



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

**A report on**

**Clever Clogs  
109 Marsh Road  
Rhyl  
LL18 2AB**

**Date of inspection: February 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:

<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

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](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2017: 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 material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 21/04/2017**

## Context

Clever Clogs is a privately owned day nursery in Rhyl, Denbighshire. The setting opens for five days a week.

The nursery is registered to admit up to 45 children at any one time, aged between two and four years old. At present, 12 children receive education funded by the local authority at the setting and Flying Start funds 14 younger children.

Nearly all children are of white British origin and speak English as their home language. Currently, a minority of the children attending the setting have additional learning needs.

The proprietor has managed the setting since it opened in January 2004. Three full time practitioners oversee the three-year-old setting and they are all suitably qualified and experienced in working with young children.

The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in June 2015. Estyn inspected the setting previously in May 2011.

## 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 setting's current performance is good because:

- Many children make good progress in the setting from a relatively low starting point
- They develop their literacy and numeracy skills well according to their stage of development
- Most children show positive attitudes towards new experiences
- Nearly all children are well behaved and polite
- Practitioners plan a broad and balanced curriculum, which supports children's learning well
- Practitioners have high expectations for each child and challenge children sensibly according to their needs and abilities
- Practitioners foster values such as honesty, fairness and respect successfully

### Prospects for improvement

The setting's prospects for improvement are good because:

- The manager provides a clear direction to the setting's daily and long-term work and she has high expectations of staff and children
- There is a strong culture of self-evaluation and regular improvement in the setting
- Practitioners benefit from effective training and professional development
- There are successful partnerships with parents and external agencies and these support the next steps in children's learning purposefully
- The sensible support of the manager creates effective and consistent provision
- The manager uses the budget purposefully and prioritises expenditure against targets in the development plan effectively

## Recommendations

- R1 Improve provision to ensure that children develop their information and communication technology (ICT) skills effectively
- R2 Provide better opportunities for children to develop their independence at snack times
- R3 Use the outdoor area regularly and consistently to enrich children's experiences
- R4 Ensure that targets in the development plan derive directly from the setting's self-evaluation process

### **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

From a lower than average starting point, overall, many children make good progress in the setting. They talk about previous experiences sensibly and work together and with adults successfully to develop their skills.

Many children use language patterns and phrases purposefully without adult prompting in both informal play and during focus tasks. They respond intelligently to practitioners' questions during story time and when counting pebbles into numbered pots. Many children show an interest in books. They understand the purpose of the pictures and discuss familiar characters effectively. Many children handle books in the reading area as confident early readers. They relate actions to emotions accurately, such as identifying the wolf as the villain in the story of the three little pigs.

Many children make marks effectively when experimenting with different media. They persevere well with early writing experiences and use chalk at an easel and coloured pens to copy shapes and lines successfully. Many children explain the purpose of writing in the correct context, such as in a travel agency and when blowing letters in sand with straws. A few older children recognise their own names and very few children are beginning to form letters of the alphabet and numbers in recognisable forms.

Most children use mathematical language purposefully in their play, to discuss shapes and match blocks to numbers in the correct sequence. Many children recognise, name and count numbers to five with the help of an adult. A minority count to ten and beyond correctly when sorting shapes, objects, pebbles and different-coloured pegs. They use numbers purposefully in practical activities when comparing the number of two-dimensional and three-dimensional shapes used during house building, and when counting the number of trains that travel around a track. Most children understand differences in size when measuring objects with a tape measure and examining shells with a magnifying glass. They explain successfully whether objects are 'big' or 'small' and 'tall' or short'.

Most children are developing their use of Welsh suitably, considering their linguistic background. Many children follow instructions given in Welsh appropriately and a few use Welsh occasionally without adult prompting, especially when counting. Most children sing nursery rhymes and daily songs in Welsh enthusiastically.

Most children use technology appropriately when using cameras and a computer in everyday activities. However, their use of educational software to develop their thinking and ICT skills is limited due to a lack of technological resources.

Nearly all children enjoy listening to music attentively and perform enthusiastically on stage with microphones and a variety of percussion instruments. They develop their

physical skills well when they dance to lively music on their own and with each other. Many children choose equipment and materials effectively to solve practical problems, such as using glue, cardboard boxes and natural materials to construct different houses and junk models.

**Wellbeing: Good**

Nearly all children relate well to adults and visitors as they arrive and leave the setting. They are well motivated and show interest in their learning, and most children concentrate well during tasks. They enjoy the activities in all the areas of learning and share and work sensibly with other children. Most children show positive attitudes towards new experiences, for example when experimenting with wet sand, a water wheel and malleable dough.

Many children are confident learners and work independently during play activities. This is evident when many of them explain thoughtfully which areas of learning include their favourite activities and what practical tasks interest them the most.

Nearly all children are well behaved and polite. They respond to adults and each other with respect. Nearly all children listen carefully to adults, for example when they brush their teeth together and when they put on their outdoor clothes. After using the toilet, messy play and outdoor activities, nearly all children wash their hands thoroughly without too much prompting from practitioners.

