



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

A report on

**Gogerddan Childcare
Plas Gogerddan
Penrhyncoch
Aberystwyth
Ceredigion
SY23 3EB**

Date of inspection: Medi 2016

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

Gogerddan Childcare is located in the village of Penrhyncoch, near Aberystwyth in the Ceredigion local authority. The setting is bilingual and practitioners speak both Welsh and English. The setting opens for five days a week and it has 34 practitioners. Room leaders manage the setting's different age groups. Five practitioners work in the three-year-old setting.

The setting's registration allows it to take up to 49 children, with 16 children registered for the three-year-old setting at any one time. The setting accepts children from six weeks to four years old. At the time of inspection, 13 children attended the three-year-old setting, eight of whom the local authority funds. Flying Start supports a few younger children at the setting.

Nearly all children are of white British origin and most children speak English as their first language. Currently, there are very few children with additional learning needs. The room leader began her post in October 2013. The setting's proprietor is the day-to-day manager since October 2012. The Care and Social Services Inspectorate Wales (CSSIW) last inspected Gogerddan Childcare in July 2016 and Estyn inspected the setting in June 2013.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make positive progress in all areas of learning and in their literacy and numeracy skills
- Nearly all children demonstrate enthusiasm towards their learning
- Nearly all children behave responsibly
- Outstanding learning experiences provide regular and highly effective opportunities for children to develop their key, social and independent skills
- The extremely broad, balanced and interesting curriculum is very well supported by a vibrant learning environment
- Practitioners' teaching and assessment practices challenge children well
- Practitioners care and support children diligently
- Practitioners develop positive relationships with children
- Excellent use is made of accessible resources, both indoors, out of doors and in the inventive and innovative forest area

Prospects for improvement

The setting's prospects for improvement are excellent because:

- There is outstanding strategic direction to the work of the setting by the proprietor
- Superb use is made of external agencies by the proprietor for training and grant funding
- The systems and procedures for self-evaluation are deeply embedded into the daily life of the setting, which identifies priorities for improvement, monitors provision and assesses children's outcomes exceptionally well
- Practitioners have positive and active attitudes towards development and training
- There are exceptionally strong partnerships with local schools and a broad range of outside agencies that affect provision incredibly well
- The daily and long term work of the active and supportive proprietor and senior practitioners is challenging, rigorous and highly effective
- Finances and grant funding are spent directly on innovative provision, such as the forest area, which aims directly at improving children's outcomes

Recommendations

R1 Ensure that children understand the learning intentions of different focus tasks

What happens next?

The setting will draw up an action plan that 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?

Good

Standards: Good

Most children demonstrate good standards given their starting points. They make consistent progress in developing their skills in everyday and more complex tasks, particularly their literacy and numeracy skills.

Many children express their feelings and emotions well through role-play under canopies in the forest area and in the indoor café. They sustain sensible discussions with adults and each other about books and the amount of oats needed to make porridge for different bears. They also co-operate well in active play when splashing in puddles and running up and down wood chip paths in the forest area.

Most children speak clearly and make sure that others understand them when responding to adult and peer questioning during tasks. They listen to instructions from others and implement them effectively. This is particularly evident when they control the direction of electronic toys and when they mould dough in groups with rolling pins and shape cutters.

Many children show interest in books and enjoy their content when discussing characters and events confidently with adults and other children. They handle the books in the indoor and outdoor reading areas as natural readers. Many follow stories read to them well. They respond sensibly to the content of the story. For example, they discuss the morals and messages of fairy tales well, expressing their feelings clearly, on how certain creatures such as trolls make them feel.

A minority of children use sophisticated language in spontaneous and structured play purposefully when cooking cakes and meals in the mud kitchen. When studying stories in books, they identify a character's personality traits and can explain if a character is 'good' or 'bad' and whether Goldilocks in the bears' house is 'happy' or 'frightened'.

Many children experiment with mark making effectively. They enjoy writing experiences using a variety of media such as paint, chalk and pencils. They also note on order sheets, children's different preferences in the role-play café. A few children begin to form letters of the alphabet and numbers independently and in a reasonably recognisable form when handling pencils and crayons. The majority of children explain the purpose of writing in the correct context. A minority of children recognise their own and other's names and share ideas purposefully about what they are trying to explain or record on paper.

