



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

**A report on**

**North Wales Childcare (Fun Days)  
2 Seabank Road  
Rhyl  
Denbighshire  
LL18 1EA**

**Date of inspection: June 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

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## Context

Fun Days Day Nursery is in Rhyl in Denbighshire local authority. The setting opened under the current management in 2015 and is owned by North Wales Childcare. It opens daily from 8.00am to 5.45pm and is registered to care for 32 children aged from three months to 12 years old. The setting offers Flying Start provision for up to 20 children and funded early education for up to 12 children. There were five three-year-old children present during the inspection. Nearly all of the children speak English at home. There are no children from Welsh speaking homes and none were identified as having additional learning needs.

The Care and Social Service Inspectorate for Wales last inspected the setting in March 2017. This is the first inspection by Estyn.

## Summary

<b>The setting's current performance</b>	<b>Unsatisfactory</b>
<b>The setting's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The current performance of the setting is unsatisfactory because:

- Learning experiences are not sufficiently challenging to meet children's needs
- There is an insufficient range of learning experiences to support children's development effectively
- Teaching activities do not focus well enough on developing children's early reading, writing, and mathematical skills
- Practitioners do not use assessment appropriately to ensure that children make regular and systematic progress

However:

- The setting provides a happy, welcoming environment
- Practitioners provide a range of suitable activities that children enjoy
- Children's health is promoted adequately

### Prospects for improvement

The setting's prospects for improvement are unsatisfactory because:

- Safeguarding policies and procedures are not robust enough
- Self-evaluation and improvement procedures are not well-established and do not focus on the progress the children make
- The setting is unclear about its priorities for improvement

However:

- Practitioners are hard-working and committed to improving their practice
- Practitioners work well as a team and feel supported by the management

## Recommendations

- R1 Improve planning and provision to develop children's literacy, numeracy and information and communication technology (ICT) skills effectively
- R2 Provide interesting and challenging learning experiences that meet children's needs across all areas of learning
- R3 Ensure that all practitioners engage with and support the children throughout the session
- R4 Address the safeguarding issues identified during the inspection
- R5 Establish and embed effective self-evaluation processes and planning for improvement
- R6 Manage resources strategically to support children's learning effectively here to enter text.

### What happens next?

Her Majesty's Chief Inspector is of the opinion that this setting is in need of focused improvement. The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the setting's progress on a termly basis.

## Main findings

### Key Question 1: How good are outcomes?

N/A

**Standards: N/A**

**Wellbeing: N/A**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

**Unsatisfactory**

#### **Learning experiences: Unsatisfactory**

Practitioners plan relevant activities that link to suitable themes such as 'People who help us'. The setting reflects the Foundation Phase ethos in a few respects. For example, it provides suitably resourced role-play and construction areas. It makes suitable use of the local authority's planning format to begin to identify ways of delivering the curriculum appropriately. However, the learning experiences offered do not engage children's interests well enough or meet their learning needs appropriately. They do not cover all Foundation Phase areas of learning or build systematically on children's existing understanding and achievements. This limits children's opportunities to make progress in the setting.

The setting does not focus well enough on developing children's literacy and numeracy skills. Practitioners plan relevant opportunities for children to practise their speaking skills through role-play. However, they do not intervene effectively to help children benefit from the activities. Practitioners plan opportunities to develop children's counting skills, for example while building towers. However, this does not build on what children already know, or help them make appropriate progress. There is no provision to develop children's ICT skills.

Day-to-day activities encourage children to form relationships appropriately and nearly all children are starting to show respect and tolerance towards each other and adults. Practitioners are beginning to help children understand about the world around them suitably, for example learning about the life cycle of a frog.

The provision to develop children's Welsh language skills is at an early stage of development. Practitioners use a simple Welsh song and model basic Welsh phrases. As a result, a few children are beginning to use Welsh at the start and end of the session, to answer the register, and to sing goodbye.

## **Teaching: Adequate**

Practitioners have a suitable understanding of working with young children and the main requirements of the Foundation Phase. They know the children well and respond sensitively to their needs, likes and dislikes. They understand the value of learning through play. For example, they encourage the children to make chalk pictures and pretend cakes out of mud. However, practitioners do not know how to intervene skilfully enough to help children make effective progress.

Practitioners work together well as a team to provide a suitable learning environment, both indoors and outside. They use positive strategies consistently to manage children's behaviour well, and work hard to ensure that children are happy and have sufficient resources. They are good language models, and they are beginning to use questioning appropriately to reinforce learning and to encourage children to solve problems. Practitioners occasionally engage in meaningful conversations with the children, for example when discussing the use of fire extinguishers and when asking and answering questions about pictures in a book.

Practitioners are developing a suitable awareness of individual children's ability. They are beginning to use this information to support children in their play. They record children's achievements regularly in progress booklets, and keep useful evidence of their work to share with parents. However, the setting does not use information from assessments constructively to plan activities that help children make effective progress. The setting shares information with parents through informal discussions with staff. However, procedures to communicate regularly with parents and involve them in their children's learning are limited.

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

The setting promotes healthy lifestyles appropriately by providing fruit as a daily snack and encouraging children to brush their teeth regularly. The indoor area is secure and practitioners supervise children carefully in the outdoor area to ensure their safety.

