



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

A report on

**Wyngarth Menai Nursery
Ffordd Gelli Morgan
Parc Menai
Bangor
LL57 4BL**

Date of inspection: June 2016

by

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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

Wyingarth Meithrinfa Menai is a privately run, bilingual setting located on Parc Menai, Bangor, in Gwynedd local authority. It provides for a wide area with many children coming from Anglesey as well as from Gwynedd.

It has been registered since 1989. The setting is a member of Gwynedd's Nursery and Foundation Phase Education Providers. It has also been registered with the Welsh Pre School Playgroups Association (WPPA) since 1994.

The setting provides care and education for children aged from three months to four years old and opens all day, five days a week throughout the year. There is a total of 40 children on the books at present. 10 three-year-old children are catered for by the Nursery Education Providers. The majority are from homes where only one parent or neither speak Welsh. Currently 2 three-year-old children are funded by the Education Department. Although there is provision for children with additional needs, at present no child is registered as having additional needs (ALN). The setting welcomes children from an ethnic background.

The setting is staffed by a manager, in post since April 2016, and up to 9 other staff. Two of these are responsible for educating the three and four year olds.

The setting was last inspected by the Care and Social Services Inspectorate for (CSSIW) in February 2014 and by Estyn in March 2010.

Summary

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

Current performance

The settings present performance is good because:

- Practitioners create a happy, caring and inclusive community
- They provide a wide range of interesting learning experiences for children
- The learning environment is colourful and attractive
- The two outside areas offer regular opportunities for children to enjoy energetic, physical activity
- Practitioners provide very stimulating opportunities for children to understand the wider world through various visitors and visits

Prospects for improvement

The prospects for improvement are good because:

- The manager and supervisors have a clear, shared vision
- Practitioners are committed to children's development
- The setting's development plan prioritises appropriate areas for improvement
- The manager works well with the authority's advisory teacher to improve provision
- The resources are used purposefully to support learning
- The setting provides value for money

Recommendations

- R1 Increase opportunities for children, particularly the more-able, to take responsibility for their own learning and to enjoy books independently
- R2 Ensure children speak more Welsh and use mathematical terms across all areas of learning
- R3 Guarantee that staff keep up to date through having regular access to county training courses

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?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Wellbeing: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Practitioners plan positive learning experiences to stimulate all children's interest and enjoyment in the indoor area and in the two outdoor areas. They give due attention to all areas of learning and match the principles of the Foundation Phase in full. The setting coordinates enjoyable activities across the six areas of learning around a theme that interest young children, such as the story of the three little pigs. Plans build clearly on children's knowledge, understanding and skills to enable them to make progress.

Practitioners provide good language models and they plan carefully to develop concepts and vocabulary within their specific themes. For example, in designating number, such as three, and colour, such as pink as a focus for the various activities. Nevertheless, there is some inconsistency in the emphasis they place when introducing new vocabulary and phrases for children to repeat and use themselves. A good example of this is when a practitioner repeats a question such as, 'Can I have a pink ice cream, please?' in the Seaside cafe to encourage children to emulate.

They ensure regular opportunities for children to listen to a range of stories within their theme, such as 'Animals'. However, although they model how to handle books on a daily basis, they do not encourage children sufficiently to choose books of their own accord.

Practitioners ensure good opportunities for children to follow instructions; for example, when tidying up and enjoying lively action songs about senses. Another good example is the discussion that ensues between practitioners and children who are trying to manage headphones in order to listen to a story on CD. This supports

the development of children's listening well and enables them to follow instructions confidently.

Practitioners ensure that children have ample opportunities for mark making. Good examples of this is when children take food orders in the Seaside cafe and choose to create patterns with felt pens on whiteboards on the wall. They organise regular opportunities for children to recognise their names; such as in self-registration and in fetching their coats to go outside. This promotes the children's development literacy well.

Practitioners ensure daily opportunities for children to develop their numeracy skills by counting, singing number rhymes and identifying numerals across all areas of learning. However, there are few opportunities for children to use mathematical terms when dealing with objects, such as large and small, long and short, first and second. Therefore, tasks do not always enable children to understand the concepts fully.

Practitioners offer good opportunities for children to develop their fine motor skills. Good examples include drawing a line with a pencil around a template of a pig and pasting small pieces of material onto paper to create a wolf. The opportunities to use large equipment to climb, build models and join in free and energetic play promote children's physical development well.

They provide very good opportunities for children to develop their understanding of the world about them and of living things. For example, by taking regular walks in the forest to study the characteristics of wild flowers and leaves and planting in the garden. The contribution of visitors and visits to enhance children's understanding of the world around them and their awareness of their local area is a strength.

Practitioners provide some suitable opportunities for children to develop thinking and problem solving skills. A good example of this is offering children an opportunity to deduce why some objects sink in water whilst others float. However, children, particularly the more-able, are not always given sufficient opportunity to contribute to their own learning. There are too few opportunities for children to choose stimulating books of their own accord to develop their interest and enjoyment in reading. For example, when practitioners repeat the same familiar story so much so that more-able children lose interest.

