear in planning
- R2. Identify opportunities for assessment and plan next steps in learning
- R3. Embed self-evaluation and planning for improvement

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?

Good

Standards: Good

Most children progress well and achieve good overall standards. They develop new knowledge and skills effectively as they enthusiastically try out new experiences.

Most children have good speaking and listening skills. Many spontaneously begin simple conversations, for example during snack time. Most confidently contribute to discussion in groups. They ask sensible questions and express themselves clearly. A few use a wide vocabulary and confidently engage in extended conversation about what they are doing. Most recognise their own name, enjoy listening to stories and enthusiastically recite familiar songs and rhymes. A few handle books as readers and show awareness that the text conveys meaning. Mark making skills steadily develop and a few write their name independently.

Progress in early mathematical skills is good. Numeracy skills develop well as children count during group activities, sing rhymes and play number games. Most count orally to 10 and a few show a sound understanding of one-to-one correspondence. Many count reliably to ten pointing with their finger. The remainder count to 5 with increasing accuracy. Most recognise and name two dimensional shapes including, square, rectangle, circle and triangle. A few reinforced their knowledge of two-dimensional shapes, such as when making pictures or playing with blocks.

Children's competence in using a narrow range of skills in information and communication technology (ICT) is developing.

Competence in Welsh develops well during group sessions. Many respond in Welsh appropriately to the words and phrases spoken by adults and a very few occasionally speak Welsh spontaneously.

Wellbeing: Good

Nearly all children are keen to learn and have positive attitudes to keeping healthy and safe. They eagerly engage in a range of activities, including energetic play and confidently make choices. With few exceptions, children remain busy and on task for appropriate periods of time. They are very well motivated and sustain interest and concentration well.

Children have good relationships with each other and with adults. They begin to show consideration and courtesy, such as when sharing resources and during snack time. With few exceptions, children work and play well together. Their manner is settled and calm; behaviour is good.

Many children confidently state their likes and dislikes and their contribution to decision making within the setting is developing. Most have high self-esteem, increase in self-confidence and readily undertake simple tasks, such as tidying resources.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

A wide range of interesting learning experiences successfully engages children's interest. The Foundation Phase is implemented well and planning increasingly promotes appropriate progression in line with children's needs. All areas of learning are well represented. Both indoor and outdoor activities are well structured.

Broad themes provide meaningful contexts for learning. Planning is detailed and activities are linked to appropriate learning objectives. Long and short term planning is implemented flexibly and provides a sound basis to guide practitioners in how and what children will learn.

Strong emphasis is placed on literacy and numeracy skills. For example, stories are used skilfully to promote early reading skills and counting skills are developed well in well-chosen play activities. The focus on developing ICT skills is developing.

The provision for Welsh language development is well structured and awareness of Welsh history and culture is appropriately promoted.

Teaching: Adequate

Teaching is enthusiastic and ensures learning is fun. Practitioners have high expectations. The models of language presented are generally good and practitioners provide positive role models.

Practitioners have up to date knowledge of the Foundation Phase. They increasingly use a range of teaching approaches well, for example, when encouraging role-play. Good efforts are made to ensure adult led activities engage children's interest. Practitioners ensure an appropriate balance between child selected and adult led activities. Children are given plenty of time to complete tasks. However, practitioners sometimes miss opportunities to develop learning in line with children's needs.

The setting is developing procedures for assessment, but the use of assessment information to help plan the next steps in learning is not securely established. Day-to-day observations are often clearly focused, but links with planning and assessment frameworks are undeveloped.

Practitioners appropriately encourage informal communication with parents about their child's progress before and after sessions.

Care, support and guidance: Good

The setting provides appropriate care, support and guidance. Arrangements to assure children's healthy development and wellbeing are effective. The promotion of children's personal development successfully encourages a sense of curiosity about the world and fosters a sense of honesty and fairness. Practitioners strongly promote good behaviour and enthusiastically engage children in a range of community and cultural activities. The provision for moral and social development is very effective. Opportunities for spiritual and cultural development are offered, such as in Forest School sessions and in celebrating festivals. Provision to promote awareness of sustainability is at an early stage.

