



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

A report on

**Meithrin Ysgol Hen Heol / Old Road School Nursery
Old Road School
Old Road
Llanelli
Carmarthenshire
SA15 3HW**

Date of inspection: February 2020

by

Care Inspectorate Wales (CIW)

and

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

About

Name of setting	Old Road School Nursery
Category of care provided	Sessional Daycare
Registered person(s)	Non Neave
Responsible individual (if applicable)	
Person in charge	Eleanor Strawbridge
Number of places	22
Age range of children	2 – 4 years old
Number of children funded for up to two terms	7
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 8.50am – 11.50am
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.

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Date of previous CIW inspection	03/07/2017
Date of previous Estyn inspection	
Dates of this inspection visit(s)	26/02/2020
Additional information	
The operational language of the setting has changed from Welsh to English since the previous CIW inspection.	

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 Plan effectively to develop children's skills in the outdoor area
- R2 Ensure that improvement planning focuses more sharply on targets that have clear timescales, costings and criteria for success
- R3 Ensure that the appraisal process generates more specific targets for improvement for practitioners

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

Nearly all children have a strong voice within the nursery and make confident choices and decisions about their play and learning. For example, nearly all children confidently express where they want to play next during whole group sessions. They contribute well to planning activities and their views and opinions are valued by practitioners.

Nearly all children feel happy and relaxed at the nursery. They know the routines well and settle quickly on arrival. They listen well to instructions. For example, they stop what they are doing when they are prompted by practitioners to tidy up after activities. Most children form positive relationships with practitioners and peers and approach staff to tell them some news or ask for something. They express their enjoyment through smiles and laughter and are very enthusiastic about their time at the nursery.

Nearly all children behave extremely well. Most children use 'please' and 'thank you' without prompting and treat each other and practitioners with respect. Many children take turns and share resources well, for example when helping each other to fill a bottle with rice. A few children are able to identify when others are apprehensive or unsettled. For example, a child took another child's hand and led her to the mat for circle time and helped her to put on her coat.

Nearly all children thoroughly enjoy their time at the nursery and are suitably engaged in activities. They enjoy moving from one activity to the next and persevere and concentrate for good periods of time. For example, a group of children eagerly role play with the dragons, hiding them under the trees and on the tunnel, making roaring noises. Many children join in enthusiastically with singing and circle time in both English and Welsh and some continue to sing during their play.

Most children develop excellent independence and self-help skills. Nearly all children put on their own coats, use the toilet independently and wash and dry their hands. Nearly all children butter their own toast, chop their banana and pour milk into their cups without the help of practitioners. A few also wash and dry the plates and cups after snack time.

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 from their starting points, particularly in literacy and numeracy.

Most develop very good listening skills and follow instructions with understanding at the first time of asking, for example when asked to come to the carpet, to line up on

the yard ready for returning to the nursery or when helping to prepare a pancake mix. Most speak with adults confidently when talking about their feelings, describing what they are doing during activities or when discussing the weather. Most children join in enthusiastically with songs in Welsh and English and many know the words to familiar songs and rhymes. For example, one child burst independently into "Rain, rain go away" when she noticed that it had started raining outside. Many use a variety of resources confidently and develop their early writing skills well. They use a variety of large and small resources with increasing control and they understand that marks on paper have meaning for the reader. Most children enjoy stories and identify characters from recent stories, for example when playing with character spoons or a story box. They work together well to create their own stories that have a beginning, a middle and an end. They also work well together to solve a problem that faces one of the characters, such as a shark that threatens a mermaid in an underwater story. Many children show an interest in looking at books independently and sit for prolonged periods when looking at books with adults.

Many children's numeracy skills are developing well. Most count to five confidently and a minority can count to ten and beyond, and attempt to count backwards to zero. They use mathematical language such as full and empty correctly, for example when filling bottles and containers with rice grains, and can distinguish between large and small objects such as 'wiggly worms' in jelly accurately. Many recognise colours and numbers correctly as well as identifying basic shapes such as circles, squares and triangles.

Most children use information and communication technology (ICT) equipment appropriately and confidently to enhance their learning. They use cameras and tablets to take pictures and use simple software to add images to photographs. They are beginning to control the direction of a programmable toy independently by pressing the appropriate buttons, and they are aware that electronic equipment needs batteries that are fully charged in order to work properly.