Most children are beginning to express their opinions and personal preferences appropriately. This is evident when they decide to continue at a specific task or to begin a new activity of their own choice.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

**Learning experiences: Good**

Practitioners provide a broad and balanced curriculum, which reflects the ethos of the Foundation Phase successfully. Generally, learning experiences target children's interests and needs effectively. They provide positive opportunities for independent learning during planned play activities. They allow children to choose suitable equipment to resolve practical problems related to the current theme, such as encouraging them to build houses for the three little pigs using three-dimensional shapes.

The setting plans well to develop children's literacy, numeracy and thinking skills progressively and consistently. Practitioners work together effectively to deliver purposeful activities, especially indoors. They make sure that literacy and numeracy tasks are prominent in all areas of learning. They provide sensible opportunities for children to contribute their ideas to planning during circle times.

Practitioners plan stimulating opportunities for children to develop their creative and expressive skills well through role-play in the home corner and the dressing up area. They focus on investigative skills effectively in the discovery areas, such as providing opportunities for children to experiment with filling and emptying blocks with wet sand. These activities build systematically on children's existing understanding and skills successfully.

The setting recognises that children's Welsh language skills are at a low level on entry. Practitioners address this effectively by modelling simple words, numbers, colours and phrases regularly. As a result, most children's understanding of the language is developing appropriately. The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating Saint David's Day and Saint Dwynwen's Day.

The setting provides suitable opportunities for children to use equipment such as cameras, a computer and a compact disk player. However, there are not enough opportunities for children to develop their ICT skills fully, by using more challenging electronic equipment and educational software.

The setting makes beneficial use of visitors to enrich children's learning experiences. For example, members of the emergency services, local farmers and dental hygienists teach children purposefully about the roles of people in their community. Practitioners make good use of the nearby re-cycling area, the local superstore, a pet shop, the beach and local nature areas to promote children's understanding of their own community sensibly.

### **Teaching: Good**

Practitioners greet children warmly and enthusiastically as they arrive and this enthusiasm continues throughout the session. Practitioners manage the children's behaviour positively and safely, and this encourages children's successful participation and enjoyment in all activities.

All practitioners have up-to-date knowledge of child development. They are familiar with the requirements of the Foundation Phase and work together effectively. They provide a wide range of opportunities to learn through play and practical experiences.

Practitioners have high expectations for each child and challenge children sensibly according to their needs and abilities. They intervene thoughtfully in children's play and motivate children to perform at their best during focus tasks and continuous activities. Practitioners question children purposefully in order to develop their communication, number and thinking skills. The setting's key worker system ensures that the challenges set for different children targets their literacy and numeracy development successfully.

Procedures for assessing children's achievements are accurate and useful. All practitioners record daily assessments regularly and consistently. They discuss sensibly with children what they need to do to improve their work during tasks. Practitioners record daily evaluations and discussions effectively in children's files. They match the evidence conscientiously to individual children's outcomes, using the Foundation Phase Profile. This leads directly to planning tasks that target the next steps in children's learning successfully.

Practitioners share useful information informally with parents and carers at the end of the session. The setting provides informative reports to parents and carers when their child leaves the setting to go to school.



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

The setting provides valuable opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group discussions sensibly in order for children to consider each other's feelings. This fosters values such as honesty, fairness and respect towards each other successfully.

Practitioners provide valuable opportunities for children to reflect, discuss feelings and thank each other. This creates a calm environment, as the children sit to listen to adults and other children. As a result, children take turns politely as they eat their snacks. However, opportunities for children to develop their independence at snack times are more limited. Practitioners guide the serving of the fruit, milk and water themselves, restricting opportunities for children to co-operate and make decisions.

There are efficient arrangements to support children's health and wellbeing, including effective systems to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise are good for them. Practitioners provide regular opportunities for children to re-cycle paper, cardboard, plastic goods and food. This develops children's understanding of sustainability effectively.

The setting uses positive behaviour strategies that eliminate any type of disruption or oppressive actions. The setting is a safe, secure environment and practitioners take good care of the children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

The setting records children's starting points accurately on entry to the setting using guidelines from screening tests and the Foundation Phase Profile. Practitioners review children's progress regularly, and set targets that meet children's additional learning needs effectively, especially their speech and language needs. Practitioners make good use of advice from outside agencies to make sure that they provide appropriate support for children with additional learning needs promptly.

### **Learning environment: Good**

The setting is an inclusive community. It promotes a caring ethos through its daily activities. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this effectively by using moral tales from Africa and by celebrating festivals from around the world, such as Diwali, Hanukkah and the Chinese New Year.

Practitioners make sure that all children have equal access to the interesting areas of learning and resources. Key workers know all the children well. They understand and respond to children's individual needs successfully. Practitioners challenge children positively, carefully and sensitively each day to help them progress.

The setting uses its resources successfully to meet most of the requirements of the Foundation Phase and children's needs. The setting uses the wide range of interesting resources effectively in continuous activities, focus tasks and opportunities to enrich learning. Practitioners allow children to access resources independently, which promotes their sense of responsibility purposefully.

