



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

**A report on**

**The Lily Pad  
RAF Childcare Centre  
RAF Valley  
Caergeiliog  
Ynys Mon  
LL65 3NY**

**Date of inspection: February 2018**

**by**

**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

Lily Pad Day Nursery is in Caergeiliog in Anglesey local authority. The setting is open each weekday for 48 weeks a year from 8.00am to 6.00pm and is registered with the Care Inspectorate for Wales to provide full day care for up to 64 children from six weeks old to full time school age. It offers early education every morning in term time.

The setting is a registered charity and is run by a manager, leader and two practitioners.

At the time of the inspection there were a few children identified as having additional learning needs. All children speak English as their home language.

The setting's last inspection by Care Inspectorate for Wales was in November 2017 and Estyn previously inspected in May 2012.

## 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:

- The setting has a warm and welcoming ethos where children feel safe and valued
- The setting promotes children's health and wellbeing successfully
- Practitioners work closely together to plan a broad range of interesting activities that engage the children well
- The setting provides a wide range of stimulating and interesting activities across the foundation phase areas of learning
- There is a good range of interesting resources for children to use

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting leader provides clear vision and direction
- Roles and responsibilities within the setting are well defined and staff work together as a strong team, supporting each other in improving their performance
- Managers and the leader have high expectations of all practitioners and support them effectively to provide high quality experiences for all children
- The setting has an effective system to identify what it does well and what it needs to improve
- The setting responds well to advice and support from the local authority

## Recommendations

- R1 Develop the use of visitors, visits and links with the community and other settings to enhance learning
- R2 Improve adult-led activities to allow children to develop their literacy and numeracy skills
- R3 Ensure that all daily routines challenge children at a suitable level

### **What happens next?**

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

## Main findings

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

There is no report on children's progress, standards their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

### **Wellbeing: n/a**

There is no report on children's progress, standards their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

The setting provides a wide range of stimulating and interesting activities across the foundation phase areas of learning. Practitioners take good account of children's interests when planning and include activities according to their interests. Daily sessions include a good balance of opportunities for children to join adult-led activities and to follow their own interests. Practitioners work together to provide stimulating experiences that motivate the children, for example taking the children into the secret garden to search for different sized rabbits.

Practitioners provide useful opportunities for children to develop their literacy and numeracy skills. The book area is well resourced and there are ample opportunities for children to read and mark make independently. For example, the shop has a writing book, and a clip board for writing in the construction area. Practitioners use the morning welcome time well to support children's understanding of letter sounds and speaking and listening skills, such as recognising the first letters of their names. Practitioners encourage the children to use their thinking skills for example sorting healthy and unhealthy foods into baskets.

Circle time is used effectively to develop children's early numeracy skills.

Practitioners encourage the children to count name badges and match their answer to the number of children present, and to join in with songs and rhymes with a mathematical theme in English and Welsh.

The setting provides appropriate opportunities for children to use their information and communication technology (ICT) skills. Practitioners encourage children to

handle tablet computers to record activities and take photographs in all areas of the setting, for example holding a pet rabbit and recording their rabbit hunt outdoors.

Children have regular opportunities to develop their physical skills in the large outdoor area where they climb, jump, balance and slide. There are good opportunities for children to learn how to handle small tools skilfully, such as peeling and chopping vegetables. Practitioners encourage the children to brush their teeth properly each morning and to plant seeds such as carrots, peppers and tomatoes. Children have plenty of opportunities to taste new foods and to watch plants grow.

Provision for promoting children's use of Welsh language is good. Practitioners actively engage children to discuss the weather, describe actions, count and sing Welsh songs during circle time. Children have regular opportunities to hear and respond to Welsh phrases throughout the session. They learn about Welsh heritage effectively, for example when they dress up to celebrate St David's Day and decorate hearts to learn about Santes Dwynwen. There are good opportunities to learn about other cultures. For example, children make salt dough Diwali lamps and celebrate Chinese New Year.

Practitioners organise some visits to the local area to help children become familiar with places in their community such as the local woodland area. The setting has also welcomed visits from the local dentist and a Royal Air Force physical trainer, although there is a limited use of visits to the community and of visitors to the setting.

### **Teaching: Adequate**

All practitioners support children and meet their individual needs well. They have a clear knowledge and understanding of the principles of the foundation phase and know when to intervene to extend learning to help all children to succeed.

Practitioners make appropriate use of a range of teaching strategies, such as circle time, adult-led activities and opportunities for independent play. They manage children's behaviour effectively and appropriately offer rewards to children.

Practitioners' interactions with children are sensitive, respectful and caring. They work well together when planning activities and they provide a wide range of opportunities to enable children to learn through practical experiences and play. They employ a suitable range of questioning techniques to engage children. However, they do not always ask appropriately challenging questions during daily routines to develop their literacy and numeracy skills effectively. As a result, children do not always make the best possible progress, particularly during routines such as snack time.

All practitioners are involved in the assessment process. They record what the children can do when they start at the setting. They observe and monitor children's progress effectively and regularly record and measure progress. For example, practitioners use the foundation phase profile appropriately to keep track of how well children are developing.

Practitioners provide parents and carers with useful information about their child's progress through formal and informal procedures. They discuss what the children have done throughout the session and talk about their plans for future sessions. At the end of the year, they present parents with a range of their children's work and individual 'Treasure Books' that celebrate their achievements.

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

The setting promotes children's health and wellbeing successfully. Practitioners help the children understand which foods are good for them and they promote physical fitness effectively. There are worthwhile opportunities for children to grow and try new foods in a supportive manner. For example, the setting grows peppers, beetroot and tomatoes, which the children pick and taste during sessions. When they have their snack, children are encouraged to wash their hands, drink milk or water and to try a range of fruits and healthy home cooked foods. The setting provides worthwhile opportunities for children to learn about sustainability through using a water butt and recycling paper.

