



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

A report on

**Chunky Monkeys Nursery
Principality House
Brackla
CF31 2BB**

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

Chunky Monkeys Day Nursery is in Brackla, in Bridgend local authority. It is located in a dedicated building on the Brackla Industrial Estate.

The setting can take up to 107 children between the ages of six weeks and 12 years old in any session. There are currently five three-year-old children receiving funded early years education in the pre-school room. The setting provides full day care provision from Monday to Friday.

All children have English as their home language. At the time of the inspection, there were no children with additional learning needs attending the pre-school room. There are four members of staff in pre-school room, including the leader. All are experienced in working with young children and are suitably qualified. The pre-school room leader has been in post since 2013.

The Care and Social Services Inspectorate Wales last inspected the setting in March 2016. Estyn has not inspected the setting previously.

Summary

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

Current performance

The current performance of the provider is good because:

- Most children make good progress in the development of their skills from their individual starting points
- Many children develop strong oracy skills
- Nearly all children enjoy attending the setting
- The setting offers a wide range of first hand and practical learning experiences that engage and motivate nearly all children well
- The quality of teaching is good
- Practitioners respond to the individual needs of the children well

Prospects for improvement

The prospects for improvement of the provider are good because:

- There is a clear vision for continued improvement
- All staff have a strong commitment to teamwork
- Leaders use appraisal systems successfully to communicate high standards
- The setting is developing a good track record of improvement
- The setting has developed a strong partnership with parents
- Leaders make good use of staffing and resources to ensure that children make good progress

Recommendations

- R1 Improve children's information and communication technology (ICT) skills
- R2 Ensure that children contribute their own ideas to plans for what and how they learn
- R3 Ensure that children have sufficient opportunities to solve problems and develop their thinking skills
- R4 Ensure suitable arrangements to preserve children's privacy and dignity when using the toilet areas

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make good progress developing their skills from their individual starting points. Many recall their prior learning well, particularly in relation to their Welsh oracy skills.

Most children enjoy listening to and joining in with simple rhymes and songs. They listen appropriately to instructions and many follow them carefully. Most children enjoy talking to visitors about the setting and their play.

Most children listen with enthusiasm to stories. For example, they enjoy answering and asking questions during a story about a little girl delivering fruit to her friends in Africa. Most children know how to hold a book correctly and understand that the text carries meaning. A minority look at the pictures and describe what they think might happen, such as when describing how a dragon may eat the children shown in an illustration. However, only a few children demonstrate an interest in picking up and exploring books without prompting.

Many children make marks independently in the pre-school room and the outdoor learning area. They demonstrate increasing control when, for example, choosing to draw clouds on the blackboard wall in the mark making area.

Most children join in with rote counting as part of registration routines in English and Welsh. They talk freely about whether they have large or small pieces of bread during snack time and if they have a tall or short tower when working in the construction area. Most understand that notes and coins have value when playing with a practitioner in the travel agent role-play area.

Nearly all children have a sound knowledge of Welsh names for fruits and colours and use these confidently during story time. They respond well to simple questions and instructions used as part of their daily routines.

Very few children demonstrate confidence in using ICT equipment. For example, they know that a digital camera can be used to record images and enjoy playing with it, but do not always have the skills to use it confidently.

A few children demonstrate good thinking skills, for example when working out how to fix two margarine tubs together in the construction area. However, they do not use their thinking and problem solving skills widely in their play and learning.

Nearly all children show good fine motor skills, such as when experimenting by filling containers from syringes in the water tray. Many demonstrate good balance and co-ordination when climbing over tyres in the outdoor area or balancing on crates.

Wellbeing: Good

Nearly all children enjoy arriving at the setting. Most hang up their coats independently and settle quickly to their routines. Nearly all children feel valued and feel that practitioners consider their opinions. As a result, they are confident in choosing their activities and usually access resources as part of their play without assistance.

Most children play together happily and behave well. On most occasions, they follow the setting's routines with enthusiasm. For example, they engage actively with self-registration and wait patiently during snack time. Generally, they take turns well and demonstrate good social skills. Nearly all children enjoy talking sociably to each other and to adults. However, in a few cases, a minority of children do not comply with the setting's routines, such as when it is time to help tidy the toys away.