The setting is beginning to support children's cultural awareness appropriately by celebrating Chinese New Year and Easter. Practitioners provide a few helpful opportunities for children to develop their independence, such as by pouring their own drinks at snack time. They treat children with respect and are sensitive to their needs. This helps children develop self-confidence appropriately. However, in general, learning experiences do not support children's spiritual, moral, social or cultural development well enough. Although practitioners are beginning to encourage children to take turns and be kind to each other, they do not reinforce this skilfully enough. There are limited opportunities for children to develop a sense of curiosity about their own and other people's lives and beliefs. There are very few opportunities for children to learn about recycling or sustainability.

The setting's arrangements for safeguarding children do not meet requirements and give serious cause for concern.

The setting's arrangements for identifying and supporting children with additional learning needs are under developed. The setting has suitable contacts with external agencies, such as health visitors. However, practitioners do not know how to access and use their services to support children with additional learning needs effectively.

### **Learning environment: Adequate**

The setting is a supportive community where all children are encouraged to treat each other fairly. Practitioners ensure that all children have equal access to the setting's provision and are encouraged to care for resources. Children settle quickly, feel happy and are sufficiently confident during their play to talk to visiting adults.

The indoor accommodation is appropriate, secure and well maintained. Practitioners think carefully about how they use the space and set out suitable designated learning areas. A few stimulating displays of children's work enhance the environment appropriately. They label the resources clearly and children can access most of these independently. There are sufficient age appropriate resources to support children's play. These include interesting books, a variety of pens and dough cutters. The setting provides a few natural resources for the children to explore, including twigs and shells, and a suitable range of musical instruments. However, adult interventions are not skilful enough to allow children to get the full benefit from the resources. There are not enough resources to develop children's ICT skills appropriately.

Practitioners work hard to ensure children have suitable access to play activities in the outdoor area. These include sand, a tent, water, mud and a role-play area. Resources are well organised and appropriately maintained. However, use of the area is restricted and this limits children's opportunities to develop appropriate physical skills outdoors.

Opportunities to visit the local area have included recent visits to the train station and marine park. However, in general, the setting makes limited use of the local environment to enrich children's learning experiences.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

The leader has created a warm sense of community in the setting, and as a result, children are happy and eager to attend. Leaders aim to promote regular improvements and have taken small steps towards this. For example, they moved the home corner so that children could use it more productively. However, there is no clear vision to support continuous improvement and leaders do not focus well enough on improving learning outcomes for children.

Leaders hold regular staff meetings that focus suitably on the day-to-day running of the setting and practitioners' training needs. However, meetings do not focus effectively on children's progress, and leaders do not communicate high expectations for teaching and learning to practitioners. As a result, practitioners have a limited understanding of their responsibility for supporting children's learning.



The setting has a suitable range of policies. However, these do not focus well enough on children's needs. There are no effective systems to ensure that practitioners understand policies and procedures and can implement them successfully.

The setting's performance management procedures are beginning to develop appropriately, and practitioners welcome the opportunity to discuss training requirements. Leaders give suitable attention to implementing a few national and local priorities such as promoting healthy lifestyles. However, there is a limited focus on developing children's literacy, numeracy and ICT skills systematically. The management committee's role in assuring accountability is not developed well enough to provide effective support.

### **Improving quality: Unsatisfactory**

The setting's self-evaluation processes are at a very early stage of development. Since opening in 2015, the setting has prepared a suitable review of the quality of care it provides. However, there is very limited reference to the quality of teaching and learning in the document. The setting has consulted parents appropriately as part of the review and is beginning to take account of children's views using simple questionnaires. However, practitioners' contribution to the setting's self-evaluation is limited and, in general, these processes do not lead to an accurate assessment of the setting's strengths and weaknesses.

The setting has used the review to identify general areas for improvement in the quality of care provided. The leader is beginning to identify areas for development in the quality of education, such as improving the provision for ICT and providing more learning opportunities outdoors. However, the leader has not prioritised areas for improvement effectively and there is no development plan in place to support regular, measurable progress.

### **Partnership working: Unsatisfactory**

The setting is beginning to develop a few suitable partnerships. However, these are not well enough established to have a positive impact on children's standards and wellbeing.

The partnership with parents is underdeveloped. The setting shares information about children's progress on an informal basis when required. Practitioners invite parents to an event to celebrate their children moving onto school. However, in general, the setting does not communicate well enough with parents and provides insufficient information about what they can do to help their child at home.

The setting is beginning to build links with local schools to support children as they move on to the next stage of their education. For example, it is beginning to share useful information about children's development. However, these links are at a very early stage of development.

Practitioners are beginning to benefit from the partnership with the local authority by attending relevant professional training courses such as behaviour management.

However, the setting does not make the most of training opportunities offered by the link teacher in the setting to improve standards of teaching and learning.

**Resource management: Unsatisfactory**

The setting has sufficient practitioners with suitable qualifications and experience. However, leaders do not deploy practitioners well enough to make the most of their time and support children's learning effectively. For example, on occasions staff do not engage actively with the children, to enhance their learning.

There are suitable opportunities for practitioners to identify appropriate training needs through the performance management process. However, performance management does not include meaningful opportunities for practitioners to evaluate and improve their practice.

The management committee monitors the setting's budget appropriately. However, there is no strategic plan to prioritise spending appropriately and ensure that the setting has sufficient resources to deliver the Foundation Phase curriculum effectively, for example to develop children's literacy and ICT skills, and to ensure that the outdoor area is well enough resourced to meet children's learning needs.

Considering the weaknesses in the provision and leadership, the setting provides unsatisfactory value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

Mrs Gail Parker	Reporting Inspector
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### Copies of the report

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