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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Henllys Village Day Nursery
The Old School
Henllys
Cwmbran
NP44 6HU**

Date of inspection: March 2015

by

**Mrs Janet Heather Marsden
Reporting Inspector**

for

**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

Henllys Village Day Nursery is privately owned. It first opened in 1994 and was refurbished by its current owners in 2006. It is located in the Old Henllys Village School building, which is in a rural setting on the fringe of Henllys. The nursery is open fifty-two weeks a year and caters for up to seventy-four children aged 0-5 years. The children are from a variety of backgrounds and come mainly from the neighbouring town of Cwmbran.

There are 48 children registered in the pre-school group. The setting also provides wrap around care for children from local schools. At the time of the inspection, there were 24 three-year-olds and 18 four-year-olds receiving funding from the local authority.

The proprietor and the manager share responsibility for directing the work of the setting. There are currently 14 full time and 2 part time members of staff; 6 members of staff work in pre-school. Presently, there are very few children with special educational needs. Nearly all the children are white British or European. All of them speak English at home. None are from a Welsh speaking background.

The setting was last inspected by Estyn in 2009 and by CSSIW in 2014.

Summary

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

Current performance

The setting is good because:

- Most children make at least good progress
- Nearly all children develop their literacy and numeracy skills well
- Learning experiences are well-planned to engage children's interest
- The quality of relationships with children and their families is very good
- The setting is a caring and supportive community.

Prospects for improvement

The setting's prospects for improvement are good because:

- The proprietor and manager lead the setting successfully
- Pre-school practitioners are hardworking and keen to improve their practice
- Staff understand their roles and responsibilities well and work together collaboratively for the benefit of the children
- There is a positive relationship with the local authority support teacher
- Recent initiatives such as the introduction of topics to better engage boys has had a positive impact on their learning
- The setting provides good value for money.

Recommendations

R1. Improve standards in Welsh language development

R2. Ensure that planned activities provide sufficient challenge more able children

R3. Refine self-evaluation systems and formalise planning for improvement to more effectively include all staff

R4. Further develop the role of the manager and lead practitioners to help them share good practice

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make good progress from their starting point across all areas of learning and a few children make very good progress. However, on a few, occasions, more able and talented children do not progress well enough because learning activities do not provide sufficient challenge for them.

Most children in both age groups speak clearly using full sentences. Most of the older children understand how to form appropriate questions to gain information, for example, when they interview a visiting toy dinosaur during their role-play. They have a good vocabulary and many of them know and correctly use the term 'herbivore' or 'carnivore'. Many older children confidently describe their bedroom or their favourite food in detail when answering questions from the dinosaur about their own lives.

Most children listen well to instructions and when other children are speaking. Most children converse with each other confidently during their play. Many older and more able children identify initial letter sounds correctly. For example, when discussing the letter of the week, they are able to suggest a good variety of things beginning with the letter 'd.'

Most children in both age groups develop their early reading skills well. They enjoy choosing their own books from a selection, written in both Welsh and English, from the local library or sitting in the quiet areas 'reading' to the toys or to their friends. Younger children are happy to look at books with adults and enjoy pointing out what they can see. A few older children independently select books on recent topics such as space or dinosaurs and search the pictures for information which they eagerly show to the adults.

Most children in both age groups develop their early writing skills successfully when they complete adult-directed tasks such as making cards for their mothers or when expressing their own ideas as part of their play.

Most children develop their numeracy skills well. Children of all ages carry out a range of planned activities according to their stage of development that help them to order and count successfully. Most of the older children use everyday words to describe position correctly. With adult help, nearly all the older children successfully carry out a survey to find out which chocolate bar is the most popular. They create a simple block graph and use it correctly to explain their findings.

Most of the younger children order a number of objects correctly from smallest to largest. They identify the biggest or smallest of three dinosaur bones correctly using its corresponding number. They handle mathematical equipment such as balancing scales confidently, for example when they accurately weigh the heaviest dinosaur. Most of the younger children solve problems of how to remove plastic dinosaurs from

the ice, successfully using different tools or their hands. A few of them say they will 'wait for the ice to get warmer'.

