



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

A report on

**Dragon's Daycare
The School House
Tanyfron School
Tanyfron Road
Tanyfron
Wrexham
LL11 5SA**

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:

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 17/08/2017

Context

Dragon's Daycare is an English medium setting in Wrexham local authority. It is set within the grounds of Ysgol Tanyfron and is registered to provide full day care for up to 31 children between the ages of two and sixteen years.

There were 16 children on the register during the inspection. Fifteen of these are three-year-olds, of whom fourteen receive early years funding from the local authority. Two staff members support the manager and have appropriate early years qualifications.

Most children attending the setting come from the local area. All have English as their home language and none come from homes where Welsh is spoken. The setting has identified that there are no children with additional learning needs attending currently.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in June 2015 and by Estyn in October 2010.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress across all areas of learning
- Most children are developing their thinking skills well
- Nearly all children show good levels of concentration and engagement in their chosen activities
- Nearly all children behave well and most take turns willingly
- Practitioners work closely together to provide a caring and stimulating learning environment
- Practitioners plan a wide range of activities that provide children with interesting and inviting opportunities to develop their skills across the areas of learning
- Practitioners provide children with good levels of challenge

Prospects for improvement

The setting's prospects for improvement are good because:

- Management of the setting is well organised and practitioners have a clear understanding of their roles and responsibilities
- The setting is effectively supported by a strong and committed management committee
- Current targets for development are relevant and link well to the setting's self-evaluation
- Successful progress is being made towards meeting these targets
- Practitioners pay positive attention to advice and support from the local authority
- The setting has very strong relationships with parents and with the local community

Recommendations

- R1 Improve children's contributions to planning their own learning
- R2 Plan regular opportunities to develop children's information and communication technology (ICT) skills
- R3 Develop staff confidence in using Welsh words and phrases with the children throughout the sessions.

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
---	-------------

Standards: Good

Most children make good progress from their differing starting points during their time in the setting. Nearly all show good levels of concentration when going about their activities, for example when making patterns on a pegboard they take time and care.

Nearly all sit quietly and listen attentively to group stories. They show interest, ask questions and make relevant comments that demonstrate their understanding clearly. Nearly all children handle the books carefully and confidently, either choosing to do so individually or sharing with one or two friends. Most children are making good progress in their early writing skills, for example when making plans in the indoor construction office or writing a list to order a takeaway meal on the telephone in the home corner. A few children make good efforts to write their name on their work independently.

Most children use mathematical language correctly, for example when talking about containers being full, empty or nearly full as they play with water or sand. Nearly all children count confidently by rote to ten or more. Most count objects accurately to three and a few to at least seven. Many children recognise numbers correctly and a few more able children sequence these accurately.

Nearly all children handle a wide range of electronic toys and ICT equipment confidently. They use a camera to photograph their work and operate the CD player to listen to favourite songs. Most children are developing their thinking skills well. For example, when hunting outdoors looking for natural materials to stick onto necklaces and bracelets, most know that some things are too heavy and choose leaves and flowers rather than stones and twigs.

Most children use Welsh words and phrases appropriately during the session when prompted by an adult. They respond to daily routines such as 'amser tacluso' and 'golchi dwylo'. Many are developing a suitable vocabulary, and can name a few colours and numbers. However, no children use Welsh words spontaneously during free play.

Nearly all children demonstrate good control when they run and jump on the school field and, many manage this when steering wheeled vehicles skilfully around the outdoor learning area. Most are developing their fine motor skills successfully when they use scissors to snip playdough or use a pencil to draw a picture.

Wellbeing: Good

Nearly all children enjoy their time in the setting. They come in happily and settle quickly to the daily routines. All children make clear, independent choices about the planned activities in which they would like to take part. Nearly all children are developing good independent skills, for example when getting ready to go outside or putting on aprons when painting or playing with water.

Relationships in the setting are good and children get on well with one another and staff. Nearly all play together co-operatively, share equipment willingly and take turns well when playing group games. Most are relaxed and confident when interacting with adults and chat freely with both practitioners and visitors.

Nearly all children behave well. They are enthusiastic about new experiences and on occasion make suggestions about what they would like to do, but they do not yet suggest ideas about what they would like to learn about on a regular basis. Nearly all children proudly take on the responsibility to be helper for the day, and help to give out plates at snack time.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The setting provides children with a valuable range of interesting activities across nearly all Foundation Phase areas of learning. Practitioners base their planning on themes that they adapt according to the interests of the children. However, there are not regular enough opportunities for children to make suggestions about what they would like to learn.

There is effective provision made for children to access books throughout the setting. There are cosy 'book nooks' in the two indoor rooms and also in both the small outdoor areas. As a result, many children actively choose to access these during free play, supporting their enjoyment of stories successfully. Practitioners provide valuable opportunities for children to make marks in many areas of learning, ensuring that most children develop their early writing skills well.

Practitioners promote children's numeracy skills beneficially through regular counting activities and opportunities to recognise and order numbers. There are numerous opportunities for children to match and order according to both size and colour, and to explore different shapes. A wide range of electronic toys and equipment enable children to develop their knowledge and confidence. However, practitioners do not plan well enough to develop children's skills in ICT.

There are good opportunities for children to take regular exercise. In addition to moving around the outdoor areas, practitioners lead a short stretching and exercise session with the children before their snack time each morning. Most children develop their creative skills successfully when they paint, draw and play a range of musical instruments, both indoors and outdoors.

An interesting range of visitors contributes well to children's learning experiences. For example, a recent visit from a rescued hawk helped the children to learn that they need to be quiet and calm so as not to frighten their visitor.

Practitioners introduce children to simple Welsh vocabulary and phrases. They encourage children to count and to identify colours in Welsh. However, they do not reinforce this consistently throughout the sessions. Children have appropriate opportunities to learn about Welsh culture and traditions through St David's Day celebrations.

