



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

A report on

**Open Door Family Centre
Ty Emrallt
Oldford Nursery and Infant School
Welshpool
Powys
SY21 7TE**

Date of inspection: June 2019

by

Care Inspectorate Wales (CIW)

and

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

About Open Door Family Centre

Name of setting	Open Door Family Centre
Category of care provided	Sessional
Registered person(s)	N/A
Responsible individual (if applicable)	Amy Johnson and Laura Poole
Person in charge	Melony Carter
Number of places	19
Age range of children	2 to 4 years
Number of children funded for up to two terms	5
Number of children funded for up to five terms	10
Opening days / times	Monday to Friday 9:00am to 11:30am Flying Start Monday to Thursday 12:30pm to 3:00pm Early Entitlement
Flying Start service	Yes
Language of the setting	Bilingual
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	No
Date of previous CIW inspection	23/09/2016
Date of previous Estyn inspection	01/05/2013
Dates of this inspection visit(s)	18/06/2019
<p>Additional information A majority of children speak English as an additional language. There are a very few children with additional learning needs.</p>	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that more able children progress consistently well in activities that challenge them effectively
- R2 Strengthen strategies to support children with English as an additional language to develop their communication skills effectively, and use these consistently

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations. CIW and Estyn will invite the setting to prepare case studies on its work in relation to the setting's exemplary practice in managing staff and resources to support children's care and development, and its development of children's independence, for dissemination on their websites.

Main findings

Wellbeing: Excellent

Nearly all children develop an exceptionally high level of wellbeing in the setting. They make particularly good progress in developing their personal and social skills, and show great enjoyment in their play and learning.

Nearly all children move freely around the setting and choose from the interesting range of activities and resources indoors and outside, independently and competently. They express themselves confidently using speech and gesture. They know that practitioners value interactions with them and are confident that they will respond appropriately. They share their interests effectively and these feed into the setting's themes and topics appropriately.

Nearly all children separate from their parents happily. They choose confidently from the range of familiar activities available at the start of the session, and settle to concentrate on these extremely quickly and easily. They feel safe and relaxed in the environment, and invite others into their play experiences cheerfully. Nearly all form positive bonds of affection with practitioners. This builds their confidence and self-esteem effectively. Nearly all develop their sense of belonging and self-worth beneficially and are proud to see their achievements celebrated in displays in the setting.

Nearly all older children cooperate well in their play. They take turns and share resources appropriately. They are polite and well-mannered and, where their language skills are strong, they say please and thank you without needing adult support. Nearly all children respect the setting's resources and use them appropriately. They understand that they should put resources away when they have finished with them, and join in tidying up particularly effectively. Many children are learning to respect the feelings of others beneficially, and offer them support and care. For example, they help others put their shoes on. Nearly all children follow the settings routines effectively and respond quickly to reminders about the setting's expectations.

Nearly all children explore the environment enthusiastically. They take appropriate, measured risks confidently and develop their resilience extremely well, such as to climb on tyres and use a rubber hammer outside. This is an especially strong feature of the setting's work. Nearly all children concentrate and persevere well. For example, they thoroughly enjoy working out how to get plastic insects out of blocks of ice in the water tray.

Nearly all children enjoy their experiences and are becoming curious and inspired learners. For example, they puzzle over how a mark on the white board disappears when wiped with a sponge. Nearly all develop their emotional, physical and social skills particularly well. For example, children with additional learning needs make very good progress from their individual starting points, learning to manage their emotions and interact with others. Younger children develop their co-ordination effectively as they run around in the outdoor area. Nearly all children build on their previous skills, knowledge and experiences well to support them in their play.

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

Most children progress well from a lower than average starting point, and a few children make very good progress, particularly in developing their personal and social skills. Most achieve well in activities that strengthen and develop their learning. For example, they concentrate effectively to pick up pom-poms with tweezers and balance them carefully on cones of sand, counting them accurately. However, occasionally, more able children do not make enough progress across all areas of learning.

Most children learn to communicate effectively. Nearly all learn to listen and follow instructions well. Most make their needs known effectively using gesture or speech. A few more able children speak clearly and confidently to other children and practitioners. Most children learning English as an additional language develop their understanding well. As part of the regular routine or during planned activities, most use a few English words with encouragement from practitioners, such as to name specific mini beasts in the outdoor area. However, few use English words and phrases spontaneously in their play. Nearly all children develop good early reading skills. They enjoy stories and looking at the good quality books in the setting. More able children repeat familiar stories confidently. Most develop their mark-making skills well in a variety of contexts, such as when they have a go at writing their name on the daily register. However, a few who are more able do not make enough progress with beginning to form letters and writing for a purpose.