Many children in both age groups develop a good understanding of how information and communication technology (ICT) can be used to help them learn. For example, they are beginning to use tablets successfully, under adult supervision, to practise their Welsh language skills, solve problems or represent their ideas. Many older children develop their combined numeracy and ICT skills effectively when they use a tablet to identify a broad range of two dimensional shapes.

Most children make adequate progress in developing their Welsh language skills. Younger children sing songs and recite rhymes in Welsh. They name most of the colours correctly and a few children begin to use them independently when describing their paintings. They follow instructions in Welsh appropriately and repeat simple greetings clearly. Most of the older children count correctly and describe the weather or their feelings simply in Welsh at registration or snack time. However, they do not use the language spontaneously during daily routines or in their play.

Wellbeing: Good

Children say they feel safe at the setting. They all have friends and they can name at least one adult they can go to for help. Relationships between children and adults are very good.

Most of the children arrive at the setting looking happy and confident. They enjoy their learning, eagerly settling to their tasks and chatting happily to the adults and their friends. All the children behave well. Many of the children explain the rules of nursery, for example, 'walking feet and kind hands and not being too loud'. A group of children demonstrate concern for a friend who is not feeling well. Nearly all children take turns with toys and equipment and a small group even share playing with a very exciting remote control dinosaur without adult intervention.

Children clearly enjoy snack time as a social occasion. All the children chat happily to their friends and discuss what they have been doing over the weekend. Most of them speak confidently to visiting adults. They demonstrate a good level of independence when they ably handle spoons and bowls to serve their own fruit from a selection or dress for the outdoors.

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

Pre-school practitioners work together to plan a good range of interesting indoor and outdoor learning experiences that children thoroughly enjoy. Planning is strongly based on the Foundation Phase framework and ensures that all areas of learning are given an equal amount of time. Topics are well-designed to appeal to both boys and girls and to promote an interest in books.

The pre-school leader ensures that planning for both age groups builds on most children's previous knowledge and skills and helps them to move on in their learning. However, very few activities are planned specifically to challenge more able and talented (MAT) older children consistently.

Planned activities promote children's speaking and listening very well. There are frequent opportunities for them to develop and express their ideas on a variety of topics. Mind mapping tasks promote children's thinking skills effectively when they plan research questions. There are good, planned opportunities for children to develop their early writing skills when they label their drawings or record the number of dinosaur bones they find.

Practitioners provide a good range of both adult led and free choice activities that help children gain new numeracy skills, such as measuring or practise what they have already learnt during their play.

Planning ensures that there are good opportunities for children to develop their ICT skills across all areas of learning, for example when identifying mathematical shapes using a tablet or operating torches whilst searching for dinosaur bones.

There are satisfactory opportunities for children to develop their Welsh language skills. The setting has recently introduced a new learning programme for teaching Welsh but this has not yet had time to become embedded. Practitioners plan successfully for children to learn more about Wales when they study castles or examine maps of the local area.

Teaching: Good

Practitioners develop very good relationships with the children and understand them well. Most practitioners plan and organise their learning sessions skilfully. They provide a good range of well-resourced activities, for example, dinosaur toys and notes from Dylan the Dinosaur to the children.

Adults are very effective role models for children's development in literacy. They use a challenging range of vocabulary that helps develop language skills effectively. Practitioners subtly but effectively promote the benefits of reading and writing when they encourage children to search for information about dinosaurs or act as a scribe in recording their questions.

Most sessions cater for the full range of ability. Practitioners use open-ended questions skilfully to challenge more able children or support those children with additional learning needs (ALN) to express their ideas successfully. However, practitioners do not consistently design specific tasks that help more able children move on to the next stage of learning.

