



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

A report on

**Borras Park Full Day Care Provision Early Education
Borras Park Primary School
Borras Park Road
Wrexham
LL12 7TH**

Date of inspection: January 2019

by

Care Inspectorate Wales (CIW)

and

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

About Borrass Park Infants School Early Education

Name of setting	Borrass Park Full Day Care Provision
Category of care provided	Full Day Care
Registered person(s)	Sarah Hurst and Jennifer Jones
Responsible individual (if applicable)	N/A
Person in charge	Ffion Hughes
Number of places	71
Age range of children	Under 12 years
Number of children funded for up to two terms	17
Number of children funded for up to five terms	17
Opening days / times	Monday – Friday: 8:00 am – 6:00 pm during term time and school holidays
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	26/04/2017
Date of previous Estyn inspection	20/01/2015
Dates of this inspection visit(s)	15/01/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

We have advised the registered person that improvements are needed in relation to practitioner files (Regulation 28) and keeping records (Regulation 30) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the setting. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

Recommendations

- R1 Ensure all children's accident and incident forms are signed by practitioners and parents
- R2 Provide sustained opportunities for children to lead their own play, explore and develop their ideas
- R3 Plan for the next steps in children's learning systematically in order to ensure all children, including more able children, are challenged effectively
- R4 Ensure the statement of purpose provides more detail relating to the information as outlined in the National Minimum Standards for Regulated Childcare for children up to the age of 12 years
- R5 Take account of the views of all those using the setting as part of the on-going self-evaluation process to develop targets for improvement
- R6 The registered person must address all non-compliance identified during the inspection

What happens next

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

Main findings

Wellbeing: Good

All children have the opportunity to contribute to ideas for themes and topics. As a result they make good choices and decisions because they are aware of the options open to them and participate positively. Many children are good communicators and are encouraged to speak and express themselves with confidence. For example, a child asks practitioners if they can have a computer tablet and tells us they are helping by typing about their friends being happy and enjoying playing together. Many children contribute well during circle time activities, asking and answering questions about the weather in Welsh and English. For example, they talk excitedly about using an umbrella and are animated when describing the effects of frost on the ground.

Nearly all children are familiar with the daily routines and this creates a sense of security. For example, a child tells us snack is ready after tidying up. Nearly all children approach practitioners with ease and know their likes and dislikes are taken notice of. As a result, this makes them feel happy, safe and valued.

Most children are developing friendships and are learning to share and take turns successfully. For example, they share the containers and utensils in the mud kitchen and take turns to scoop the soil. Nearly all older children cooperate positively with their younger friends, for example, showing and explaining to them patiently how to use an electronic game. Nearly all children use good manners and are praised with positive language for their efforts.

Most children are motivated in their play and learning and can also relax and enjoy quiet times. For example, they have fun during their role-play activity, dressing up as doctors and using a range of related props to enhance their play. Many children enjoy having a rest in the quiet area where they can read a book or sit on a practitioner's knee to have a story read to them. Most children practice using their senses using a range of natural based resources. During practitioner-led activities most children concentrate for an appropriate amount of time for their stage of development and demonstrate they have been paying attention by responding well.

Most children learn new skills to develop their independence as they experience a variety of opportunities through their play. For example, putting on their high visibility vests and hard hats in preparation for role-play in the construction area. Nearly all children understand the reasoning for washing their hands after going to the toilet and before meal times. Nearly all children have secure relationships with practitioners helping them to develop their self-help skills successfully.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children enter the setting with skills and knowledge expected for their age. During their time at the setting most children make good progress, particularly in the development of their personal and social skills. For example, they hang their coat up independently and put their own apron on before painting a picture. A few are beginning to play cooperatively as they make 'tea' together in the role-play kitchen.

Most children listen attentively. They pay good attention when others are talking and allow others to speak without interrupting them. Most children understand and follow instructions successfully such as putting their coat on and lining up before going outside. Many children speak clearly and are happy to share information about what they are doing with familiar adults.

During group time, many children pay close attention and most join in with stories and rhymes. They particularly enjoy listening to a 'lift the flap' story that includes photographs of themselves in different areas of the setting. A few children choose to spend time in the cosy book area and select favourite stories independently. Many children enjoy mark making with a range of equipment and a minority write for a purpose. For example, they take the register whilst pretending to be a teacher.

During their time at the setting, most children's numeracy skills develop well from their starting points. They say numbers in order to twenty and count objects to five accurately when counting cups at snack time. Many children make good use of mathematical vocabulary, for example, describing the stick as 'too long' when making a bird's nest in the outdoor area.

Nearly all children's physical skills are developing well. They use a range of tools such as brushes, rollers and chinks enthusiastically with independence. Nearly all children develop good gross motor skills such as negotiating space on tricycles and taking part in a range of climbing and balancing activities.