The setting has procedures to provide personal and specialist support when required. Arrangements to integrate children who need extra help with their learning are appropriate.

Suitable procedures are in place to ensure the nursery is safe. Risk assessments are undertaken, but these seldom focus on specific activities in pre-school.

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

Learning environment: Good

The setting has a welcoming and inclusive ethos. Practitioners skilfully foster positive relationships and take good account of children's backgrounds. They treat children with respect; this helps ensure they feel safe and free from undue anxiety.

Practitioners sensitively encourage understanding towards others and use positive strategies to manage behaviour. Equal opportunities and awareness of diversity are appropriately promoted. The setting's policies and procedures are evident in practice and made available to parents. The setting has fully considered how it would work to ensure any future child with disabilities does not experience less favourable treatment.

There are sufficient suitably qualified practitioners for the number of children. A good range of age appropriate learning resources provides well for the Foundation Phase. The accommodation provides a safe and secure environment. The setting is well organised and practitioners create a vibrant, stimulating environment. Recent investment in outdoor provision successfully encourages energetic play.

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

Leadership: Good

The proprietor manages the business with commitment and has high expectations. She is well supported by an enthusiastic and well-informed pre-school team. The setting is well led and managed and practitioners understand their roles and responsibilities. Appropriate policies are in place and the nursery manager successfully promotes a lively, enthusiastic teamwork ethos. Practitioners' involvement in helping shape provision is a good feature.

The proprietor maintains appropriate oversight of the setting and communicates well with parents. Procedures for appraisal are implemented and there is strong emphasis on practitioners' professional development. However, the targets set with practitioners seldom focus on pre-school issues.

The setting readily embraces national and local priorities. Following recent reorganisation of the pre-school the Foundation Phase is established. There is good emphasis on healthy development, but the setting has been slow to embrace priorities including sustainability and tackling disadvantage.

Improving quality: Adequate

The setting is developing procedures for self-evaluation and planning for improvement. A culture of reflection is evident among practitioners. They are involved in self-evaluation and the views of parents are sought through questionnaires.

The self-evaluation report, written prior to this inspection, provides an honest appraisal. This identifies areas for improvement, included in the action plan implemented last term. Monitoring has been introduced and evaluations of the impact of initiatives are clearly recorded. However, key elements of self-evaluation and planning for further improvement are not sufficiently formalised or implemented with rigour.

Since the previous inspection the setting's track record in addressing issues raised is mixed. However, recent initiatives have a significant impact on standards and practitioners demonstrate a clear understanding of where they are aiming to be. The goals identified are relevant, but the absence of a focused improvement plan for the medium-term hampers progress.

Partnership working: Good

Partnerships with parents and community organisations contribute well to children's learning and wellbeing. Parents are provided with a good range of information and their involvement in their child's education is encouraged. Good use is made of social media to keep parents informed and friendly daily contacts promote well the exchange of information about children's achievements. Parents are provided with a detailed written report before their child starts school. The setting has appropriate links with the primary school to which most children transfer.

Practitioners take opportunities to share good practice with other settings, through attending training events. The partnership with the local authority and other agencies, including the Wales Pre-school Providers Association, is beneficial in the provision of training and guidance. The support and quality assurance provided by the local authority impacts well on provision.

Resource management: Good

Practitioners are effectively deployed; pre-school sessions are well-organised and learning resources are accessible. The provision is successful in motivating children to learn. Daily routines help ensure the effective use of indoor and outdoor facilities. Practitioners' benefit from attending appropriate training and reflect on the good practice considered.

The impact of resources on learning and teaching is reviewed informally. The proprietor prudently manages income and expenditure. Business accounts are audited annually. There is recent evidence of planning expenditure to improve provision, but planning for future resource needs is insufficiently formalised.

Taking into account the impact of recent initiatives, the setting uses its own resources and the funding received for early entitlement education, to good effect. This impacts well on children's outcomes and represents 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

Mr Michael T Ridout	Reporting Inspector
---------------------	---------------------

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.