Most children use mathematical language purposefully and in relevant contexts. Many children count, recognise and name numbers to ten confidently and a few count to 20 and beyond. A few children understand clearly how to begin bonding numbers to five through counting and arranging objects. Most children choose relevant equipment and materials to solve practical problems effectively. They count

handfuls of oats successfully to measure 'full', 'half-full' and 'nearly empty' bowls of oats and count numbers from one to fifteen confidently when counting how many are seated on benches in the forest area. With support, a very few children understand clearly how to rank objects in order of size from first to fifth. Many children also understand differences in capacity as they warn each other that puddles can be 'shallow' or 'deep'.

Nearly all children use a good range of mathematical language when playing together, for example when comparing objects in terms of length, height, weight or capacity. They also use numbers practically and successfully when discussing 'less than' and 'greater than' when comparing two and three-dimensional shapes, such as mounds and circles of dough. Nearly all children group different types of objects by colour, size and shape correctly.

Nearly all children listen to music with enjoyment and respond enthusiastically to nursery rhymes and familiar songs in both English and Welsh. Most children develop good thinking skills, which has a positive effect on their learning and the standards they achieve. For example, they work with others intelligently as they explore patterns, textures and colours when creating an underwater scene using sponges and when combining materials to create boats using containers, glue and tissue paper.

Most children use technology effectively when using electronic tablets and in everyday activities such as using mobile phones, electronic toys and cameras. Nearly all children understand what to do when directed in Welsh and a minority use Welsh without adult prompting. Most children sing nursery rhymes and songs in Welsh enthusiastically.

Wellbeing: Good

Nearly all children, in relation to their age, have a good understanding of how they can stay healthy. They wash their hands thoroughly before eating their snacks and drinking. They do this without much encouragement. They have a good understanding that a healthy diet includes fruits and vegetables. They explain intelligently that exercise keeps you fit and physical activities such as riding bikes and chasing each other on uphill paths in the forest area makes your heart beat faster.

Nearly all children behave very well. They are polite and respond with respect to adults and each other. Most children show good levels of self-confidence, for example when preparing for snack times and when putting their coats and wellington boots on independently for outside play.

Nearly all children show motivation and interest in their learning. They enjoy the activities in the indoor and outdoor areas of learning and share and work sensibly with peers. Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave.

Most children demonstrate positive attitudes to new experiences and learning. They are aware of the needs of others and show them respect when sharing in tasks using technological equipment, order sheets in the café and when working together in the

mud kitchen. Many children are confident and independent learners. Nearly all children enjoy their time at the setting and they are eager to discuss their favourite activities.

Most children understand that they have rights as individuals and that they have the right to express opinions, for example, when deciding to remain at a focus task indoors or to join in outdoor play and when they contribute to the planning of themes with adults. As a result, nearly all children show high levels of motivation, engagement and focus.

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

The setting provides a broad and very effective curriculum. It reflects the ethos of the Foundation Phase purposefully through the provision of vibrant and stimulating learning experiences. These challenging experiences target children's needs and interests outstandingly and stimulate them to learn successfully.

The setting offers extremely valuable opportunities for children to participate in the planning and to express their interests in termly themes. Practitioners discuss themes and activities in weekly meetings and they organise the innovative planning of the theme's activities efficiently. Practitioners work closely with the children to map their ideas as a start point to every theme, which contributes significantly to the children's motivation. As a result, the detailed and flexible planning practices provide regular and intelligent opportunities for every child to develop their key, social and independent skills effectively.

The inspiring learning experiences, which include thought-provoking tasks such as warming marshmallows over a fire and measuring oats in bowls for different bears, provide continuity and progression in children's learning. The curriculum challenges all children robustly in all areas of learning, especially in literacy and numeracy tasks. It builds systematically on children's existing knowledge, understanding and skills inventively using an outdoor mud kitchen and the care of a rabbit and guinea pig. Daily tasks link consistently and sensibly, to the setting's assessment strategies to target rigorously the next steps in individual children's learning. This practice is intuitive and very effective, and it challenges nearly all children systematically through coherent tasks that arise directly from previous learning.

The practitioners plan learning experiences thoroughly in the pioneering forest area, which affects children's learning superbly. This includes ensuring that children mark make and experiment with numbers very effectively in practical activities such as building a wooden home for bears. Practitioners and children contribute their ideas collaboratively to enrich the activities further, with adults listening intently to children's suggestions on how to develop their individual learning further during tasks. Practitioners therefore co-operate effectively with children to provide flexible and very successful activities both indoors and in the outdoor areas.