Practitioners promote good behaviour consistently and children have a clear understanding of the setting's rules. As a result, children co-operate well with each other and take part in spontaneous conversations, they share and take turns without too much adult intervention. The setting develops a sense of awe and wonder well as children observe birds that return to the setting's garden and handle and feed a child's pet rabbit.

Practitioners promote independent skills positively, using praise and rewards effectively. They establish strong routines, such as circle time, story time and snack time and the children respond well to these. For example, children help wipe tables and tidy up when they are asked to. Children are effectively encouraged to be kind and they say and sign a please and thank you song, and a daily prayer.

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

There are worthwhile opportunities to support children with additional learning needs. Successful relationships with specialist agencies help practitioners to use information effectively to support the specific needs of children and families well.

### **Learning environment: Good**

The setting provides a calm, caring and nurturing environment. There are safe and secure procedures to protect children. All children are treated equally and have access to all activities.

The building and site are secure and well maintained. There are effective learning areas indoors with a good supply of resources that provide children with regular



opportunities to develop their learning skills. For example, the investigation area provides valuable opportunities for children to develop their observation and questioning skills independently using a variety of implements, such as magnets, magnifying glasses, coloured plastics and magnetic balls.

The setting provides a good range of age appropriate resources that support children' learning well. The indoor area is bright and colourful with a child friendly atmosphere. Colourful and purposeful displays support children's learning well and celebrate the valuable experiences they share. The outdoor area is purposeful and supports children's physical play well with a variety of areas, such as climbing frames, grass and ample space to pedal and run. The mud kitchen and secret garden are exciting areas that captivate children and provide worthwhile opportunities for them to develop their physical skills. There are not enough well-planned visits to the local area to provide regular opportunities for children to learn about the world around them effectively.

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

The leader has a clear vision for the setting that she shares with all staff, children and parents well. There is a strong focus on providing a learning environment that is safe and stimulating where all children are happy and well supported in their learning and development. The leader and management committee support staff appropriately to undertake their daily duties conscientiously. Managers have high expectations of all staff and support and challenge them effectively to provide quality experiences for all children.

There is a strong ethos of teamwork and co-operation among staff and they work well together to provide a high standard of care. All staff have up-to-date job descriptions with clearly defined roles and responsibilities and they fulfil their roles conscientiously. The setting has an appropriate system for managing the performance of staff, and all have appropriate and achievable targets for improving. The leader provides the setting with a strong sense of effective leadership. She oversees the setting with the support of the management committee and together they have a clear understanding of the work of the setting and the targets for improvement.

The setting places a strong focus on national priorities such as promoting healthy eating and developing children's Welsh language skills. Practitioners are well motivated and work well together to provide the best possible care and learning environment for the children. The planning and assessment procedures ensure that practitioners identify and meet the needs of every child effectively. The leader and managers review the setting's policies regularly and reflect changes in guidance and legislation appropriately.

### **Improving quality: Good**

The management committee knows the setting well and has a clear commitment to continuous improvement. The setting's self-evaluation process identifies how well the setting offers early education, and practitioners work together effectively to plan how to move forward. For example, they have improved opportunities for children to use tablet computers throughout all areas of the setting. This has effectively developed children's skills in the use of ICT.

The leader and practitioners have met the recommendations from the last inspection successfully, for example through the development of useful and effective assessment and observation techniques.

The development plan is an appropriate document with appropriate targets for improvement. It identifies what the setting needs to do, how they intend to do it and the persons responsible. The setting has made good progress towards meeting current targets, such as planning more visits from members of the local community and visiting the local school to join in with St David's Day celebrations.

### **Partnership working: Good**

Practitioners keep parents and carers well informed about what their children are learning through verbal and written reports. At the end of their time at the setting, practitioners provide parents and new teachers with their assessments and observations. Parents are welcomed into the setting at the start and end of the session to talk about the progress their child is making and ways in which they can help them to improve.

The setting's development of its social media page has enhanced the level of communication to parents. It provides useful information about what children have done during the session through sharing photographs, comments and achievements. This builds a constructive relationship with parents and helps children to settle and make good progress. The setting has strong links with the local primary school to support children's transition to the next stage of their education. For example, practitioners take the children to the school to share in their Harvest festival, Christmas concert, sports day and end of term celebrations. There are ample opportunities for children to visit the school, and this ensures that transition is effective and supports the children well.

The setting has some links with the local community, for example a visit from the dentist, paramedics and a Royal Air Force physical trainer. However, these links do not generally include the wider community or other settings in the area. The setting effectively encourages the children to participate in national fund-raising events, such as Red Nose Day and Children in Need.

The setting has strong links with the advisory teacher from the local authority. This helps practitioners to evaluate the effectiveness of and make improvements to the learning environment.

**Resource management: Good**

The setting makes good use of staffing to support teaching and learning well. Managers ensure that the setting has enough suitably qualified staff. They deploy practitioners effectively to make the best use of their experience and expertise, such as supporting Welsh language use. Practitioners access suitable training, mainly through visits from the local authority link teacher. They use resources and ideas to improve the quality of their teaching and the learning experiences offered to children. For example, practitioners use a range of resources based around appropriate books for the children to handle and develop their early reading skills. Practitioners have attended a range of training opportunities, including fire-fighting and information and communication technology training. This has developed skills within the setting.

The management committee and the leader manage finances efficiently to ensure that resources are plentiful, of good quality and meet the needs of the children effectively. Together with the practitioners, the leader monitors and evaluates how well resources meet children's learning needs and identifies targets for improvements.

In view of the quality of the provision and leadership, the setting provides good value for money.

## 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>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.
<b>Mudiad Meithrin</b>	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
<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 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