Most know the importance of brushing their teeth, washing their hands before eating and after using the toilet. They demonstrate an appropriate understanding of how to keep healthy by eating fruit, drinking water or milk and doing regular exercise. They show suitable levels of independence when putting on their coats and shoes ready to use the outdoor area.

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

The setting offers a wide range of first hand and practical learning experiences that engage and motivate nearly all children well. It bases children's learning suitably on a Foundation Phase ethos that encourages children to learn through play. The setting is particularly successful in using a wide range of visits and visitors to stimulate the children's interest. For example, the children enjoyed visiting a local supermarket to find out more about the exotic fruit that had featured in a story based in Africa. However, there are insufficient opportunities for children to contribute to what and how they learn.

Practitioners plan effectively for the development of children's skills in both the indoor and outdoor environment. They use their knowledge of the Foundation Phase Framework and the current abilities of the children to identify next steps in their skills development. They plan suitable activities to address these. For example, children enjoy developing their mathematical skills when sorting sticks by size into two hoops, and improving their oracy skills when playing imaginatively in the travel agents role-play area.

Practitioners provide imaginative opportunities for children to develop their skills in all areas of the Foundation Phase Framework. They give the development of children's literacy, numeracy, social and physical skills particular priority through a good balance of child and practitioner led activities. However, there are too few opportunities for the children to develop their ICT skills. Similarly, practitioners do not plan sufficient opportunities for children to develop their problem solving and thinking skills.

The setting develops children's Welsh language skills well. Practitioners plan good opportunities to develop children's skills through the setting's routines, learning activities and incidental use. For example, at snack time nearly all children clearly indicate whether they want milk or water through the medium of Welsh.

Teaching: Good

All practitioners maintain a gentle, positive relationship with the children. They recognise and praise their achievements and respond to their contributions well. They encourage children to persevere and concentrate for sustained lengths of time. As a result, most children engage well with their tasks and make good progress in the development of their skills.

Practitioners work well as a team to monitor children's progress and plan the next steps in their learning. They make good use of each other's individual strengths, for example when using the strong Welsh language skills of one practitioner to improve those of the children.

Practitioners are good language role models for the children and consistently strive to find ways to engage them in conversation to improve their skills. They use questioning appropriately to support children's learning and make choices about what they would like to do next. However, they do not use open-ended questions frequently enough to develop the children's thinking and problem solving skills.

The setting has useful procedures to observe children and assess their progress. Practitioners use this information well to inform future planning. They have begun to track children's progress systematically to build a profile of their achievements by the time they leave the setting. However, there are no systems in place for the setting to transfer this useful information to the children's receiving school.

Practitioners provide parents with useful information about the wellbeing and progress of their child through daily feedback and twice-yearly meetings. As a result, parents feel well informed about their child's progress and are confident that they can approach practitioners with questions or concerns at any time.

Care, support and guidance: Good

As part of a happy, engaging and caring environment, practitioners respond to the individual needs of the children well. All practitioners treat the children and each other with respect. They encourage the children to take responsibility for their actions and to reflect upon their consequences if they behave badly.

Generally, practitioners have high expectations of the children's behaviour, such as when encouraging cooperation and turn taking in their play. As a result, most children behave well and understand the need to work and play fairly with each other. However, in a very few cases, practitioners do not have sufficient high expectations that the children should engage with the setting's routines, such as when it is time to tidy away.

Practitioners develop children's understanding of how to stay healthy and fit effectively. For example, daily tooth brushing ensures that children have the skills to maintain good dental hygiene. Practitioners make sure that children undertake regular physical activity during the day by using the outdoor area and play equipment. Overall, the setting ensures the health and wellbeing of the children well. However, the setting does not always have suitable arrangements to preserve children's privacy and dignity when using the toilet areas.

An appropriate range of learning experiences promote children's spiritual, cultural, moral and social development suitably. Children explore the features of their own and other cultures successfully. For example, they celebrate Diwali, St Patrick's Day and Chinese New Year. They develop a sense of awe and wonder by using their sensory room and when planting seeds and watching them grow. Practitioners model good practice in recycling and composting. Children learn how to reuse materials during their craft activities and by using recycled objects, such as tyres and crates, in their outdoor area.

The setting has appropriate arrangements to support children with additional learning needs. Individual play plans address children's specific needs well, and involve parents in their setting and review appropriately. The setting has effective links with a range of support agencies.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Learning environment: Good

Practitioners have worked well to create a learning environment that is inclusive and welcoming. All children have equal access to all activities and areas of learning. Practitioners value and recognise children's achievements well through the display and celebration of their work. They match resources well to children's needs and interests.