The setting plans in fine detail for the development of children's literacy, numeracy, information and communication technology (ICT) and thinking skills. Literacy and

numeracy tasks are evident in all areas of learning, which challenges every child consistently to perform at their best. The provision for these skills is co-ordinated purposefully so that there is coherence in the children's experiences across the curriculum.

Practitioners adapt the curriculum knowledgeably to make it accessible to all children. The planning of mark making and number tasks across all areas of learning are stimulating and engaging. They are progressive and challenging, which encourages children to mark make and investigate the properties of numbers and shapes. This includes challenging individual children to recognise letters in their own name and to identify and sequence numbers hanging from trees in the forest area.

The provision for developing ICT is very effective using computers, electronic tablets, cameras, tills, electronic toys, compact disk players and earphones. This enhances the children's ICT skills successfully.

Practitioners provide positive opportunities for children to develop into independent learners. This is particularly evident in the forest area where the focus of all activities is to develop the children's physical, thinking and creative skills intelligently. For example, practitioners use stories and masks so that children investigate the difference between specific emotions including fear, anger, happiness and sympathy in covered areas outdoors and in a circular seated area around a fire pit.

Most practitioners use the Welsh language skilfully. The careful organisation of practitioners during indoor and outdoor activities ensures that Welsh language provision is always available during focus, continuous and enhanced tasks. Most practitioners model the language very well and this affects the children's use of the language positively in both formal and informal situations. Practitioners encourage children to use Welsh as much as possible in their learning through innovative practices with individuals and specific groups of children, which include the purposeful use of ICT and a broad range of reading books.

The setting promotes children's awareness of the traditions and celebrations of the cultures of Wales very successfully, which includes celebrating Saint David's Day and Saint Dwynwen's Day. These celebrations include cooking traditional Welsh recipes, listening to folk tales and creating cards, and this contributes effectively to the children's understanding of their culture and heritage.

The setting makes outstanding use of visits and visitors to enrich children's learning experiences positively. For example, visits to the local community, local beaches and a working, organic farm add interest and greater understanding to the curriculum. Visitors, which include the emergency services, a farmer with an organic farm stall and experts with sea creatures, teach children purposefully about people's roles in the community.

The practitioners provide very engaging learning opportunities that encourage children to show respect for people from all cultural backgrounds. This includes celebrating the Chinese New Year, Diwali and Tanabata. These very well-planned experiences develop a better understanding of the world for the children. They improve the children's awareness of global citizenship sensibly.

Teaching: Good

Practitioners' teaching affects children's learning positively. All practitioners have a secure understanding of the Foundation Phase and have high expectations for every child's learning. Practitioners play an active role when planning the curriculum and the best use is made of their expertise. They are all very positive as children arrive. They continue with this enthusiasm throughout the session, which enables every child to settle comfortably and begin tasks promptly.

Adult intervention is sensitive and skilful, which encourages children to motivate themselves as they learn. The practitioners' open-ended questioning is challenging and practitioners understand the importance of providing opportunities for children to learn through play and stimulating experiences. For example, mark making opportunities in the outdoor area encourage children to draw and begin to practise early writing independently. Practitioners also allow children to move independently between the indoor and outdoor areas of learning without adult direction and this is a strong feature of the teaching. This increases children's choices on how to complete tasks and it increases their opportunities for independent learning.

Practitioners insist that children infer, evaluate and appreciate during different tasks, which stimulates their imagination and independence well. However, at times, practitioners do not make learning intentions of different focus tasks clear to children.

Practitioners plan a good balance between child-selected and practitioner-led activities that meet children's individual needs intelligently. They make imaginative use of resources and they have organised the setting extremely well both indoors and out of doors to target opportunities to develop children's literacy and numeracy skills in all areas of learning. Such organisation ensures that all children participate and contribute purposefully to tasks. This is very effective use of the setting's resources to support the teaching, and is particularly evident in the setting's forest area.

All practitioners time introductions to tasks effectively to maintain every child's interest in the activity. Practitioners manage children's behaviour very well. Most practitioners are good language models in Welsh, thus encouraging every child to use Welsh regularly in everyday routines.

