



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

A report on

**Cherry Hill
91 Borrass Park Road
Wrexham
LL12 7TF**

Date of inspection: March 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

Cherry Hill Children's Day Nursery is situated close to Borrass Park in the town of Wrexham, in Wrexham local authority.

The setting is registered to take up to 61 children between the ages of three months and four years old. At the time of the inspection, five children were funded by the local authority.

Nearly all children have English as their first language. No families speak Welsh at home and none of the children have additional learning needs.

There are two permanent members of staff working in the pre-school section who took up their posts in the last 12 months. The pre-school manager took up her post in 2007. All staff are suitably qualified and experienced in working with young children.

The Care and Social Services Inspectorate (CSSIW) last inspected the setting in January 2017. This is the setting's first inspection by Estyn.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress in their literacy and numeracy skills
- Nearly all children are enthusiastic learners
- Learning experiences are interesting and engaging across all areas
- Practitioners work well together and they create a caring and effective learning environment
- They have high expectations of what children can achieve and good knowledge of the Foundation Phase
- The learning environment is well resourced and organised
- Nearly all children settle into activities quickly

Prospects for improvement

The setting's prospects for improvement are good because:

- Leadership is enthusiastic and supportive, and it provides clear direction for the setting
- Practitioners have a clear understanding of their roles and responsibilities
- Self-evaluation and improvement planning is developing steadily
- Practitioners actively seek out ways in which the setting can improve and they respond effectively to advice and guidance
- The setting makes good use of staffing and resources to support children in their learning

Recommendations

- R1 Improve planning to ensure that there are consistent and effective opportunities for children to develop their literacy, numeracy and ICT skills in all areas of the curriculum
- R2 Ensure that all practitioners are able to use Welsh words and phrases confidently throughout the session
- R3 Improve opportunities for children to learn about the role of people in their own community
- R4 Ensure that targets for improvement in the setting's self-evaluation process are shared with all staff

What happens next?

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

Main findings

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

Most children make good progress in the development of their skills across all areas of learning in line with their ability. Most children recall previous learning well. For example, they remember planting daffodil bulbs and seeing Mr Crow in their garden.

Most children's literacy and communication skills are developing well. Almost all children listen attentively and talk confidently about their activities, such as when they dress a doll. Nearly all children are confident speakers and respond positively to effective questions that support learning well. They enjoy listening to stories and sustain concentration appropriately, joining in with words and phrases in their favourite stories.

Most children experiment with mark making effectively. They understand the purpose of writing and enjoy writing experiences using a variety of media. Examples include painting with paintbrushes, scribbling with chinks and pens, and mark making with magnets. All children are able to find their badge in order to self-register; however, the badge does not include their name and this limits children's opportunities to develop their early reading skills.

Most children are developing good early numeracy skills. Nearly all children count to eight accurately and all children can recognise numbers to five correctly. They use appropriate language during their play, and join in confidently with counting songs and rhymes.

Many children use electronic equipment confidently, helping them to develop appropriate information and communication technology skills (ICT). They find letters hidden in the sand using a metal detector and develop their listening skills effectively when using recording devices. They manage switches and buttons well.

All children make appropriate progress in developing their use of the Welsh language. Nearly all children use Welsh phrases confidently and respond appropriately as part of daily routines, such as answering the register. Many children develop a sound awareness of being Welsh and talk sensibly about planting daffodil bulbs. They enjoy joining with others to sing Welsh rhymes and songs and do so with enthusiasm.

Almost all children work together effectively to solve a problem, for example making a bridge for the cars and finding the correctly sized car to fit onto a drawn road.

Most children are developing their physical skills appropriately. They participate confidently in music sessions, demonstrating good body control. They use outdoor equipment well to develop co-ordination such as running up and down a grassy slope, climbing up steps, sliding, and using cars and scooters. Children's fine motor skills are developing appropriately. Many children handle resources such as magnifying glasses, pens, crayons, brushes and chinks confidently.

Wellbeing: Good

All children settle well into the daily routines and nearly all children are keen to learn and demonstrate positive attitudes to new experiences. Most children share resources and take turns very well, for example in the role play area.

Nearly all children make choices confidently about what they would like to do, such as when they choose where they want to play, and what resources they need, for example requesting a pretend bottle of baby lotion for the dolls.

Nearly all children remain active and busy for appropriate periods of time. They show that they can persevere well to finish a task, such as when making a snowman out of dough and dressing it with a scarf and real buttons. Most children show pleasure in their achievements, including their models and paintings.

Most children develop their self-help skills effectively. They wash their hands, take their coats off and hang them on their own peg with increasing independence. All children brush their teeth themselves and understand this is an important daily routine. Most children wipe their feet without being asked when entering a room from the outdoors, so that helpful personal habits are developing well.

