



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

A report on

**Bright Start Day Nursery
Pembrokeshire College
Haverfordwest
SA61 1SZ**

Date of inspection: November 2017

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:

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

Bright Start Day Nursery is situated in Pembrokeshire College in Haverfordwest, in Pembrokeshire local authority, and serves learners and staff as well as the general public. It is registered to take up to 19 children from birth to seven years old. The setting opens from Monday to Friday between 8.00 a.m. and 6.00 p.m. for 39 weeks of the year and for one day a week during the holiday periods subject to demand.

The setting identified that there are currently no children attending with additional learning needs and very few are funded by the local authority to receive early years education. Nearly all children have English as their home language.

There are seven full-time and four part-time members of staff at the setting, and two of these work closely with the three-year-old children. The leader has been in post since the setting opened in 1990. All have appropriate qualifications and experience for working with young children.

The Care and Social Service Inspectorate Wales (CSSIW) last inspected the nursery in March 2017 and Estyn last inspected it in March 2012.

Summary

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

Current performance

The setting's current performance is good because:

- The setting is an inclusive community where practitioners treat all children fairly and with respect
- Relationships between the practitioners and children in the setting are strong
- The learning environment is calm and purposeful and practitioners manage children's behaviour successfully
- Practitioners use an appropriate range of teaching strategies, and know when to intervene in children's learning to help them progress
- Practitioners work well together to engage all children successfully and sustain their interest in a worthwhile range of learning activities
- The setting provides effective opportunities to develop children's literacy, numeracy and information and communication technology (ICT) skills
- Practitioners carry out thorough assessments and these help them identify the next steps in individual children's learning successfully

Prospects for improvement

The setting's prospects for improvement are good because:

- The management team provide a clear vision for the setting, work effectively together and have clear aims and objectives
- There are strong systems for identifying the setting's strengths and areas for improvement linked appropriately to children's outcomes
- All practitioners demonstrate a strong commitment to continuous improvement
- Practitioners understand their roles and responsibilities well and work together successfully to improve their practice
- Practitioners benefit from effective training and professional development opportunities
- The setting has an extensive range of highly effective partnerships, which support children's learning and impact positively on their experiences, including a highly effective partnership with the college community
- There is a strong partnership with local schools, which supports children well as they move on to their next stage of education

Recommendations

- R1 Improve practitioners' use of Welsh throughout the session
- R2 Improve practitioners' use of questions in order to develop children's thinking skills effectively
- R3 Improve planning and provision to allow children to develop their skills effectively and independently outdoors

What happens next?

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

'Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.'

Main findings

Key Question 1: How good are outcomes?	Judgement
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Standards: Judgement

There is no report on children's progress, standards in 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: Judgement

There is no report on children's progress, standards in 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.

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

Practitioners work together well to provide a range of stimulating activities and visits that engage children successfully in their learning. The setting's planning covers all the foundation phase areas of learning effectively and focuses well on meeting children's individual needs. Their plans are flexible and build systematically on children's existing knowledge, understanding and skills.

The setting provides purposeful opportunities for children to develop their speaking and listening skills. During the daily circle time, practitioners encourage children to join in singing songs as part of the 'knock on the box' activity and to repeat simple phrases in familiar stories. There are valuable opportunities for children to develop their early writing skills. These include writing their choices on a chalk menu board in the home corner and using sticks to make marks in straw and foam outside. There are beneficial opportunities for children to develop their early reading skills. For example, children engage enthusiastically in sequencing the events in a story being read to them, and have access to a variety of attractive books in the book corner.

Practitioners plan effective opportunities to support children's numeracy skills through a range of practical activities. There are useful opportunities for children to develop their counting skills and to learn to sort and match through daily activities.

Practitioners plan worthwhile opportunities to encourage children to develop their ICT skills by using a variety of resources regularly, including programmable toys and a lap top computer.

There are suitable opportunities for children to begin to develop their Welsh language skills such as when they talk about the weather and learn to count and name colours.

However, opportunities for children to hear Welsh spoken throughout the session are at an early stage of development. The setting makes worthwhile use of the local community to enrich children's learning experiences. Children have interesting opportunities to learn about the world around them on walks to the local parks and visits to the animal unit at the college. There are useful opportunities for developing their social skills during celebrations and fundraising events.

Teaching: Good

Practitioners have a secure knowledge of the foundation phase curriculum and use the foundation phase assessment profile well. They provide children with effective learning experiences that develop their skills successfully. Practitioners use an appropriate range of teaching strategies, and know when to intervene in children's learning. They work well together to engage and sustain children's interest in a worthwhile range of learning activities. The setting provides a good balance between child-selected and practitioner-led activities. There are worthwhile opportunities for children to choose activities and recall their previous learning during adult led focus tasks. However, practitioners do not always provide enough challenging opportunities for children to use their thinking and problem solving skills. There are strong working relationships between the practitioners and children in the setting. Practitioners create a calm, purposeful learning environment and manage children's behaviour successfully.

Practitioners assess how well children are developing their skills regularly and use this information effectively to plan future activities, which meet children's needs and interests. They record detailed observations in the children's individual record books to show how they are progressing. Thorough assessments lead directly to the next steps in individual children's learning effectively. The setting informs parents of their children's achievements during the handover time at the end of the session. Detailed discussions take place at parents' evening to ensure that parents are aware of how they can help their children improve.

Care, support and guidance: Good

Practitioners ensure that children's health and wellbeing have a high priority within a caring community. There are thorough policies and procedures to promote this aspect of the setting's work and practitioners act on these appropriately. A comprehensive information board at the entrance to the setting informs parents of healthy lifestyles along with a useful variety of supportive information. Activities such as brushing teeth, hand washing, regular exercise and healthy eating are integrated into the setting's everyday routines effectively. Leaders carry out thorough risk assessments, and as a result, the setting is safe and secure.