Most children explore their environment confidently and are developing their problem-solving skills successfully. For example, they persist and try different approaches when working out how to extract coloured beads from ice. Nearly all children make decisions about the activities they undertake and the resources they will use.

Most children access and use information and communication technology (ICT) equipment such as tablet computers confidently. For example, they take a photograph of a slug they find in the outdoor area and 'drag and drop' images of food onto a dinner plate successfully when accessing a game on the interactive white board. Most children use battery operated toys effectively to enhance their play such as the toy till when pretending to be a shopkeeper.

During their time at the setting, most children develop their Welsh language skills well in relation to their starting points. They respond to a range of Welsh words and phrases positively and join in with a range of simple Welsh songs when encouraged. Many children respond positively to a few simple questions given in Welsh during daily routines and repeat single words or phrases when encouraged. A few children are beginning to learn Welsh colour names and numbers.

Care and development: Good

Practitioners understand and implement the policies and procedures of the setting successfully. The setting's arrangements to safeguard children meet requirements

and give no cause for concern. Practitioners promote safety well, for example, they have completed first aid training suitable for the age ranges of the children being cared for. Practitioners record accidents and incidents but not all of these are signed by both practitioner and parent. Fire safety checks and fire drills have been conducted and these are recorded. Practitioners promote healthy lifestyles and snacks effectively. For example, they follow good hygiene procedures themselves washing their hands and cleaning the tables before meals and after messy play and provide healthy options at snack times. However, they do not provide plates for snack to prevent children from placing food on the table. Practitioners encourage outdoor play enthusiastically, developing children's physical skills positively while being active in the fresh air.

All practitioners have a friendly approach to care giving and manage interactions fairly and consistently. They praise all children for their efforts and celebrate these achievements well. For example, practitioners presented a child with a 'Seren y dydd' (star of the day') certificate for tidying up and stickers awarded to children for helping others. Overall practitioners promptly respond to children's individual needs in a sensitive and patient manner.

Practitioners provide interesting activities planned around children's suggestions of what they would like to do. They give clear instructions to support children to complete tasks. For example, teaching children how to hold a toothbrush during an activity to help them develop their knowledge about oral health and visiting the dentist. Practitioners ensure children are aware of the world around them and promote learning about their own and different cultures positively. For example, children are actively involved in St. David's day celebrations, building a synagogue out of re-cycled materials, celebrating Rosh Hashanah by making honey bread and creating a card for their family in celebration of Yom Kippur.

Practitioners develop strong partnerships with parents that support children's wellbeing extremely well, for example, home visits are arranged before children start at the setting. This helps to ensure practitioners know the children well and provide them with the care they need. For example, good procedures are in place to support children with additional learning needs as practitioners track and record observations on their development and use this information well towards creating an individual care and educational plan actioned in partnership with parents.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

The setting provides a good range of learning experiences indoors and outdoors that engage nearly all children successfully across all areas of learning. Nearly all practitioners focus well on developing children's physical, literacy, numeracy and ICT skills. They take account of individual children's interests successfully when planning learning experiences effectively. For example, they provide opportunities to make bird feeders, by pushing cereal onto pipe cleaners, in response to children's interest in threading.

Nearly all practitioners are good role-models and support children to develop respect for others and a sense of right and wrong effectively. They encourage children to share equipment and to take care of resources successfully. As a result, children learn to cooperate well, for example, they take turns when using the interactive white board, with little practitioner support.

A beneficial range of learning experiences foster children's spiritual and cultural development well. Practitioners foster a sense of awe and wonder in children and provide effective opportunities for children to learn about and care for living things. For example, they support children to make cosy nests for a toy robin and blackbird, and listen to recordings of them singing.

The setting provides valuable opportunities for children to sing and play instruments and children particularly enjoy using an outdoor stage area where they perform for their friends. There are effective opportunities for children to find out about other cultures such as tasting Indian food during Eid celebrations. The setting provides meaningful opportunities for children to learn about sustainability, such as, placing left-over snack in the correct recycling bin and making models from used materials.

Overall, the setting supports children's Welsh language development effectively. They model Welsh through singing songs, sharing stories and using Welsh words and phrases throughout the session. Children have worthwhile opportunities to learn about their Welsh heritage. For example, they make leek and potato soup and wear traditional dress as part of their St David's Day celebrations.

Nearly all practitioners have a good understanding of foundation phase practice. They explain things clearly, model activities and question children effectively. Practitioners use resources imaginatively, for example, they read a letter from 'Nibbles' the pet tortoise which inspires children to go and look for him in the sensory garden.

