



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

A report on

**School Lane Pre School
Church Walks
Llandudno
Conwy
LL30 2HL**

Date of inspection: July 2019

by

Care Inspectorate Wales (CIW)

and

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

About School Lane Pre School

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| Name of setting | School Lane Pre School |
| Category of care provided | Full day care and education |
| Registered person(s) | Sandra Mary Cox |
| Responsible individual (if applicable) | |
| Person in charge | Sandra Mary Cox |
| Number of places | 52 |
| Age range of children | Two to eight years |
| Number of children funded for up to two terms | 18 |
| Number of children funded for up to five terms | n/a |
| Opening days / times | Monday to Friday 8.30am to 5.00pm |
| Flying Start service | Yes |
| Language of the setting | English |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | This is a service that does not provide an 'Active Offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer a Welsh language service |
| Date of previous CIW inspection | 08/12/2015 |
| Date of previous Estyn inspection | 01/10/2011 |
| Dates of this inspection visit(s) | 16/07/2019 |
| Additional information | |
| A few children have English as an additional language. A very few children have an additional learning need. | |

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

No non-compliance was identified during this inspection.

Recommendations

R1 Improve practitioners' ability to engage children for an appropriate length of time successfully during whole group activities

R2 Ensure that practitioners challenge more able children so that they progress well

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 a case study on its work in relation to the 'progressive development of language children's skills within the role play area reflecting their local area' for dissemination on their websites.

Main findings

Wellbeing: Good

Nearly all children speak and express themselves well in response to positive interactions from practitioners. They make choices and contribute their ideas for activities effectively with help from practitioners using the setting's 'ideas board'. Most children discuss their play and share ideas about what they are doing and what they would like to do next confidently. For example, a child asks to be lifted up to feel the leaves that they are looking at.

Most children arrive at the setting eagerly and cope well when they separate from their parents and carers. The few children who find separation difficult respond well to the distraction techniques used by practitioners. Nearly all children have very good relationships with practitioners and approach them confidently for reassurance and comfort. For instance, when tired, a child sits on a practitioner's knee and relaxes while sharing a story.

Nearly all children develop their confidence and self-esteem well. They respond positively to praise and are proud of their achievements. For example, a child displays the sticker awarded to them for helping to count how many children are sitting in a circle proudly. Nearly all children use good manners when prompted and are polite. Most children work together or play alongside each happily, and share resources well.

Nearly all children are particularly enthusiastic about spending time outdoors and take pride in watering the vegetables they have planted. Most children sustain concentration well as they use grabbers skilfully to pick up and count a selection of pine cones in Welsh and English, and place them in a wicker basket. They are active and curious learners and enjoy searching in the sand pit for buried sea creatures.

Most children develop their learning, understanding and skills very effectively as they participate in the wide range of interesting activities provided by practitioners. For example, they investigate dry and wet sand and explore which texture is best to make sand castles successfully. When playing in the beach hut, children develop their communication and numeracy skills well and immerse themselves thoroughly in their imaginary play. For example, they adopt the role of shopkeeper to sell a watering can to their friend and ask practitioners to pay for their cups of tea.

Most children persevere successfully to complete tasks. They concentrate effectively to catch large coloured and numbered fish from the water tray, using a fishing rod skilfully.

Nearly all children are developing independence skills and look after their own needs successfully for their age and stage of development. For example, they help to prepare snack, use the soap pump when they wash their hands and know to put the paper in the bin.

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

Most children make good progress in developing their skills across all the foundation phase areas of learning. Most listen well and follow instructions with good understanding, for example to water plants in the outdoors. Most children join in enthusiastically with songs in Welsh and English and many know the words and actions for familiar songs and rhymes, such as their 'bore da' song. However, occasionally, a few children do not listen well enough during whole group activities.

Most children make very good progress in their pre reading and writing skills. Many use a variety of tools to make marks confidently, including paint brushes, tyres of their pedal bikes and chinks. They handle tools with increasing dexterity and understand that marks have meaning, such as when using cardboard stencils to create patterns. Nearly all children recognise their names with increasing confidence, and during daily routines many identify the first sound of their name. Most children enjoy stories and join in with enthusiasm with familiar words and sayings, such as 'I'll huff and I'll puff'. Many children sustain interest in looking at books independently and with adults.

Children's numeracy skills are developing well. Most count to five confidently and a few count to ten and beyond. When looking at shapes, many recognise the images confidently and a few are beginning to identify more complex shapes, such as semi-circles. Most children use mathematical language such as full and empty correctly, for example when filling their fuel tanks on their bikes with water. During a play fishing activity, they sort fish by colour successfully and name a few numbers correctly.