Effective and established assessment procedures exist. Practitioners provide constructive and thoughtful verbal feedback to children, explaining sensibly about their successes in tasks and how they can improve their work. Practitioners complete the records of children's achievements thoroughly. The robust assessments lead accurately, through detailed planning, to the next stages in individual children's learning. The setting informs parents and carers well about their children's achievements and wellbeing. The information is available to them at any time through the setting's open door policy.

Care, support and guidance: Good

The setting provides a welcoming and positive environment, which reflects a caring community. The setting provides positive opportunities to promote children's

spiritual, moral, social and cultural development. For example, practitioners foster values such as honesty, fairness and respect sensibly, through consistent opportunities for children to reflect, discuss feelings and say thank you. This enables all children to become caring individuals that know the difference between good and unacceptable behaviour.

The setting uses positive behaviour strategies well, which removes any form of disruption or aggressive behaviour. Children are happy and secure in the company of the adults at the setting and every child asks for help and support when needed.

Practitioners allow children to serve each other drinks and distribute fruit and snacks at the snack bar. This encourages children to take turns politely during snack time. The setting has effective arrangements to promote healthy eating and drinking, including the use of the outdoor areas, the forest facility and the surrounding farm land for physical activities. These arrangements support children's health and wellbeing, which influence children's learning purposefully. As a result, nearly all children have a good understanding of the importance of a balanced and healthy lifestyle.

The setting provides good opportunities for the children to recycle food, paper, cardboard and plastic bottles. They also compost food in their own garden areas. This develops their understanding of sustainability effectively.

The setting records children's learning needs effectively when they join and during their time at the setting. Practitioners respond quickly to individuals' specific needs and the setting reviews children's progress regularly. Therefore, the setting targets children well with additional support when needed. Practitioners discuss support with appropriate agencies and implement strategies efficiently to support individual children. They prepare detailed individual plans for these children, which are adapted according to children's developments and progress. The proprietor tends to co-ordinate the provision for additional learning needs and she is very familiar with the procedures necessary to support children.

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

Learning environment: Excellent

The setting's ethos reflects a very welcoming, happy and inclusive atmosphere. It implements policies and practices that respect the rights of all individuals within the setting and as part of the local community. The setting's practitioners treat everyone equally and a close relationship exists between peers and practitioners. The family atmosphere contributes extensively to the children's eagerness to participate in all activities and the positive standards of behaviour within the setting.

All practitioners have suitable qualifications and good experience. The adult to child ratio is very favourable, with additional practitioners allocated to every room at the setting to ensure the highest possible standards of daily support. The setting uses practitioners' expertise very well in planning learning experiences, teaching and supervising activities.

The physical environment and its use by the setting is an exceptional feature. It is of high quality and the organisation of the areas of learning is outstanding, with colourful displays that portray the children's work sensibly. The setting is very imaginative in making full use of the building and the outdoor environment. The design of the indoor areas of learning to maximise the use of space is sensible and flows well from the indoor to the outdoor areas. All practitioners provide valuable experiences for children in line with the Foundation Phase philosophy in every area and activity. There are extensive and stimulating facilities in the outdoor areas. Practitioners organise the areas of learning creatively using canopies in the forest area and other equipment such as bicycles, balance beams, bug hotels and climbing apparatus to meet children's needs extremely well.

Extending the teaching and learning areas to the outdoors has been extremely successful in providing a very stimulating learning environment. The forest area developed extensively in recent months includes wood chip paths, a circular seating area, a fire pit and numerous dens made from tree branches. This provision improves children's independent skills and wellbeing extremely well, such as preparing imaginative cakes and meals in the mud kitchen.

The setting extends the learning environment very effectively to the local village and nearby farms. The range of resources outside the building, and the purposeful learning areas within the building, contribute significantly to the sound progress that nearly all children make from their starting points. For example, the growing areas for vegetables, flowers and herbs, a construction shed, the mud kitchen, the grassed areas and the outdoor role-play and reading areas all contribute to creating a high quality outdoor learning environment. Additionally, a stall of organically grown vegetables is available for parents' orders in the setting's foyer. All of these varied and purposeful learning areas stimulate children to achieve well in an extremely interesting and attractive atmosphere.

There is a wide range of high quality resources to respond to children's' learning needs, such as ICT equipment, a wide range of reading books and purposeful learning resources. The setting ensures that the building and grounds are safe and very well maintained.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The proprietor is extremely effective at promoting and sustaining improvements over time. Her management of the setting's teaching and learning is excellent and she ensures that all the practitioners' expectations are high.