Many children are confident and independent learners. This is especially evident in the way they choose and respond to stories and persevere to put on their coats.

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

The setting provides a range of exciting and stimulating experiences across nearly all areas of learning. For example, practitioners encourage children to make model icebergs and collect leaves to make a home for a hedgehog. Practitioners plan interesting activities and use resources well to make learning relevant and build appropriately on what the children already know, can do and understand. There are very good opportunities for children to make their own decisions about their play choices and this results in the children enjoying their learning and making steady progress. The setting provides meaningful opportunities to help children to think, take risks and develop their creative skills.

There are effective opportunities for children to develop their literacy and numeracy and ICT skills across many areas of learning. Practitioners encourage children to talk about what and where they would like to play and give time to individual and group discussions. They provide a comprehensive range of mark making opportunities such as chalking outdoors and notebooks in the role-play area. There are good quality books for children to enjoy in the reading garden and appropriate props help them to follow familiar stories. These include soft toy fruits, bears and dolls. The setting provides many worthwhile opportunities for children to count, and to sort and match, such as hunting for numbers in the outdoor area and in the sand tray. Practitioners support children's developing ICT skills appropriately. For example, they provide battery operated toys that encourage the children to learn to use buttons and switches effectively. However, in general, there are not enough opportunities for children to develop their literacy, numeracy and ICT skills

consistently across all areas of learning. The setting provides worthwhile opportunities for children to develop their physical skills, such as when they practise using scissors, and use the equipment in the outdoor area.

The setting plans for the development of Welsh language skills highly effectively, using rhymes, songs and instructions naturally throughout the session. However, a few practitioners are less confident in their use of Welsh and this occasionally restricts children's progress. They provide useful opportunities for children to learn about Welsh culture and traditions by celebrating St David's Day and learning traditional rhymes.

Practitioners make effective use of visitors. They encourage children enthusiastically to think about others and to care for animals. However opportunities to develop children's understanding about the role of people in the local community are less well developed.

Teaching: Good

All practitioners have a sound knowledge and understanding of the Foundation Phase. They plan a range of engaging and worthwhile activities that interest children well. They provide a good balance between child selected and practitioner led activities and make sure that there are plenty of opportunities for children to learn through play and first hand experiences. Practitioners encourage the children to participate in activities and talk to them purposefully, helping them to make good progress.

Practitioners start the sessions enthusiastically and maintain this throughout the activities. They know the children well and manage children's behaviour positively and this encourages the children's successful participation and enjoyment in all activities. Nearly all practitioners interact well with the children and support their play effectively. They engage with the children at every opportunity, and ask appropriately challenging questions to help children develop their thinking skills.

The setting's procedures for assessing and monitoring progress are comprehensive and thorough. Practitioners observe children regularly throughout the session. This helps them identify how successfully the activities engage the children and what practitioners should do next to move the learning forward. They use the Foundation Phase Profile regularly to measure children's progress effectively. Practitioners plan for all children well. They identify next steps in children's learning and ensure that they provide sufficient challenge for different groups of learners.

Practitioners provide parents with useful information about their child's progress through daily conversations and by sharing written information recorded regularly in notebooks.

Care, support and guidance: Good

The setting has effective arrangements to support children's health and wellbeing and encourage children to take increasing care of themselves. Efficient arrangements exist throughout the setting to support good hygiene and dietary choices. As a result, children understand why they clean their teeth and that eating fruit and vegetables, and regular exercise contribute to a sensible lifestyle. The

setting provides valuable opportunities both indoors and in the outdoors for children to exercise regularly. This develops children's co-ordination skills well and encourages them to be active.

Practitioners plan worthwhile activities that promote children's social, cultural and moral development well. For example, provision for developing children's respect towards others and understanding of what is right and wrong are evident throughout the setting. They work well together to promote values such as sharing and taking turns. However, opportunities to support children's spiritual understanding are not as well developed.

Practitioners help children develop their independent skills effectively, such as by giving them responsibility for pouring their own drinks. They encourage the children to tidy up themselves and a daily 'amser tacluso' ensures that the children are given sufficient time to sort and match toys and put them in the correct places. Practitioners remind children about recycling waste regularly and teach them to use the outdoor water butt to collect water for their flowers. This develops the children's understanding of sustainability effectively.

The setting has an effective range of strategies to promote good behaviour and practitioners offer appropriate praise and encouragement constructively.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. The setting is a safe environment and practitioners take good care of the children throughout their time at the setting and when moving between buildings. There are appropriate systems in place to identify and support children with additional learning needs. These include suitable planning, effective links with other agencies and procedures for involving parents.

Learning environment: Good

The setting provides a warm, welcoming and caring ethos where all children are treated fairly and staff are respected and valued. The setting is an inclusive community where all children have equal access to all resources and areas of learning. Resources are appropriate in fostering effective awareness of diversity.