Practitioners create a good balance between adult-directed and child-led activities in most sessions. Most practitioners are skilled in knowing when to allow children freedom to make their own choices and when to intervene to ensure they progress in their learning. On a very few occasions, however, adults over direct sessions for some of the older children.

Practitioners give children regular praise and encouragement and make thoughtful suggestions as to how they could improve. Children are beginning to understand how to evaluate their own work and that of their friends.

There are effective systems to regularly assess what the children are able to do and record their progress over time. Practitioners generally use the information well to plan the next steps in children`s learning. However, assessment information is not always used sufficiently well to plan for more able children.

Parents receive daily information on what the children have achieved. Children`s targets are shared with parents each term, but not with the children. There are useful parents evenings three times per year that feature an agenda of specific points for discussion. Children have recently begun to receive homework, particularly in numeracy and this has already had an impact on their progress. The setting has recently introduced detailed end of year report booklets. There is also a graduation ceremony, to which families are invited, that parents say they enjoy.

Care, support and guidance: Good

Daily routines enable children to distinguish right from wrong and to take responsibility for their actions. Practitioners reinforce values of kindness, tolerance and respect on a daily basis. Circle and snack time promote happy, sociable relationships between children and adults. Practitioners successfully encourage children to become independent in attending to their own personal needs and regularly washing their hands.

The setting works co-operatively with families to develop a consistent approach to managing challenging behaviour. Parents feel that practitioners take their concerns seriously and support them well. They say that their children are safe and well-cared for. There are good arrangements for new children to visit the setting or pre-school room to meet the practitioners and other children prior to joining the group.

The setting makes good arrangement to promote healthy eating and drinking and the benefits of regular exercise. There are suitable arrangements to raise children`s awareness of the need to avoid waste and recycle.

The setting promotes children`s spiritual, moral, social and cultural understanding successfully. There are well-planned opportunities for children to learn about diversity and begin to understand different cultural traditions. Activities such as the Charity Toddle and supporting a homeless charity enable children to understand the concept of helping others. There are opportunities to socialise with people of different ages, for example grandparents who help with topic work, and older children attending the after school clubs. The setting makes appropriate use of the local library, police and fire service to extend children`s experiences beyond the nursery environment. Children develop respect for the natural world through examining fossils, caring for plants and observing garden creatures.

There are good arrangements for children to have a say in matters that concern them. A recently established committee of older children meets with the manager to discuss ideas for improving the outdoor area.

The setting makes good arrangements for supporting children with ALN. Practitioners are quick to respond to children`s needs and report any areas of concern. The setting makes good use of specialist advice and support for children with ALN.

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

Learning environment: Good

The setting is a warm and caring community where all the children are treated equally and respectfully. Relationships are good and routines promote kindness and consideration for others. Resources and activities are well chosen to appeal to both boys and girls and there is no evidence of discrimination or stereotyping. The setting promotes cultural diversity well by planning topics that reflect some aspects of Indian and Chinese culture in considerable detail.

The accommodation is well-maintained and regularly decorated. The upstairs room for younger pre-school children is particularly vibrant and welcoming. Quality displays of children`s work and their own comments are used well to enhance the learning environment. These promote learning and celebrate success effectively.

There are well-defined learning areas that are carefully planned to encourage children to develop and practise their skills. Resources are plentiful and well chosen to suit their interests. For example, a variety of dinosaur toys of all shapes, sizes and materials excite the children and make them eager to take part in activities. Equipment is easily accessible to children and this helps them become more independent learners. All children have regular access to the outdoor play areas for free play and guided activities. However, children make few visits to places outside the nursery apart from the local library.

The exceptionally spacious, well-equipped outdoor learning environment is effective in promoting children`s physical development. There are good opportunities for children to experiment and take risks in climbing and handling equipment.

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

The proprietor takes a leading role in directing the work of the senior management team. She energetically shares her vision for improving the quality of provision with the manager and pre-school leader. She ensures that the setting successfully implements national and local priorities such as outdoor learning and healthy eating and drinking.