They plan good opportunities for children to learn about their heritage by celebrating St David's Day and dressing up to celebrate the success of the Welsh football team in the Euros. At that time, children learn about costumes, foods and traditional Welsh songs. They develop further the children's understanding and knowledge of other cultures appropriately by celebrating the Chinese New Year and discussing various pictures and dolls of different origin.

Teaching: Adequate

Both practitioners have suitable knowledge and experience of child development and a sound understanding of Foundation Phase requirements. Both have experience in caring for children across all age groups within the setting, but they are new to their

current responsibilities for leading and educating this particular age group. They are beginning to work together effectively as a team to plan purposeful experiences and engage children's curiosity. Their choice of themes, activities, fun songs and rhymes are appropriate to the age and interest of young children. They understand the importance of providing opportunities for children to learn through play and first hand experiences. At times, however, they place more emphasis on activities chosen by adults than on opportunities for children to make their own choices. They ensure that the children are clear about what is expected of them as they persevere with the tasks.

Practitioners present some stimulating focus tasks to engage children's interest naturally. However, on occasion, the task is not sufficiently challenging for the more able. For example, when the practitioner over uses a familiar story which causes them to lose interest.

The pace of sessions is good and practitioners motivate children well when they intervene in children's free activities. However, there is some inconsistency when they question children and encourage them to use new language. Practitioners manage behaviour naturally and very effectively. They follow a consistent system of supporting and acknowledging children's efforts, demonstrating respect for each child.

Staff know the children well and they record assessments carefully to measure their progress. However, they do not always use assessment effectively enough to identify children's next learning steps ensuring appropriate challenge, especially for the more able.

They keep parents well informed about children's wellbeing and progress through informal daily discussions. They arrange three formal meetings each year to share information about children's progress and to offer parents guidance on how they can contribute at home. Parents receive a valuable record of their child's work at the end of their time in the setting.

Care, support and guidance: Good

The setting is a happy, caring and inclusive community which gives priority to children's wellbeing and safety. All staff are suitably qualified and experienced and there is a generous ratio of adults to children.

The setting has appropriate arrangements to support children's health and wellbeing. Practitioners ensure that drinking water is available for children throughout the session. It is not within the setting's routine to provide snack time. However, insufficient opportunities are provided to bring children together to socialise and help develop children's social skills. Practitioners demonstrate a good awareness of child care. They organise very good opportunities for children to participate in energetic activities to keep fit and healthy.

Appropriate systems are in place to identify children with additional learning needs and staff access specialist agency support when required.

The setting's arrangements support the development of children's spiritual, moral, social and cultural development well. Practitioners provide children with appropriate opportunities to reflection, for example, when observing animals on the farm, flowers in the forest and various colours within their immediate environment. They listen to music to provide an atmosphere of calm.

Staff use positive behaviour strategies, to eliminate any form of disturbance or agitation. They have a close, supportive relationship with the children. They encourage children to develop tolerant attitudes, to learn to work together and to take turns happily when at play. This promotes their social development well.

Practitioners raise children's awareness of other cultures well, for example through celebrating Chinese New Year when they dress up and enjoy tasting Chinese food. They also draw children's attention to pictures and dolls from different countries.

They raise children's awareness of sustainability appropriately. For example, by inviting the recycling team to the setting to provide first-hand experience for the children of how the recycling process works.

The setting has suitable policies and procedures in place for the protection of children. It follows a robust process to recruit staff responsibly. Practitioners are aware of their responsibilities and receive regular training to ensure that they are up-to-date. The manager conducts regular risk assessments to ensure the setting's safety. As a result, the setting's arrangements for safeguarding children meet the requirements and are not cause for concern.

Learning environment: Good

The setting is a homely and inclusive community. It has a suitable number of practitioners with sound qualifications and appropriate experience to meet Foundation Phase requirements in full. The relationship between the adults and children is very positive. This ensures that children settle quickly and feel happy and secure. Practitioners provide interesting experiences to engage children's interest for substantial periods. They ensure that all children benefit equally from a range of very stimulating activities. As a result, children respond well and enjoy their time in the setting.

Staff make very effective use of the space available to them. The indoor environment is colourful and stimulating. It has been organised into effective areas such as technology area, story listening area and a comfortable area for circle time. Practitioners take every opportunity to display children's work on the walls and openly celebrate their achievements.

Both outside areas enhance the provision very effectively. The grassy area offers valuable opportunities for children to climb, sit on log stools under the trees to listen to stories and to play freely. The outside yard has been arranged into areas offering good first hand experiences to children. For example, planting plants, riding various bikes, moving energetically to music and playing freely in the mud kitchen and seaside cafe.