Most children use information and communication technology (ICT) appropriately and confidently during free-play activities. They operate switches and buttons purposefully, for example when they want to hear the seagull in the role play area make a sound.

Most children make good progress in developing Welsh language skills. They understand simple commands such as to put their hand up, and many respond appropriately to questions about how they are feeling. Nearly all children know a good range of songs and rhymes in Welsh and join in with enthusiasm.

Many children develop their physical skills well. They climb, pedal and run with increasing control. They develop their creative skills effectively, such as when they join in enthusiastically during music activities to bang drums and use shakers with good control. Nearly all develop their knowledge and understanding of the world around them particularly well. They understand that plants need water to grow and learn about their local area, including the sea front. For example, most children talk knowledgeably about cable cars, windmills and the pier. This is a strong feature of the setting's work.

Many children are beginning to develop effective problem solving skills and to work co-operatively. For example, they help each other to connect a series of bamboo pipes to channel water towards their onion plants.

Care and development: Good

Practitioners understand and implement the setting's policies and procedures well. They promote healthy eating appropriately and drinking water is readily available throughout the day to ensure children are kept hydrated. The setting promotes healthy lifestyles effectively. For example, practitioners lead fun yoga classes for children and provide plenty of opportunities for them to play outdoors in the fresh air. They encourage children to brush their teeth regularly, and to wash their hands before snack and after using the toilet. This develops children's understanding of effective personal hygiene practices well.

Arrangements to safeguard children meet requirements and give no cause for concern. For example, practitioners' understanding of child protection and first aid practices is current and suitable for the age ranges of children being cared for. There are thorough arrangements for recording accidents and incidents and sharing information with parents. Practitioners reinforce road safety rules effectively when they walk to the setting from the school. They undertake fire drills at appropriate intervals and record the outcome suitably.

Practitioners have a gentle and friendly approach to care giving. In general, they manage interactions well and this creates a welcoming and relaxed atmosphere in the setting. However, very occasionally, practitioners do not apply behaviour management strategies confidently enough during whole group sessions.

Practitioners provide a broad range of play and learning activities that children enjoy and that provide worthwhile opportunities for them to make choices. They raise children's awareness of the world around them successfully. For example, they provide stimulating activities that help children begin to learn about different countries, such as making raita using cucumber and mint from the garden, and painting using different coloured spices. Practitioners promote diversity appropriately through beginning to develop children's awareness of different cultural celebrations. They offer good opportunities for children to learn about re-cycling and sustainability. For instance, after snack children re-cycle their waste food and packaging confidently.

There is a worthwhile focus on children's individual development. Practitioners plan well for their next steps in learning and review progress regularly. They keep parents informed well about children's development and welfare through regular conversations and an electronic reporting system. Practitioners and leaders recognise when children may have additional learning needs and respond sensitively and helpfully. They use advice from other agencies well to provide appropriate support.

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

Practitioners' planning takes very good account of foundation phase requirements, reflects children's interests effectively and focuses well on developing their skills. There are high quality learning opportunities that allow children to make choices, take risks and develop their confidence and independence effectively. Practitioners use resources imaginatively to develop a full range of skills across all areas of learning,

including children's thinking and creative skills. For example, they provide extremely effective opportunities for children to learn through exploring a small world environment mirroring their seaside town and headland. Practitioners make beneficial use of visitors to the setting to enhance the curriculum and encourage children to ask questions about the world in which they live.

Practitioners plan very effectively to develop children's literacy, numeracy and ICT skills in the indoor and outdoor environments in a meaningful context. This is a particularly strong feature of the setting's work. For example, they help children learn to count effectively while working out how many chairs and plates they need when they lay the table for a party.

At the start of the session practitioners use Welsh well when they welcome children and encourage them to respond to instructions and questions, for example talking about colours and numbers in Welsh during their daily routines. Practitioners have proactively developed useful opportunities to develop Welsh, such as using songs and rhymes effectively to introduce simple Welsh phrases. There are plenty of worthwhile opportunities for children to learn about Welsh culture.

The setting fosters children's spiritual, moral, social and cultural development successfully. For example, practitioners are positive role models and encourage children to be kind and courteous to one another effectively. There are useful discussions with the children about plastic and paper wrappings to help them learn about caring for their environment.

There are effective arrangements for tracking children's progress and planning their next steps in learning. Practitioners observe children carefully to identify their strengths and areas for development. They use this information particularly well to identify and celebrate new achievements as children progress in their learning. The setting keeps parents and carers well informed about their child's progress across the foundation phase areas of learning, through regular meetings and informal discussions.