The setting combines focused tasks with children's free play, however, practitioner-led activities and routines dominate the session and limit opportunities for children to become engrossed in their play, try things out and develop their ideas.

The setting has appropriate assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks in the setting. They feedback children's progress and responses to provision during weekly planning meetings. However, they do not use this information to match planned activities to individual children's skills consistently.

Practitioners keep parents and carers informed about what their children are learning and how well they are progressing appropriately through daily updates. They also use an online programme to share photos and information about children's progress which parents find beneficial.

Environment: Good

Leaders ensure children are cared for in a safe and clean environment. For example, they have a good system to manage access to the premises and keep a record of visitors. They also complete thorough risk assessments which are

reviewed regularly and conduct weekly health and safety checks. Leaders make sure all practitioners follow effective hygiene practice, for example, practitioners have established consistent cleaning routines. Leaders ensure practitioners are aware of their responsibilities in relation to the safety and welfare of children and provide good supervision.

Leaders ensure the environment is well organised and promotes children's independence effectively. For example, storage is at a low level and bi-lingually labelled meaning children can identify and access toys and resources easily. Play areas are decorated well with children's photographs and themed artwork enhancing their wellbeing. Leaders have allocated individual space for children to place their personal items and this helps to create a sense of belonging. Furniture is appropriate for the stage and development of children and the environment offers a wide variety of interesting play opportunities. As a result of this children are enabled to follow their interests and direct their own play successfully. Leaders use the environment well to meet the needs of all children being cared for. For example, they set out a broad range of activities in readiness for when children arrive. There are good facilities for all those using the setting and for confidential conversations.

Leaders make sure children have access to good quality resources to promote their curiosity, which include, household items, natural, sensory and some recyclable products. For example, the indoor home corner consists of related objects and the dressing up area promotes other cultures well with different costumes to choose from. These are suitable to children's age and stage of development. The outdoor environment offers children a variety of stimulating activities. For example, many children enjoy the role-play area, which is a shop during the morning and a post office for the afternoon session. Related props for this area consists of re-cycled household products and sustainable materials, which help, develop imaginative play successfully.

Opportunities to develop children's physical skills are ample and these include participating in forest school and gardening activities. There are varied climbing apparatus, throwing and catching equipment, trikes, scooters and pedal vehicles to develop children's gross motor skills positively. Leaders ensure children can make interesting and stimulating choices from the wide range of good quality toys and resources on offer.

Leadership and management: Good

The person in charge works effectively with setting practitioners to provide a caring and engaging environment for all children. She manages practitioners and children well to ensure that the setting runs smoothly, following established routines. There is a strong commitment to teamwork and nearly all practitioners feel valued. The person in charge works closely with the registered persons and keeps them well informed through regular reports and daily chats.

Leaders communicate high expectations and actively support and challenge all practitioners to do their best. For example, they emphasise the importance of working together when developing and maintaining good quality learning environments that are used by more than one provision.

Leaders know their setting well and provide a positive culture for improvement. The statement of purpose does not provide enough detail to capture what is offered at the setting. Leaders have completed a report reviewing the quality of care but this does not take account of the views of all those using the setting to develop targets for improvement. Leaders make beneficial use of information from parents to inform the self-evaluation process. For example, after considering parent responses to a questionnaire, they identify and act upon the need to improve the information given to parents about their child's progress.

Most practitioners know what the setting does well and areas that they need to improve. They explain what they have identified as priorities to raise standards. Nearly all practitioners are eager to take advantage of opportunities for continued professional development and strive to improve their performance. This has a positive impact, for example, by improving practitioners' understanding of how to consult children of different ages about the provision.

Leaders use induction, appraisal and supervision systems successfully to communicate high standards and review the performance of all practitioners. Most practitioners have good opportunities to discuss and reflect on the quality of their work and are given clear targets for improvement. We inspected four practitioner files and 14 children's personal records and found that not all information had been collated in order to fully meet the legal requirements.

The setting makes good use of practitioners and resources to support children's wellbeing, play and learning effectively. Leaders make sure that the setting exceeds required numbers of suitably qualified practitioners across all provisions. Resources are plentiful and of good quality, for example there is a wide range of equipment to support outdoor play.

The setting has an effective range of partnerships that improve the quality of provision and outcomes for children. Parents receive a good range of information through notices, newsletters, social media and day-to-day contact with practitioners. This helps parents to feel comfortable in approaching the setting about any concerns and keeps them informed about daily activities successfully. The setting is viewed by practitioners and parents as part of the school and this provides continuity for children as they move between the two.

The setting plans to re-register with CIW as an organisation as they have established a Charitable Incorporated Organisation (CIO). They have been working well with external agencies to support them in compiling their application.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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