The proprietor is innovative and ensures very effective provision and a strong and consistent culture of raising standards. The strategic objectives, plans and policies focus directly on effective provision, target children's needs well and consistently promote children's achievements. The proprietor therefore leads a secure team of committed staff intuitively and provides a robust strategic direction to the daily and long-term practices of the setting.

The setting implements and monitors the plans for improvement purposefully against realistic actions and timescales. This is an outstanding feature as it includes the use of funding sources from a variety of support organisations to develop innovative, successful and community based provision. The proprietor and lead practitioners ensure that all staff understand their roles fully and they work together diligently as a team. This ensures outstanding learning experiences and a superb learning environment, which impact well on children's outcomes.

The proprietor monitors the provision thoroughly, including through a regular and rigorous review of the quality of teaching. This is extremely good practice and identifies shortcomings in provision effectively, such as allocating practitioners to specific areas of learning to ensure that Welsh language provision is constant and impacts effectively on children's Welsh language skills.

The setting has an outstanding focus on ensuring progress against the setting's priorities. The development plan is a working document, with targets addressed regularly and very effectively in team meetings. Therefore, the setting identifies priorities rigorously for improvement through robust self-evaluation procedures.

The proprietor and the room leaders use relevant information about the setting consistently to create improvements, such as the need to improve children's information technology skills and to provide better Welsh language opportunities. They conduct consistent and insightful evaluations to ensure that resources are available to meet the improvement objectives, such as the outstanding development of the forest area.

Improving quality: Excellent

The proprietor has outstanding knowledge of the setting's current practices and a clear vision of how to improve the provision further. Self-evaluation and development planning is a regular and very important part of the setting's working life. All practitioners contribute to the process in a sensible and constructive manner. The proprietor has established a robust and intelligent self-evaluation system based on her own professional development that focuses on an honest evaluation of the setting's current practices.

The proprietor has embedded the systems and procedures for self-evaluation into the daily life of the setting outstandingly. It identifies priorities for improvement, monitors provision and assesses children's outcomes very effectively. The process involves rigorous reviews of all aspects of the setting's life and how these affect the standards children achieve. The proprietor plays a highly effective role in the process, which includes an annual review of the setting's work by senior practitioners. Therefore, a culture of continuous self-evaluation, which focuses firmly on improving provision and children's outcomes, is rooted deeply in the setting's everyday life.

The self-evaluation system is a very real and effective process that enables the setting to identify, monitor and evaluate its performance extremely successfully. There are very robust systems to review progress, identify areas for improvement and take effective steps to rectify them. As a result, the setting knows itself thoroughly and addresses improvements very quickly and successfully. This includes developing a best practice file to model expectations for practitioners at the setting.

All practitioners contribute fully to the process and final document through formal and informal evaluations. The proprietor manages these observations diligently based on an accurate assessment of the setting's strengths and weaknesses. For example, to improve outdoor learning and children's learning, the proprietor employed a specialist teacher to lead the changes in provision.

The proprietor and room leaders evaluate the quality of teaching and learning regularly, which targets better training and development opportunities to improve teaching practices. The proprietor takes highly effective steps to maintain efficient practices and implement changes successfully.

The self-evaluation takes extensive account of the views of children, practitioners, parents and carers, the managers and the local authority. As a result, it leads to a thorough, rigorous and honest development plan. The development plan monitors improvements against clear targets and success criteria. It prioritises the most important matters to improve and it funds improvements well, including the success of gaining extensive grant funding. Therefore, a positive culture of self-evaluation pervades the setting's daily and long term plans.

By involving all practitioners in this process, they are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher. For example, the setting responded diligently to the local authority's advice and training on how to implement new assessments to identify the starting point of every child. Such outstanding self-evaluation practices affect the quality of teaching, the provision of learning experiences and the setting's indoor and outdoor environments extremely well. This has a very positive effect on children's learning and wellbeing.

Partnership working: Excellent

The setting shares its outstanding practices in provision and leadership with other settings in the local authority and further afield. It contributes very effectively to training and the setting is an exemplar of excellent practice within the local authority. This strengthens the practitioners' capacity very effectively to ensure continuous improvements in provision and children's outcomes. These highly successful partnerships contribute to creating an ethos of providing outstanding, innovative and creative provision, both indoors and outdoors.