The outdoor area is stimulating and includes growing and planting areas, climbing and adventurous equipment. A role-play shed also allows children to act and develop their imaginative skills well. However, practitioners do not use the outdoor area consistently to enrich children's experiences, which restricts their outdoor learning opportunities. At present, independent movement between the indoor and accessible outdoor area is limited. The setting uses the local environment well to add to children's learning experiences, such as visits to the beach and to local shops.

The building is clean and generally well maintained.

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

### **Leadership: Good**

The setting's strategic objectives, plans and policies focus purposefully on ensuring that the provision meets children's needs and helps them make good progress. The manager leads a team of dedicated practitioners successfully and she has high expectations of both practitioners and children. She succeeds in encouraging them to improve in positive, sensible and supportive ways. She provides a positive direction for the setting's daily and long-term practices. This promotes and maintains improvements successfully. The manager's vision ensures that the planning, teaching, care and the learning environment are all of good quality.

The manager uses relevant information about the setting to ensure improvements in provision. Recently, this has included developing the use of the Foundation Phase Profile, challenging more able children in tasks, inviting more visitors to the setting and improving the quality of feedback to other practitioners after training courses. She also focuses conscientiously on national priorities, such as developing literacy and numeracy strategies to improve children's skills.

The manager shares information about the setting's practices well with all practitioners. They meet regularly to plan the curriculum and related activities. The manager and senior practitioners ensure that all staff understand their roles in full and work together daily as a team. Regular supervision and appraisal practices ensure that managers make best use of practitioners' expertise. This is particularly evident in daily literacy, numeracy and creative tasks and one-to-one support for individual children.

### **Improving quality: Good**

A positive culture of self-evaluation and regular improvement permeates through the work of the setting. The manager and senior practitioners have established consistent arrangements to monitor children's standards and the standard of provision. Effective co-operation and the information gathered regularly, in addition to the local authority's visits and evaluations, contribute well to this practice. As a result, the setting has made meaningful improvements over time, such as ensuring that the planning process targets the next steps in children's learning effectively.

The setting's formal self-evaluation processes are developing appropriately. For example, they take into account the views of practitioners, parents and carers and the local authority successfully. As a result, the setting's development plan identifies suitable areas for improvement. The manager prioritises expenditure well in line with the identified actions for improvement. She agrees the targets with practitioners and they implement the changes collectively. However, the targets in the development plan do not always derive directly from the setting's self-evaluation process. The self-evaluation report does not regularly contain enough detail as to how and why certain areas need improving further.

All practitioners are keen to accept new ideas suggested by the local authority's advisory teacher and they regularly act on her advice. This has led to regular improvements, such as using the Foundation Phase Profile to improve assessment practices.

### **Partnership working: Good**

The setting has a range of effective strategic partnerships. It works successfully with partners to improve provision and children's standards and wellbeing. Practitioners take active steps to include parents and carers in the life of the setting. The setting informs parents and carers regularly about all aspects of its work. It encourages them to offer their opinion on issues to improve the setting through questionnaires and regular discussions.

The partnership with Flying Start is well established. It supports the process of creating an accurate starting point for children at the setting. This enables practitioners to target individuals' needs at an early stage, and call on the expertise of external agencies. In addition, there are positive links with local schools. This supports children's transition arrangements well. Arrangements for transferring personal information and assessments are effective and benefit the children as they settle in primary education.

The setting works purposefully with external agencies, such as the local authority, local colleges and the Wales Pre-school Providers Association for administrative support. These organisations support practitioners' training effectively, especially training related to the planning and assessment of Foundation Phase requirements.

The setting's links with the community support children's learning well. This includes successful fundraising events and bids for grant funding. In addition, the setting supports local and national charities, which fosters care and kindness among the children.

Practitioners contact and work with a wide range of other partners who make important contributions to improving provision. These include agencies that support the setting with training in First Aid, food hygiene courses, risk assessments, developments in the Foundation Phase and child protection training.

## **Resource management: Good**

The manager focuses directly on improving all aspects of the setting's work by deploying practitioners intelligently and allocating resources appropriately. She ensures that the setting has sufficient qualified practitioners, who have received relevant training, to meet children's needs.

Purposeful leadership practices enable practitioners to develop and share their professional knowledge successfully. As a result, there is a lively learning community in which effective co-operation between practitioners and other partners support all aspects of the setting's work.

Performance management systems are efficient and ensure that children benefit from interesting learning experiences and positive teaching practices. In general, the manager ensures that children have access to enough interesting resources to support their learning effectively. However, there are not enough resources to help children develop their ICT skills effectively.

The manager uses the budget purposefully and prioritises expenditure against targets in the development plan effectively. She ensures that funds are used wisely to improve provision and children's outcomes.

Due to the positive progress that children make from their starting points, the effective provision implemented by practitioners and the purposeful leadership, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	13	11 85%	2 15%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	28%	1%	0%		
Teaching is good.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		83%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	13	10 77%	3 23%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	13	13 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	13	13 100%	0 0%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	13	10 77%	3 23%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	13	10 77%	2 15%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	13	8 62%	5 38%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Nicholas Jones	Reporting Inspector
----------------	---------------------

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

<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 which 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.