Teaching: Good

All practitioners have a good knowledge and understanding of the requirements of the Foundation Phase. They apply this successfully to provide an interesting range of learning experiences for the children. They work together well as a strong team, and interact positively with the children.

All regularly praise and encourage children, which successfully develops their self-esteem and results in a culture of good behaviour and co-operation. All practitioners make good use of open-ended questions to encourage children to think about what they are doing. They know when to provide support and when to step back to enable children to investigate for themselves.

All practitioners contribute to the assessment process successfully. They evaluate children's progress effectively and record information appropriately. This enables them to identify children's next steps in learning and to incorporate these into future planning. There are effective arrangements to inform parents about their child's progress through informal conversations and regular coffee mornings.

Care, support and guidance: Good

The setting promotes children's health and wellbeing well. During snack time, children enjoy a varied selection of healthy snacks, with a choice of milk or water to drink. Children brush their teeth in the setting every morning and take part in simple exercises. There are good procedures in place to develop children's understanding of sustainability. Children recycle paper and save their left over snack food for composting. They know that this becomes soil over time and is used to plant seeds.

Practitioners provide meaningful opportunities to promote children's spiritual, social and moral development. They encourage important values such as honesty, fairness and respect and, as a result, most children are kind to one another.

Visits into the school grounds and forest school area to look for leaves and minibeasts help children to develop a sense of awe and wonder and curiosity. Practitioners use celebrations such as Chinese New Year, Father's Day and Shrove Tuesday effectively to enable children to develop their understanding of the world they live in and other cultures and customs.

The setting identifies there are no children with additional learning needs currently attending. However, they have worked with outside agencies in the past and their experience ensures that they are able to identify and support children at an early stage should the need arise. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting provides a caring and supportive environment where all children are valued. Practitioners know the children well and celebrate their individuality. They ensure that all children have equal access to learning activities and foster an environment where adults and children treat one another fairly and with respect.

The setting is safe and well maintained. Bright displays celebrate children's recent work effectively and create a welcoming environment. All areas of learning are clearly set out, and practitioners have developed the outdoor space imaginatively to support the children's literacy, numeracy and physical development skills.

There are plentiful age appropriate resources of good quality. Practitioners use these well to create a stimulating learning environment. They further enhance children's learning experiences through regular visits to the school's forest school area, playing field and playground.

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

Leadership: Good

The setting's manager has a clear vision for the setting. She provides strong direction for a team of committed practitioners.

All share roles and responsibilities effectively, ensuring the smooth running of the setting. There is a clear focus on raising standards and improving provision, with the needs of the children firmly at the forefront.

Members of the management committee are very committed to the setting and provide positive support for the staff. The chair of the committee attends regular meetings with the setting's manager in order to keep up-to-date with what is happening, and to offer support with any issues that may arise.

The setting has well-established procedures for appraisal that identify strengths and individual training needs effectively. For example, staff have recently identified the need to improve their knowledge and delivery of the Welsh language.

Practitioners understand and respond well to local and national priorities. For example, they successfully develop the concept of healthy lifestyles through ensuring that children understand the importance of healthy eating, exercise and brushing their teeth.

Improving quality: Good

Practitioners know their setting well. They are fully committed to improving the provision to benefit the children. As a result, they continually discuss what is working well and which areas need improvement. They monitor children's progress carefully in order to make any changes, for example moving the mark-making area from the middle of the room to a quieter area at the back, resulting in increased use of mark making by most children.

The setting's formal self-evaluation follows the local authority's guidance and supports practitioners in reflecting on provision and practice effectively. They identify relevant priorities for improvement well. The resulting setting development plan outlines appropriate targets, together with relevant timescales, actions and success criteria. Practitioners have made positive progress towards meeting these targets, for example in developing children's ICT skills.

The setting consults parents appropriately through an annual questionnaire. Results from these have been very positive and parents appreciate the opportunity to give their opinion.

Partnership working: Good

The setting has established a suitable range of partnerships that benefit the children well. Practitioners have a strong partnership with parents and involve them effectively in their child's learning. For example, they are currently looking at the topic of families and have asked parents to provide information and photographs for family trees. Through daily chats, and informative notices, the setting keeps parents well informed about upcoming events and activities involving the children. Parents value the occasional coffee mornings when they are able to view their child's work and discuss their progress with the practitioners.

There are well-established arrangements to support children as they move into school. The nursery teacher visits the setting regularly and children are invited to attend sports day, special forest school activities and visits to their new classroom. This ensures a smooth transition and enables children to settle quickly and happily.

The setting is very much at the heart of the local community and makes good use of beneficial links to further children's learning. A recent visit to a local supermarket helped children to understand where some of their food comes from. Local community funds have enabled the setting to purchase artificial grass, which volunteers will lay in order for the children to access their outdoor area in all weathers.

Resource management: Good

The setting benefits from good quality resources that meet children's learning needs well. Practitioners manage the sessions well, ensuring that children access the indoor and outdoor areas effectively.

Practitioners attend useful training from the local authority regularly. There are no formal procedures to share and evaluate the impact of training, but practitioners do so informally as part of their daily interactions. The setting benefits from the regular support of the advisory teacher, who provides advice, practical help and models good practice. Practitioners have worked successfully to develop the outdoor area and recently welcomed a group of advisory teachers to enable them to share this good practice.

The treasurer of the management committee oversees the budget successfully. Practitioners consider all spending carefully to ensure efficient use of funds and the impact on children's learning.

In view of the positive outcomes for children and the range of good quality learning experiences available, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector

Mary Elspeth Dyas	Reporting Inspector
-------------------	---------------------

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 that 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 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