Most children's physical skills are developing appropriately. During outdoor play, they push and control tricycles and scooters, and use small slides competently.

Most children make good progress in developing basic Welsh language skills. They respond confidently to adults' greetings and instructions such as 'amser tacluso'. Most are able to talk about what the weather is like outside. Nearly all children know a good range of songs and rhymes in Welsh and join in with the adults.

Many children are beginning to develop effective problem solving skills. For example, they experiment with different sized cars and balls travelling down through different drain pipes, changing them to see which fit, and which travel down better.

Care and development: Good

Practitioners form a very close working relationship with the children. They provide very good care and support for children at the nursery. They know the children well and have a good understanding of their needs and preferences. For example, they respond sensitively to children who choose not to participate in specific tasks by allowing them to choose their own tasks. Practitioners are proud of the progress

children make at the nursery and are passionate about delivering exceptional care and seeing children flourish. They gather information about children's individual routines from parents when they start at the nursery, for example by using the 'important information about me' booklet.

Practitioners understand the behaviour management policy and act as good role models. They listen well to children's views and respond well to their needs. Practitioners' interactions with the children are positive, demonstrating warmth and kindness. They successfully reassure children who are apprehensive with interesting activities and genuinely care about their feelings. Practitioners show dignity and respect towards children. For example, when a child needs changing, this is done in a sensitive manner.

Practitioners promote children's health and wellbeing effectively. They offer healthy and nutritious snacks and drinks, which include fresh fruit, milk and water. Practitioners provide children with good opportunities to develop healthy lifestyles, for example by participating in regular physical activity, ensuring that drinking water is readily available and brushing their teeth daily. They follow strict hygiene procedures at all times and this is embedded amongst the children within their daily routine. Practitioners identify and eliminate risks effectively and daily checks are carried out. Safety checks are carried out when playing outdoors, which include a head count of all children as they go outside and on their return indoors with the children as a fun counting activity. Practitioners keep a detailed record of all incidents and accidents, and ensure that they are signed by parents and practitioners.

All practitioners have attended relevant and up-to-date safeguarding training and are aware of their responsibilities. They are all familiar with the nursery's safeguarding policy and discuss procedures for referring concerns confidently. The nursery's arrangements for safeguarding children meet requirements and give no cause for concern.

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

Practitioners plan an engaging and stimulating range of focused and independent learning activities that reflect the principles of the foundation phase well. They focus well on developing children's skills across the areas of learning. For example, children develop their numeracy skills and fine motor skills well by using different tools to fill various containers with rice and breakfast cereal and weighing them. Practitioners play alongside the children and intervene skilfully to ensure that children's numeracy, problem solving and fine motor skills are developed as they play. They involve children well in contributing ideas for themes and adapt their planning at short notice to accommodate children's ideas and curiosities. For example, practitioners introduce activities to do with spiders and webs in response to a child becoming excited about a spider hiding behind a radiator. However, practitioners do not always plan effectively for the development of children's skills in the outdoor area. As result, children do not have the opportunities to enhance their skills as well as in the indoor environment.

Practitioners have a sound understanding of good foundation phase practice and provide good opportunities for children to learn through play and active involvement. Practitioners use questioning very effectively to extend children's learning and to develop their thinking skills. They encourage children to engage in activities and listen to them patiently and with interest. Practitioners are very skilled at knowing when to intervene and when to allow children to work things out for themselves.

Practitioners provide good quality opportunities to develop children's literacy, numeracy and ICT skills, both in formal learning activities and throughout the day. For example, children practise number and counting skills successfully when cutting fruit or lining up ready to go into or out of the nursery.

Practitioners assess and record children's progress accurately. They use these assessments well to plan for the next steps in children's learning. Practitioners keep parents and carers well informed about their child's progress.