Practitioners make good use of their physical environment to support children's development. The pre-school room is bright and engaging, and it encourages children's play and learning well. A wide range of specific learning areas allows the children good opportunity to choose their next task and develop their independence. For example, the travel agent role-play area stimulates children to develop oracy, early writing skills and an understanding of money.

The setting has developed its outdoor area successfully. It provides good opportunities for children to improve their physical skills by using the climbing and balancing equipment. The pirate ship encourages imaginative play, such as when children describe how they will 'dive through a sea of crocodiles'.

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

Leadership: Good

The nursery director has a clear vision for a continually improving environment that engages with parents effectively. She communicates this vision to practitioners well. All staff are clear about their roles and lines of accountability.

The deputy nursery manager has direct responsibility for the pre-school room. She creates successfully an environment where everyone's opinion is valued and recognises the expertise that practitioners have developed in their areas. For example, she deploys a member of staff who speaks Welsh as a first language to support the Welsh skills of other staff. There is a strong commitment to teamwork and regular informal discussions about children's progress and the effectiveness of provision. This is effective in ensuring continued improvement. For example, a recent focus on developing children's numeracy skills has resulted in improved provision and better standards.

Leaders use appraisal systems successfully to communicate high standards and review the performance of each individual member of staff. This includes direct observations of the work of practitioners and the setting of targets for improvement. There is a broad link between these and the setting's improvement plan.

The setting has an appropriate focus on national priorities, such as promoting healthy lifestyles and developing children's literacy and numeracy skills.

Improving quality: Good

The setting uses a range of processes to evaluate the effectiveness of its provision. For example, it usefully gauges the opinions of parents through questionnaires, informal discussions and social media. It seeks the views of children on what they like and dislike about the setting in a way that is appropriate to their age and stage of development. Generally, self-evaluation processes ensure that leaders have a good understanding of the setting's strengths and areas for improvement. However, they did not identify a need for improvement in a few areas, such as provision for children to develop their problem solving and thinking skills.

The setting's self-evaluation report links well to its improvement plan. This indicates clear actions for improvement, timescales and allocates responsibility to members of staff. The setting is firmly committed to raising standards and regularly seeks advice from external agencies to help it improve. For example, it responds well to guidance from the local authority advisory teacher and arranges visits to other local settings to observe good practice. The setting is developing a good track record of improvement. For example, it has been effective in improving pupils' Welsh language skills through a review of resources and staff deployment.

Partnership working: Good

The setting has developed a strong partnership with parents. Practitioners provides them with clear information on the day-to-day work of the nursery through

newsletters, noticeboards, informal discussions and social media. Practitioners keep parents well informed about the progress of their child and any issues that may arise. Nearly all parents feel confident in approaching the setting with any questions or concerns that they may have.

The setting uses its links with the local community well to provide the children with imaginative and engaging learning activities. For example, visits to the local library help to develop the children's understanding and enthusiasm for books. Visits by Welsh rugby internationals encourage their sense of Welsh identity. A recent visit by the fire brigade was effective in developing the children's understanding of people who help them.

The local authority advisory teacher plays an important role in assisting the setting with its self-evaluation and improvement processes. Practitioners pay close attention to her advice and act swiftly upon it. For example, recent discussions about the balance of teacher and child led activities have led to an improvement in the quality of teaching.

The setting has a useful link with the local primary school. Members of school staff visit the setting to meet practitioners and children each year. This is helpful in ensuring children have a smooth transfer to school life.

Resource management: Good

Leaders make efficient use of staffing and resources to ensure that children make strong progress in their developing their skills and maintaining good levels of wellbeing. They ensure that there are enough suitably qualified, experienced and well-trained staff to meet the needs of the children well.

The setting ensures that practitioners regularly access training to support their individual professional development needs and the priorities of the setting's action plan. The setting makes particularly good use of local authority training events, for example to develop practitioners' skills in supporting children's speech and language development.

The nursery director manages the setting's budget effectively and has strong systems for keeping spending under review. On a few occasions, the setting has applied for grant funding to support identified priorities. For example, it uses grant funding well to improve the provision of children's reading books.

The setting provides good quality care and effective teaching and leadership. As a result, 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

Mr Jonathan Wright	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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.