Nearly all children develop their numeracy skills well in a range of interesting contexts. A very few more able children recognise and write numbers to nine confidently. Many develop a suitable understanding of mathematical language, such as words to compare different sized worms. Nearly all sort and match objects accurately in their play. They problem solve effectively, such as when working out how to put a roof on flats they are building with large blocks.

Most children use information and communication technology (ICT) resources such as tablet computers, confidently. Most develop appropriate Welsh language skills. They understand basic instructions and respond to familiar questions with simple words and phrases. However, they do not use Welsh words and phrases naturally in their play.

Nearly all children develop a range of physical skills well. They run and jump confidently and with good co-ordination outside. Most handle small tools well. Nearly all develop worthwhile creative skills, such as when they experiment with different mark-making equipment.

Most children make good progress in their personal and social development. For example, most share and take turns appropriately with encouragement and play co-operatively.

Care and development: Excellent

The person in charge manages the setting's safeguarding procedures, including child protection processes, extremely well. The responsible individual and person in

charge have extensive knowledge and understanding of child protection arrangements and use this very well to support vulnerable children and families. Trustees provide exemplary support, such as to ensure that practitioners understand the setting's child protection arrangements thoroughly. The setting's systems for ensuring that practitioners follow all safeguarding procedures effectively and in a timely manner are extremely well organised and effective. This is a particular strength of the setting. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners promote healthy lifestyles well. They provide healthy snacks and teach children about good hygiene effectively. They help them wash their hands at appropriate times and provide worthwhile opportunities for children to learn to look after their teeth. There are plenty of opportunities for children to enjoy fresh air and to benefit from regular exercise.

Practitioners manage interactions highly effectively. They set firm boundaries and implement strategies extremely consistently and effectively. This supports individual children's personal development particularly well and helps them begin to learn to manage their emotions. For example, practitioners use a visual timetable effectively to make sure that children understand the daily routines. They support them sensitively to move from one activity to another by warning them a few minutes in advance that an activity is ending, and using a sand timer to provide visual support. This is a strong feature of the setting's work. Practitioners set high expectations for children's behaviour and implement the setting's behaviour management policy consistently. They use sanctions extremely sensitively when they need to, to manage any challenging behaviour. This contributes to the strong sense of wellbeing of all children at the setting.

Practitioners meet children's individual needs and preferences very well. They respond to children's ideas and interests in a caring manner, and involve themselves enthusiastically in children's play and learning. For example, they make snack time a sociable activity with plenty of opportunity for conversations. Practitioners create a positive ethos in the setting, such as by celebrating children's achievements. They understand the needs of the different age groups and provide inspiring learning opportunities that support children's skills development effectively.

Practitioners provide exemplary support for children with additional learning needs in a nurturing and caring environment. They ensure that children with additional learning needs are integrated as well as possible into activities, and plan carefully to support their development. Practitioners liaise extremely well with parents and specialist services to identify appropriate targets and review progress.

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

Practitioners plan interesting learning experiences across all foundation phase areas of learning. They consider children's interests well to provide worthwhile opportunities for them to develop a range of skills in engaging contexts. For example, children, who are usually reluctant to have a go at mark making, happily practise writing their names on paper stuck to the underside of a table, while lying on their backs. In general, practitioners consider children's different learning needs well

when they plan activities, so that they all make systematic progress. However, they do not always challenge more able children sufficiently well for them to make the best progress across all areas of learning. Practitioners use worthwhile strategies to support children learning English as an additional language, such as through identifying a word of the week linked to the topic, and providing intensive support in a small group. However, they do not use a sufficiently broad range of strategies consistently enough to develop children's English language skills fully.

Practitioners ensure that there are worthwhile opportunities for children to practise and embed their literacy, numeracy, ICT and Welsh language skills daily, with support from adults and in their independent play. Developing children's social and emotional skills and teaching them to treat others with respect has a high priority in the setting. Children benefit from rich opportunities to learn through active involvement indoors and outside, where they have plenty of opportunities for worthwhile spontaneous interactions with each other and adults. Practitioners provide high quality resources in well thought out areas of learning that promote children's physical, thinking and creative skills effectively. There are worthwhile opportunities for children to explore the environment independently and to try new experiences, such as experimenting with shaving foam and learning to balance on wooden stumps. The setting plans effectively to build children's spiritual, moral and cultural understanding and help them learn about the Welsh culture.

