

A report on
Bwthyn Bach Nursery
2 Brynhyfryd Cottage
The Green
Denbigh
LL16 5TL

Date of inspection: March 2011

by

Peter Roach

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL

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 school'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

Bwthyn Bach is a private bilingual setting which opened in April 2002. It is situated on the outskirts of the town of Denbigh in the county of Denbighshire. The area itself is not considered to be disadvantaged, neither is it particularly prosperous. The children come from a range of socio – economic backgrounds.

The setting provides care for children from a few months old until they move on to their next stage of their education. Care and Social Services Inspectorate Wales (CSSIW) inspect the setting on a yearly basis, the last inspection being in September 2010. The setting is registered to provide care for 26 children. Under the arrangements of the local Partnership, the places of three year olds are funded. At the time of the inspection only three ‘funded’ pupils were present.

The setting is staffed by an experienced leader who is supported by an assistant. Both are appropriately qualified with NNEB or equivalent qualifications.

A minority of children come from homes where the spoken language is Welsh but the majority come from English speaking homes. The setting provides for children with additional needs. It also provides for those from minority ethnic backgrounds, but at the time of the inspection there were no such children in attendance.

Activities are held in a small room which doubles up as a dining room at lunchtime. Children have the use of a large outside paved area together with a garden area and large play area.

The proprietor and manager undertake all the day to day administrative tasks. The setting is a member of the Denbighshire Early Years and Child Care Partnership and as a result receives regular support and advice.

This is the first time the setting has been inspected by Estyn.

Summary

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| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The setting is good because:

- All children enjoy learning and make good progress through well planned and delivered experiences;
- All children are happy to come to the setting and are well behaved;
- The practitioners work well as a team and they offer good support;
- Of the use of good quality questioning by practitioners which motivates children's learning; and
- There are warm and caring relationships between children and staff

Prospects for improvement

Prospects for improvement are good because:

- Proprietor has clear vision for the future;
- Preschool manager has established clear goals for continued improvement;
- Foundation Phase principles are fully embedded and used effectively;
- Relationships between staff and children are very good; and
- Practitioners know their children and plan effectively their next steps of learning.

Recommendations

The recommendations for improvement are to:

R1 Provide opportunities which further develop children's skills in ICT;

R2 Ensure that opportunities to develop children's knowledge of global citizenship are planned for and delivered;

R3 Provide greater flexibility in the setting's use of space to engage children in the full range of activities; and

R4 Ensure all stakeholders views are taken into consideration prior to drawing up a self evaluation document.

What happens next?

The provider will draw up an action plan that shows how it will address the recommendations.

Main findings

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| Key Question 1: How good are outcomes? | Not Applicable |
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There is no report on children's progress, standards in their skills development, Welsh language development and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

The setting provides all children with interesting and stimulating learning experiences that cater for children's needs and interests across most areas of learning. Every opportunity is taken to make full use of the indoor and outdoor environments to

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encourage children to experiment with new experiences. Practitioners work well together to plan a wide range of activities that encourage children to learn effectively and make good progress. There is reference in the planning to communication, numeracy and the wider skills. Less attention is given to developing children's information and communication technology (ICT) skills.

Practitioners show a positive attitude towards Welsh language provision. They encourage children to use the Welsh language as much as possible in their learning. All wall displays contain bilingual notices. Children who are Welsh speaking are well catered for as one of the practitioners is herself a Welsh speaker. Practitioners effectively develop children's knowledge of the traditions and celebrations of the cultures of Wales. Activities include the recent St. David's day celebrations. Children are provided with good opportunities to visit places outside the setting thus ensuring a better understanding of their local environment.

The setting provides good opportunities for children to learn about festivals relating to other cultures such as Chinese New Year, but opportunities for the children to develop an appropriate awareness of their role as global citizens is underdeveloped.

Children are provided with interesting opportunities to learn about sustainability and recycling.

Teaching: Good

Practitioners have a good understanding of the requirements of the Foundation Phase and understand the importance of providing opportunities for children to learn through play and active involvement. A good feature of the setting is the way in which practitioners succeed in planning a good balance between child selected and practitioner directed activities that meet children's needs flexibly. Many activities appeal to the boys as there are a number of good opportunities for them to develop their motor skills by using tradesman's tools in the construction area. Children are suitably challenged through the use of effective questioning.

The practitioners work well as a team and they offer good support. They participate energetically in activities such as acting as goal keeper during an outdoor play session or leading the singing sessions. Behaviour is managed well.

There are good procedures in place to report on children's progress and development. Practitioners provide useful oral feedback to children as they learn. Assessment of learning is a strong feature as practitioners know their children well and make regular and helpful evaluative observational assessments of them which help, in many cases, to plan children's next steps of learning. Parents / carers are kept well informed about children's achievements, well being and development through daily contact, daily written report of the skills taught, monthly record of the work of children and an annual parents open day and barbeque.