The use of external partners to develop the superb forest area is an excellent example of the setting's innovation. It enables the community to contribute to the children's learning experiences and outdoor environment in a practical and extremely purposeful manner. This includes the use of grant funding, for example from local superstores, which have contributed significant sums of financial support to develop pioneering and vibrant projects to support children's learning.

The setting has an extremely positive relationship with parents. Very effective communication ensures that relevant information is available to parents regularly, which includes regular newsletters and a very informative information booklet about the setting's practices. A clear dialogue exists with parents about different children's allergies and the setting's kitchen staff monitor this extremely carefully to ensure that every child remains safe at the setting.

The proprietor ensures that the room leader liaises effectively with other room leaders in the setting to ensure that transition into the three-year-old room is efficient. The setting is very successful in supporting the parents of vulnerable children to ensure the best possible achievements for their children. For example, by giving clear support and purposeful resources for children in order to improve life skills, the setting targets the needs extremely well of children with additional learning needs. This is outstanding use of the setting's provision to intervene and target children's needs at an early stage.

The setting has very effective links with numerous schools in the local area. The co-operation and joint planning develop the best possible transition arrangements for the children when they start at these schools. The joint and agreed planning ensures that children receive purposeful guidance and allow children to make clear progress in the next stage of their education. Therefore, arrangements for transition promote children's wellbeing very effectively during transfers to the different schools. As a result of this co-operation, children develop their personal, social and emotional skills effectively and manage the transfers very well.

Practitioners co-operate effectively and play an important part in the life of the whole school. Individual records of children's achievements and useful portfolios based on the setting's different practices reflect children's standards and the setting's provision accurately.

There is an excellent relationship between the setting and local support organisations. Valuable visits and inventive projects out of doors by these organisations have resulted in an excellent forest area that provides children with outstanding opportunities to learn across all the areas of learning. The setting plays a prominent part in the local community and visits from members of the fire brigade and the police support the learning very well. It teaches children about the importance of the emergency services in a local context.

Children also visit various places around the local village and Aberystwyth regularly. For example, visits to local parks, local beaches, shops and businesses enhance the setting's approach to thematic work successfully. The setting makes very good use of the local university's expertise for activities such as learning about sea creatures from experts in the field. These activities make a positive contribution to enriching children's' learning experiences and their awareness of what exists in their local area.

There are numerous links with the local community. These include many effective links with local businesses, including a farm that sells vegetables to parents. The children visit the farm, and improve their understanding extremely well that a local farm grows the vegetables eaten at the setting and at home. These links enrich provision at the setting and expand children's experiences successfully. The setting has an extremely constructive relationship with the local authority, the National Day Nurseries Association and Mudiad Meithrin and take full advantage of the policies and agreements that are available to it.

Resource management: Good

The leadership is outstanding and it aims constantly to improve all aspects of the setting's work. It enables practitioners to develop and share their professional knowledge successfully. The strategic planning supports the effective teaching of all practitioners.

The proprietor and leaders succeed in ensuring that the setting has more than enough qualified practitioners with beneficial training. It is an extremely strong learning community, has and there is an excellent culture of collaboration between practitioners and other partners involved with the setting, including exceptional links with the local community. Performance management and supervision systems are robust and lead to improved teaching.

The setting manages its superb resources purposefully to support learning and to create improvements. The proprietor has a clear understanding of the budget and prioritises spending in line with their planned actions for improvement effectively. This includes innovative use of grant funding. The setting ensures that the use of money has a direct impact on children's achievements and wellbeing. The setting provides the best possible standards of accommodation and resources within its budget.

The learning experiences, learning environment and the leadership practices that exist are excellent. However, the setting's provision has not yet affected the current children's outcomes. Therefore, 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.	16	15 94%	1 6%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	15	14 93%	1 7%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	16	15 94%	1 6%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	16	15 94%	1 6%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	16	15 94%	1 6%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	15	14 93%	1 7%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	16	15 94%	1 6%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	16	15 94%	1 6%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		77%	23%	0%	0%		
My child is safe at the setting.	16	15 94%	1 6%	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.	14	13 93%	1 7%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	16	10 62%	6 38%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		

	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 feel comfortable about approaching the setting with questions, suggestions or a problem.	16	14 88%	2 12%	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.	15	10 67%	5 33%	0 0%	0 0%	1	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.	14	12 86%	2 14%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	16	12 75%	4 25%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	16	15 94%	1 6%	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

Arolygydd Cofnodol

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.