The setting's provision for ensuring children's spiritual, moral, social and cultural development is effective. An interactive story-telling session led by the college

students creates a sense of awe and excitement. Practitioners encourage children to think of others who are less fortunate than they are by raising money for a variety of national and local charities. Practitioners promote good behaviour well through strong routines and their 'Golden Rules' initiative where children are encouraged to have kind hands and use kind words. This helps children to understand the importance of acceptable behaviour successfully.

The setting has thorough procedures to support children with additional learning needs. There are strong links with specialist services for practitioners to access advice and support should the need arise, including the local specialist assessment provision. Practitioners use a detailed communication log effectively to ensure that agencies, parents and the setting know how well children are progressing. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The setting is an inclusive community where practitioners treat all children fairly and with respect. Practitioners welcome parents and children warmly into an attractive and informative entrance foyer. As a result, children speak freely with practitioners when they arrive at the setting and feel confident that their views are valued. There is equal access to all areas of provision and practitioners adapt their planning to meet the needs of all children appropriately.

The building and the 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 independent learning skills. For example, the mark marking area provides valuable opportunities for children to develop their skills independently using a variety of implements such as glue sticks, cotton buds, chinks and twigs. Colourful and purposeful displays support children's learning well, and photographs celebrate the valuable activities and experiences they share. However, the outdoor area is not set up well enough to provide regular opportunities for children to develop their skills independently. Planned visits in the local area and to the college develop children's understanding of the world around them effectively. For example, children learn about different reptiles and their habitats when they visit the animal unit in the college.

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

Leadership: Good

Leaders work together effectively and set out strong aims and objectives for the setting. They have established a clear vision, which they share successfully with practitioners. Leaders ensure that practitioners feel valued and set high expectations for themselves and others. Together they ensure that the setting is inclusive and caring and caters for individual children's interests appropriately. Practitioners understand their roles and responsibilities well. There are sound processes in place to manage the performance of staff and these focus appropriately on improving outcomes for children. For example, practitioners have recently received training on how to use the foundation phase profile; this supports them to help children develop their skills progressively. Regular staff meetings focus well on improvements to standards of teaching and learning, and provide useful opportunities for practitioners to share good practice with one another. The leader keeps college managers well informed about the setting's work. The setting takes good account of local and national priorities. For example, it focuses suitably on promoting children's literacy and numeracy skills and on helping children learning about healthy lifestyles.

Improving quality: Good

The management team has improved the setting's processes for evaluating its work successfully. It gathers evidence carefully to show progress, identifies priorities and sets clear timescales for actions and for reviewing developments. The leader prioritises expenditure sensibly in line with the actions and this enables the setting to move forward effectively. All practitioners demonstrate a strong commitment to continuous improvement and they strive constantly to make learning experiences exciting and motivating for children. The setting considers parental responses to an annual questionnaire carefully to identify areas for improvement. This has led to improved communication with parents through sharing messages electronically and using social media to show photographs of children's daily activities. Practitioners respond well to advice from the local authority advisory teacher. This has led to regular improvements, including effective developments to the setting's self-evaluation process.

Partnership working: Excellent

The setting has an extensive range of highly effective partnerships, which support children's learning extremely well. Partnerships with parents are particularly strong. The setting shares information with parents very well through informative displays on the setting's noticeboard, regular newsletters and on the setting's social media page. As a result, parents are well informed and knowledgeable about the setting's provision. A sensory garden developed with parental participation enhances children's understanding of how plants grow and how to care for their environment highly effectively.

The setting has established strong partnerships with local schools that support children and families well as they move on to the next stage in their education. For example, working with schools, practitioners create informative booklets that they share with the children, which include pictures of the nursery class teacher and assistant, the cloakroom, playground, circle time and toilet area. These help children to become familiar with the school before they arrive. There are very strong links with health professionals that the setting uses well to support individual children's needs.

There is a highly effective partnership with Pembrokeshire College. Practitioners take children to visit the early years training department regularly where students provide highly creative learning experiences. For example, children benefit from an imaginative and lively session using a wide range of resources to help them explore what it would be like to go on a bear hunt. Children participate in practical activities that include sorting, matching and counting bears, making masks and following an interactive story. This excellent partnership helps to develop children's literacy and numeracy skills exceptionally well. There are valuable opportunities for children to take part in different celebrations at the college, which develop their sense of belonging and pride in their community highly effectively.

There is a productive partnership with the local authority advisory teacher. Practitioners welcome her advice and support and this has led to significant improvements, for example in the quality of the learning environment.

The setting makes the most of valuable partnerships with the local community. For example, regular walks in the local woods help children to learn about the seasons and the lifecycle of flowers and living creatures. Visits to help 'clean up' the beach develop children's understanding of environmental issues well.

Resource management: Good

The leader manages the setting's resources effectively with clear guidance from the college management representative. The leader ensures that there are enough suitably qualified and experienced practitioners to meet the children's needs. She deploys them effectively to make best use of their experience and expertise. Practitioners benefit from annual appraisals and regular supervisions. These help to ensure that practitioners benefit from suitable training and professional development. For example, practitioners have improved their processes for assessing and tracking children's progress following recent foundation phase assessment training.

The setting has strong processes for managing its budget. These include useful reviews of the setting's financial position, which result in appropriate changes in response to specific needs. For example, a recent review has improved the sustainability of the setting. The management committee prioritises spending appropriately in line with goals identified in the setting's improvement plan. This ensures that spending decisions focus purposefully on improving outcomes for the children. In view of the interesting learning experiences, strong leadership and excellent partnerships, the setting provides good value for money.

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 three to seven 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 that 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)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

National Day Nurseries Association (NDNA)	This organisation 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.