The proprietor sets high standards and challenges staff to do their best. Staff have clear job descriptions and there is a useful system for supervising and managing their performance.

The manager has created a positive ethos where staff and children feel valued and are willing to work hard. She works effectively with staff, parents and children towards a shared goal. The manager is very reflective and keen to develop her own leadership role. She is aware of the need to share good practice more widely in the pre-school setting and measure the impact of recent initiatives on outcomes for all children.

The current pre-school leader is a good role-model. She leads the pre-school team effectively and shares information from the courses she attends. This helps them to improve their practice. Pre-school staff have become a supportive and hardworking team. They have developed a shared sense of purpose, for example in creating more opportunities for children to lead their own learning.

Improving quality: Adequate

The proprietor and manager evaluate the work of the nursery as a whole; they gather a range of useful information to help them to make improvements. They regularly seek the views of parents and children and incorporate their ideas into planning for improvement. For example, the setting has responded to parents requests for homework.

The manager has recently taken responsibility for evaluating the work of pre-school. She has used assessment data successfully to identify areas for improvement such as in numeracy. She has linked this well to parents` requests for homework and this has already begun to have a beneficial impact on children`s numeracy skills.

Pre-school practitioners evaluate their own learning sessions well and make worthwhile improvements to their practice on a day-to-day basis. The pre-school leader has recently made improvements to the structure of planning that has had a positive impact on teaching and learning. Dividing older and younger children into different groups has also worked well and is beginning to improve outcomes.

However, the setting does not yet work as a collaborative team to identify, plan and address long term goals. A more systematic and formal approach to planning for improvement to include all members of staff is not yet fully developed.

Partnership working: Good

The setting has an appropriate range of partnerships that make a beneficial contribution towards outcomes for the children.

Partnerships with parents are very strong. Parents and carers value the relationship they have with the manager and practitioners. They are pleased with the progress their children make and feel that the setting respects their views and supports them extremely well.

There is a developing partnership with the local consortium support teacher that has already made a difference to the quality of provision and outcomes for children. The setting has suitable links with other pre-school organisations that share good practice with senior staff.

There are useful partnerships with a number of local primary schools to which children transfer, that provide helpful support when they move on to the next stage of their education.

Appropriate partnerships with the community police and fire service help children understand how to stay safe.

Resource management: Good

The setting employs sufficient well-qualified staff and uses their skills and expertise effectively. For example, the manager has particular knowledge of additional learning needs and uses some of her time to provide extra support for children with individual learning plans.

Most pre-school staff attend suitable regular training that has improved their practice, for example in behaviour management and planning for the Foundation Phase. The pre-school leader and manager share information from courses they attend informally with colleagues. However there are no formal arrangements for demonstrating and sharing good practice within the setting.

Leaders and managers ensure there are plentiful resources to help staff to do their jobs well. There are good arrangements for staff to receive time to plan and prepare their work. There is a valuable induction process for new staff and they feel well supported.

The proprietor has a very good overview of spending and manages the budget well. Although spending in pre-school is not formally linked to priorities for improvement, finances are used well to support teaching and learning.

In view of the positive outcomes for children, 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	12 75%	3 19%	0 0%	1 6%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	16	11 69%	5 31%	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	13 81%	3 19%	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	12 75%	4 25%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	16	9 56%	7 44%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	0%	0%		
Teaching is good.	16	13 81%	3 19%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	16	12 75%	4 25%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	16	11 69%	5 31%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	16	12 75%	4 25%	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.	15	11 73%	3 20%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	25%	1%	0%		
I am kept well informed about my child's progress.	16	13 81%	3 19%	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	15 94%	1 6%	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.	16	9 56%	6 38%	1 6%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	16	10 62%	6 38%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	24%	1%	0%		
There is a good range of activities including trips or visits.	16	8 50%	7 44%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	16	13 81%	3 19%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mrs Janet Heather Marsden	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.uk)

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 partnership's 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.