The accommodation is well maintained and secure. The indoor environment is welcoming, stimulating and includes attractive displays of children's work. Practitioners ensure that labelling within the setting is bilingual and that they display numbers prominently. For example, in line with the theme of Transport there are roads on display in the shape of numbers to ten. These are an effective resource in promoting children's early number recognition.

The setting makes good use of its outdoor environment, which includes many interesting areas. There is an ample supply of large apparatus and outdoor toys including cars, slides and scooters, which promote physical development well. Practitioners use the outdoors effectively to support child initiated play activities, such as drawing around their bodies with chalk. However the setting's use of the local environment to enhance children's learning experiences is less well developed.

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

Leadership: Good

The pre-school manager provides a clear vision for the setting as a nurturing, caring environment where all children are eager and happy to learn. All practitioners share her vision and work successfully towards achieving this, creating a calm and purposeful working environment.

Through regular meetings and a supportive appraisal system, the leader ensures that all practitioners understand their roles and responsibilities well. This system ensures the best use of practitioners' expertise and defines different roles clearly. As a result, they work together effectively as a well-motivated team of committed practitioners.

The leader manages the team well, supporting them positively to continually improve their practice. She ensures that all practitioners have high expectations of all children, and that they are polite and well-mannered to each other and to the children.

The leader uses relevant information about the setting to bring regular improvements to the provision. Recently this has included the development of a covered area outside the preschool building, which has successfully improved children's access to the outdoors by providing access to the outdoors during inclement weather.

The setting pays good attention to national priorities. For example, it ensures that there is an appropriate focus on promoting healthy lifestyles and developing children's literacy, numeracy and ICT skills.

Improving quality: Good

The setting's self-evaluation processes are developing successfully. The leader and practitioners know the setting well and have a clear understanding of what they need to do to improve. Staff work together effectively to identify areas for development and to plan how to achieve improvements. Practitioners are open to new ideas and respond positively to advice from the local authority. They are proactive in seeking relevant training opportunities and, as a result, have improved the quality of provision in the pre-school, particularly in the way they have developed their planning and observation techniques.

The leader encourages practitioners to make regular improvements in the learning environment and offers support when requested. The setting has a positive culture of self-evaluation that focuses effectively on improving the quality of its provision. There are strong self-evaluation processes in place that take account of the views of practitioners, parents and carers, and the local authority successfully. Practitioners collaborate with each other and collect information regularly, including in staff meetings. This enables them to identify the setting's strength and areas for development well and provides an accurate reflection of the pre-school provision. Targets for improvement identify who will take a lead role for each priority and who will monitor and evaluate progress. All practitioners know the setting's expectations for continuous improvement and contribute appropriately to the self-evaluation

process. As a result, the setting makes regular improvements to the provision, such as making it possible for children to access the outdoor area in all weathers. However, the pre-school practitioners do not share the self-evaluation and improvement targets fully with the setting leader.

Partnership working: Good

The setting has a strong and well established relationship with parents and provides useful information through daily contact books, verbal reports, social media and the setting's website. Parents are welcomed into the setting including during settling in times. They value the quality of learning experiences provided and the level of care and understanding shown by practitioners towards their children. They are happy with the progress their children make and they welcome suggestions on how to support their child's learning with activities at home. This encourages the children to talk about what they have been learning in the pre-school and effectively consolidates their skills.

The setting has purposeful and beneficial links with local primary schools. There are suitable arrangements for sharing useful information about children's progress and wellbeing when they transfer from the setting to school. The setting welcomes visits from the school's teaching staff and this enables children to settle quickly when they move on.

The setting has a worthwhile partnership with the local authority advisory teacher, which benefits the children. For example, support from the local authority advisory teacher has improved practitioners' planning for skills development. Although the setting has welcomed visits from the local fire service, in general, partnerships with the local community are less well developed.

Resource management: Good

The setting's staff are suitably qualified and experienced in working with young children. The leader deploys practitioners well to make the most of their individual expertise to motivate and encourage the children to learn. Practitioners reflect appropriately on the learning experiences they provide, and this enables them to identify good quality resources that support children's learning effectively. In general, the setting provides sufficient resources that are maintained well and match the needs of learners successfully.

The setting's performance management arrangements are well established and effective. Leaders ask practitioners about their training needs during regular meetings and support requests when beneficial to all. They evaluate the impact of training on their practice and on the provision for the children successfully. For example, training on observation techniques has led to a strong practice of using observations to assess learning well.

The leader has a sound grasp of budgetary matters and funds are allocated appropriately according to priorities for improvement.

As a result of the good standards that children achieve, the effective teaching and stimulating provision, 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

Gail Parker	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.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.