The nursery supports children's social, moral, cultural and spiritual development very well. For example, practitioners plan engaging activities to help children understand different celebrations and customs from other cultures. Practitioners support children's spiritual development well. They give children many good quality opportunities to develop an understanding of different cultures, such as Lesotho, Spain, China and Wales. They also provide opportunities for children to make donations to a local charity in order to develop their awareness of people less fortunate than themselves. Practitioners make beneficial use of a suitable range of visitors to the nursery to enhance the curriculum. For example, one of the grandparents who uses a wheelchair came in to discuss what it was like to be a wheelchair user and to highlight inclusion in the community.

The nursery supports children's Welsh language development well. Practitioners use simple words and phrases continually throughout the session in a purposeful manner, and they encourage children to respond. For example, they discuss the weather and count different objects. Practitioners offer children suitable opportunities to learn about Welsh culture such as celebrating St Dwynwen's Day and visiting Kidwelly Castle. Parents are invited in to celebrate St David's Day and create Welsh emblems, such as daffodils and leeks, with their children.

Environment: Good

The nursery is welcoming and friendly, and it provides a rich environment for play and learning. Leaders make good use of the room to provide well organised areas of learning that children can access independently, for example the block play and a reading area. There is also plenty of space to support group activities well, such as messy play, cooking or story time. This supports the development of children's skills across the curriculum effectively.

Leaders provide a suitable, safe, secure and clean environment for children. They ensure that practitioners implement safety precautions effectively, such as checking the outdoor area before children use it to eliminate hazards. Leaders keep a record of all children, staff and visitors, ensure that main doors are kept locked and implement a robust system for managing access to the premises.

The outdoor environment gives children appropriate space and opportunity to be physically active and to get fresh air. However, as access to the outside area is limited to half an hour each day, which is shared with the school, children do not always have sufficient opportunities to develop their physical skills.

The nursery has a wide range of good quality, age appropriate resources that are well maintained and stored where children can reach them easily. Areas include role-play and tuff trays, which are equipped with real items, such as kitchen utensils and food. This ignites children's interests and curiosity effectively. The furniture is age-appropriate, which promotes children's independence well and ensures that children are comfortable when playing and learning.

The nursery provides valuable resources and opportunities to promote equality and diversity, encouraging children to learn about a range of cultures and the differences between people. This includes a beneficial selection of books, dolls and small world characters.

Leadership and management: Good

The lead practitioner has a clear vision for the nursery based on ensuring that the children are happy, inquisitive and curious. She is passionate about preparing children to become independent and learn to the best of their ability in a stimulating, safe and engaging environment. She ensures that they receive well-rounded play and learning experiences in preparing them for the next step in their education. The lead practitioner shares this vision effectively with professionals and parents and has high expectations of staff and children.

The statement of purpose provides an accurate picture of what the nursery offers. Leaders and practitioners know their nursery well and collaborate effectively to review its performance regularly and to identify areas for improvement. First hand observations of the nursery's work are accurate and useful. Practitioners take good account of the views of parents, and advice from the advisory teacher, when planning for improvement. However, improvement plans are not always useful as they lack clarity, accurate costings and meaningful targets for improvement.

The nursery has appropriate processes in place to ensure that everyone understands their roles and responsibilities, and makes a valuable contribution towards achieving the nursery's strategic aims and objectives. Leaders use the nursery's appraisal and supervision systems well to review the performance of practitioners. They provide useful opportunities for practitioners to discuss and reflect on the quality of their work. However, the targets are not always focused enough and do not provide practitioners with clear areas for improvement.

The nursery has valuable partnerships that have a positive effect on provision and children's standards. The leader and practitioners work effectively with parents by sharing information about their children's progress regularly and inviting them in to

work alongside their children. The nursery also has a very beneficial working partnership with the local school, which includes taking part in joint training activities when it is relevant. This contributes well towards practitioners' professional development, in addition to improving the quality of provision and children's outcomes and wellbeing. The nursery also benefits from observations by the school's foundation phase leader. The transition arrangements between the nursery and the school are very strong, with regular informal meetings between the relevant staff ensuring that children move from one nursery to the next as seamlessly as possible. The lead practitioner also aids transition in to the nursery by hosting a parent and toddler group on Friday afternoons. This helps children to get to know the nursery and staff before starting formal sessions there. The lead practitioner knows the nursery very well. She has sound and rigorous knowledge of children's standards and assesses the effectiveness of provision continuously with another member of staff, and they keep the committee informed of standards regularly.

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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