Care, support and guidance: Good

There are effective policies and arrangements in place which supports children's health and wellbeing. The good induction arrangements ensure that children settle in well in the setting. Links with the local feeder primary schools is a strong feature.

The setting fulfils safeguarding regulations and responsibilities. There is clear guidance for all members of staff, and they are aware of the procedures. Appropriate risk assessments are in place. Children are happy and secure in the company of adults at the setting and are willing to ask for help and support. Parents / carers and their children say they feel safe at the setting.

There are clear arrangements for supporting children with additional learning needs as and when required and there are good lines of communication with key agencies.

The learning experiences provided promote children's personal development well and includes their spiritual, moral, social and cultural development.

Learning environment: Good

Bwthyn Bach is an inclusive community where every child receives equal access to the curriculum and to all the activities provided. There is a clear emphasis on acknowledging, respecting and celebrating diversity. Practitioners create a supportive environment for learning. There is a sufficient supply of good quality resources that are used appropriately to support the learning and teaching. Visitors from the community make a good contribution to enhancing pupils' experiences.

The preschool group meet in a small room which has direct access to an outside hard area and two further areas behind the house which houses large play equipment and a sensory / learning area. These areas are a good resource.

The small preschool room is used imaginatively to create different areas of learning and the staff work hard to provide purposeful activities. The outdoor resource areas at the side and back of the building are of good quality. However activities in these areas are difficult to access freely and flexibly without direct supervision.

Both practitioners have attended a range of courses organised by the Local Authority which has enabled them to cover all aspects of the Foundation Phase curriculum effectively.

The setting succeeds in creating an attractive and welcoming environment for the children.

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

The proprietor and manager have created a positive ethos where children and staff feel valued and respected. The setting's vision is shared with all parents / carers at every opportunity. Leaders have high expectations which are communicated to the staff and parents. They also provide clear direction and a positive ethos towards improving standards.

Relationships with the children and parents / carers are positive and contribute well towards a strong sense of community. Sharing of information with parents / carers both formally and informally is particularly effective. The setting has an appropriate appraisal system in place to support and improve staff.

Both practitioners are fully involved in training and developments to make sure that the Foundation Phase curriculum is delivered successfully.

Improving quality: Good

The practitioners hold regular discussions and are open to new ideas and are more than happy to try different ways of working in order to benefit the children.

Self evaluation is ongoing and practitioners canvas parent's views on the setting and aspects of the provision are discussed with the partnership's link teacher. Questionnaires are sent out to parents on a yearly basis and the analysis of the results is used effectively as part of the setting's self evaluation process. This process would be further strengthened if staff's views would be canvassed as well as the parents.

The development plan, which is used effectively by practitioners, identifies appropriate targets for improvement within manageable time scales.

Both practitioners are fully engaged in professional development and are prepared to share their knowledge within and beyond the setting.

The proprietor of the setting attends meetings of the National Day Nurseries Association to share ideas and good practice.

Partnership working: Good

There is a good partnership between the practitioners. They share information about children and they know who to contact if they need additional support for specific individuals. Practitioners involve parents / carers in the life and work of the setting and keep them informed through daily informal discussions, daily record of skills

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taught and displaying dates and important information on notice boards in the foyer. Children take home samples of the work they produce on a regular basis.

A constructive working relationship has been established with the local infant and primary schools. Practitioners value the work of the Foundation Phase advisory teacher who works with the setting on a regular basis and are keen to respond to advice and guidance.

Visitors from the community are used effectively to enrich children's learning. The setting also provides valuable placements for students from the local secondary school or Further Education College. Close links exist between the setting and the local Flying Start.

Resource management: Good

The proprietor and manager ensure that the setting is appropriately staffed with well qualified staff that are able to teach the Foundation Phase curriculum effectively.

There are a number of good quality resources which are well managed and used well to support children's learning. The development of the 'garden' area offers good opportunities for the children to experiment a range of different activities and is continually evolving. These areas are particularly effective as it provides sufficient challenge for children to experience skills of an adventurous nature.

Opportunities to integrate the use of indoor and outdoor spaces with more flexible routines and groupings are not always fully developed. The setting has invested well in the professional development of staff which has had a direct impact on the standards of teaching.

The setting makes good use of the funding it receives.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Only one response was received from parents. Parent / carer reported that he / she was very happy with the standard of care received by the children.

Responses to discussions with children

All children reported that they felt completely safe and were happy to attend the setting on a daily basis.

Appendix 2

The reporting inspector

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|-----------------|---------------------|
| Mr. Peter Roach | Reporting Inspector |
|-----------------|---------------------|

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)