Nearly all practitioners have a very good understanding of foundation phase practice, and provide interesting and challenging opportunities for children to learn through play and active involvement. They intervene in children's play extremely skilfully to extend their learning, develop their thinking skills and teach them to look after resources. For example, they take time to help a child observe and understand the effects of water on chalk and learn about the consequences of their actions. However at times they do not challenge more able children well enough during adult led activities. Practitioners have positive working relationships with children and manage behaviour well on the whole. However, occasionally, they do not support children well enough to engage fully in whole group activities.

Environment: Good

Leaders provide a welcoming and child-centred environment with sufficient space and facilities to meet children's needs to a very high standard. Toilets are clean and hand-washing facilities easily accessible. The layout and design of the environment promote children's independence well, enabling them to explore their play area freely and make positive choices. Leaders display children's artwork attractively and there is a designated area for them to store their personal items, which contributes successfully to creating a strong sense of belonging.

Leaders ensure the setting is secure and visitors are recorded appropriately. The environment is safe and well maintained, and practitioners follow regular routines to complete risk assessments efficiently and keep the setting clean.

Practitioners use the attractive and well-maintained outdoor play space well. It offers an interesting range of resources, which practitioners store appropriately and these challenge and extend children's knowledge and development effectively. This includes a variety of gardening tools, and equipment and resources for children to find different ways to water plants. There is a good range of pedal vehicles and apparatus for children to choose from, while developing their physical skills actively in the fresh air.

Leaders provide appropriate sized furniture, toys and resources that are of good condition and quality. They plan attractive learning areas that children enjoy using. For example, the home corner is decorated well with re-cycled household objects and commercial materials that extend children's play effectively.

The setting's resources stimulate children's interest and imagination, and help them to develop their senses well. These include re-cycled cardboard templates to use for mark making with chinks on the yard, and a variety of different sized containers to learn about volume. Leaders ensure that children learn about the world around them well such as through providing musical instruments, dolls and dressing up clothes from different cultures.

Leadership and management: Good

The leader has a clear vision for the setting that focuses on providing a warm and welcoming, family ethos. She has high expectations of staff and challenges them successfully to do their best. Practitioners ensure that the children are happy, safe and well cared for at all times. Staff feel well supported and valued at the setting, and there are good systems in place to support induction and appraisal. The management committee is very supportive and challenges the leader to ensure the setting strives to maintain its exceptionally caring ethos, through regular meetings and discussions.

The setting's statement of purpose provides an accurate picture of what the setting offers. There are effective procedures to ensure the safety of all children and staff, and leaders review these regularly. There are a wide range of appropriate policies and procedures that support the daily running of the setting successfully.

Leaders follow robust employment processes effectively and employ sufficient, appropriately qualified practitioners to care for the children. Practitioners understand their roles and responsibilities and there is an appropriate induction process that supports them successfully. Regular appraisal meetings provide practitioners with worthwhile opportunities to reflect on their practice and address identified areas for improvement effectively. Leaders encourage practitioners to work to their strengths, for example, taking responsibility for maintaining and enhancing an area, such as the beach hut, garden or the role-play area. They support staff in their professional development so that they feel fully involved in the setting and take pride in their work. Leaders support and encourage practitioners to develop an appropriate range of effective behaviour management strategies.

Leaders and practitioners know the setting well overall, and collaborate effectively to review its performance and to identify areas for improvement in most respects. For example, practitioners regularly evaluate how areas are being used by children and adapt them when necessary. The leader involves all practitioners, children and parents in the review process and they identify areas for improvement that will benefit children appropriately.

The management committee and the setting leader understand the setting's finances and prioritise expenditure highly effectively. For example, the setting recently purchased a large parasol to cover the water tray in the outdoors, so that children could play in the shade. This ensures that children benefit from a well-resourced provision.

The setting has a range of successful and strong partnerships that have a positive effect on provision and children's progress. There is a strong partnership with the local school that supports children's transition highly effectively. Partnerships with parents are good. Staff are regularly available to speak to parents about their child's progress or their individual needs. There is a very effective system for maintaining home setting links through the innovative use of shared 'Home Bags'. The setting has strong links with the community, with visitors to the setting such as the Royal National Lifeboat Institution and the staff and children attending the town's Christmas fayre. The setting works successfully with other agencies to support children with additional needs, such as the physiotherapy and speech and language therapists.

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:

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|------------------|---|
| 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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