The setting takes full advantage of opportunities for the children to get to know their surroundings. For example, through visits to the adjacent small forest, to a local farm, taking a bus ride over the nearby bridge and to walking to the local cafe for a drink. They invite a very interesting range of visitors to enhance children's understanding of the world, such as the police, the recycling crew and the mini-beast zoo keeper.

On the whole, the setting has a very good provision of quality resources. In the indoor area, the resources support learning well. For example, flannel boards to enable children to present a familiar story visually, a collection of buttons to sort and match according to colour and size. All this promotes the development of the children's literacy, numeracy and creative skills well. The resources in the outdoor areas promote the children's enjoyment, confidence and physical development in a very positive manner. For example, the climbing equipment, the sand trough and various toy motor cars and bikes.

How good are leadership and management?	Good
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Leadership: Good

The setting is managed by a combination of its own specific manager who is new to her post and supervisors who are also responsible for the company's other settings. They share a clear vision for the future. The practitioner who is also new to post, supports the vision. The two are working together effectively as a team. All managerial processes, such as conducting regular risk assessments, are fully embedded.

Practitioners' understanding of their new duties in leading and teaching this specific age group is developing well. They have a close relationship with children because of their previous care responsibilities for them. They are working together effectively to provide a wide range of valuable learning experiences for children. As a result, the children are happy and growing in confidence and independence within a homely ethos.

The setting has adopted the WPPA policies and procedures to provide the setting with a sound management structure. The supervisors have a clear understanding of the value of the setting for children and parents. They have, together with the advisory teacher, established effective monitoring procedures. They consult their stakeholders regularly for feedback about the setting's development and then analyse the responses in detail. They hold regular management meetings to monitor the setting's progress against their educational and financial targets.

The manager and supervisors pay good attention to local and national priorities. They ensure a strong focus on the development of children's literacy and numeracy skills, as well as providing good opportunities for healthy eating and keeping fit.

Improving quality: Good

The new manager has a positive commitment to improving the setting on an ongoing basis. She uses a range of effective external reviews in order to focus on raising

standards and improving provision. For example, by distributing and analysing questionnaires to parents and staff and collecting the views of children. The analysis is subsequently set out within the self-evaluation report with the recommendations implemented swiftly. For example, increasing the number of formal meetings for parents to discuss children's progress.

The manager has a good understanding of the setting's strengths and areas for improvement. She clearly identifies strengths and areas for development within the self-evaluation report with the help of the local authority's advisory teacher. This information is then transferred into the setting's development plan so that the relationship between the two documents is clear. This process has a positive effect on the provision and the setting's leadership. For example, in developing language skills across the areas of learning and providing non-contact time during the day for the manager to complete administrative and monitoring duties. As a result, the self-evaluation process is up to date and effective.

The supervisors have implemented the last Estyn inspection recommendations effectively. For example, making beneficial use of the local environment and visitors to enhance the children's learning experiences.

Partnership working: Good

The setting has established a good range of partnerships which contribute to children's learning experiences.

The partnership with parents is a very positive one. The manager shares information and pictures using social media. For example, children's first hand experiences; significant changes to the setting's arrangements and the focus of their themes. Practitioners share appropriate information with the parents about the progress and well-being of their children on a daily basis as well as holding three formal meetings at different times during the year. The parents are presented with an attractive record of photographs and work at the end of their time in the setting. Details regarding the setting's arrangements and relevant policies is included in a comprehensive manual and displayed on their notice board in the reception area. The manager requests feedback from parents on a regular basis through questionnaires. For example, feedback on standards, on provision and on arrangements. The responses are analysed and the matters arising are acted upon effectively.

The partnership with a range of local schools is developing well. The children visit the relevant schools during the summer term which helps promote their smooth transfer to the next stage of their education.

The manager makes very effective use of community links to promote children's understanding of the world around them and their local area by encouraging visitors to the setting and by taking children on designated visits.

The manager co-operates well with the local authority's advisory teacher and WPPA development officer and implements their practical advice which leads to improvement in the setting's work.

Resource management: Good

The setting makes efficient use of staff to support teaching and learning. The supervisors ensure that practitioners have suitable qualifications and experience to work with young children. They make beneficial use of staff skills and experience to maintain the provision.

Practitioners' attitude towards training and development is enthusiastic and they take advantage of links with the company's other settings to share good practice. However, the staff who are new to their responsibilities do not always have regular access to the authority's training in order to keep up to date and improve their understanding of teaching and management.

Supervisors have suitable processes in place to manage performance. The process of identifying the strengths and developmental needs of individual staff is operational but the targets do not always link directly to the educational targets within the development plan.

Leaders provide a good range of designated resources in the three teaching areas to promote children's development across all areas of learning.

The manager makes every effort to ensure that the setting is sustainable by guaranteeing there are sufficient funds in reserve. Taking this and the effective provision into consideration, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The Reporting Inspector

Dr Prydwen Elfed-Owens	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)

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.