Nearly all practitioners have high expectations of all children and intervene sensitively to help them learn as they play. For example, they model using mathematical language effectively and question children skilfully. They understand child development well and support children with additional learning needs and challenging behaviour particularly sensitively and productively.

There are effective arrangements for assessing and recording children's progress during specific tasks. Practitioners use the information successfully to track children's progress, and identify and plan for next steps. They share information about how well children learn and what they are working on to move forward extremely effectively with parents.

Environment: Good

Leaders provide a safe, clean and secure environment for children. There are extremely thorough procedures to support this. For example, leaders update risk assessments regularly and ensure that there are effective daily safety checks on the environment. All practitioners are vigilant about keeping children safe. Within this culture of safety, leaders ensure that children have valuable opportunities to take measured risks, such as to climb and run outside. This allows them to develop their resilience, independence and self-esteem well indoors and outside.

Leaders provide an extremely welcoming, child centred and rich environment that supports children to play and learn successfully. Leaders purchased a shelter recently that enables children to develop their skills outdoors and enjoy fresh air whatever the weather. Practitioners arrange the environment into stimulating and attractive areas that promote foundation phase learning successfully and support younger children's development well. For example, there are highly worthwhile opportunities for children to learn to appreciate the natural world and develop a range

of skills in the outdoor water play area, the digging area, mud kitchen and herb garden.

The setting's layout promotes children's independence effectively, enabling them to move around freely and choose the resources they want to use. Practitioners use the space available creatively to support children's needs appropriately. There are effective procedures to ensure leaders maintain the building well.

The setting's furniture, equipment, toys and resources are attractive and of good quality. These support children's wellbeing and learning highly effectively, and promote children's independence well. For example, there are realistic utensils in the home corner and real fruit and vegetables in the role-play shop that attract and inspire children. There are worthwhile resources that promote cultural awareness effectively and many attractive wooden and natural resources for children to use. For example, practitioners set out leaves and flowers for children to experiment with and arrange creatively. They provide open-ended resources in the outdoors that promote children's imaginative play particularly effectively. For example, children use a piece of blue material to represent the sea and make a boat for themselves out of a container.

Leadership and management: Excellent

The trustees and person in charge have a very clear and powerful vision for providing excellent education and care for the full age range of children attending the setting. Leaders share their child-centred vision highly effectively with all stakeholders. This leads to high expectations for all aspects of the setting's work and strong outcomes for children. For example, there is a very well organised and diligent approach to promoting safe practices and a culture of safety in the setting. The person in charge models and shares values and expectations about learning, behaviour and relationships very successfully. This creates an exceptionally caring ethos where practitioners and children feel valued and leads to a consistent and sensitive approach to their work from all staff. This is particularly evident in the way practitioners manage children's behaviour.

The setting has a very honest approach to self-evaluation that involves all stakeholders, including children, extremely effectively. Leaders use first-hand evidence very well to identify worthwhile areas for development and they act on suggestions made by stakeholders promptly. This leads to valuable and sustained improvements that have a positive impact on all areas of the setting's work. Recent improvements include sharing information about children's snacks more clearly with parents, and extending the range of ICT equipment available to the children. Leaders value advice from external agencies, including the Flying Start and Early Education link teachers. They make the most of opportunities to learn from good practice visits and training opportunities and these have led to recent improvements, such as in outdoor learning experiences and the quality of children's block play.

The trustees and person in charge oversee exemplary procedures for safe recruitment, and managing staff and resources. There is an inclusive approach to leadership, and leaders empower practitioners successfully through carefully considered delegation of responsibilities. This includes sharing responsibility for supporting children with additional needs, and for managing daily health and safety

checks effectively. This is supported by an exceptionally well-organised supervision and appraisal system. This builds an extremely strong team of practitioners and supports their wellbeing and professional development highly effectively. Leaders use funding wisely to support setting improvement priorities and meet children's needs effectively. They provide attractive, good quality resources that support children's wellbeing and holistic development successfully. Leaders monitor and evaluate the quality of resources and equipment particularly well to ensure they are appropriate, in good condition and meet children's learning needs effectively. They consider new purchases carefully and ensure that these complement the setting's ethos.

Leaders have nurtured a range of productive partnerships that support the setting's work extremely well. There is a particularly strong partnership with parents. This leads to extremely worthwhile support for vulnerable children's wellbeing and development.

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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