

A report on
Cefnlllys – Flying Start
Cefnlllys CP School
Llandrindod Wells
Powys
LD1 5WA

Date of inspection: March 2011

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



INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL

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 school'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

Cefnlllys Pre-School Provision is part of Llandrindod Wells County Primary School. The setting provides up to ten hours' funded provision for children from the beginning of the term following their third birthday. It is able to offer provision for up to 32 children over two sessions. The setting is open from 9.00am to 11.00 am and 1.30pm to 3.30pm Monday to Friday.

Currently, 22 children who are three years old have funded places from the Early Years Development and Childcare Partnership in Powys. During the inspection, 15 of the funded children were present in the setting.

Children mainly come from the county town of Llandrindod Wells. The area is considered to be neither advantaged or disadvantaged. Almost all children come from homes where English is the main language spoken. The setting is inclusive and welcomes children with additional learning needs (ALN). Currently, four children are recognised as having ALN.

The setting employs two members of staff to work with children in the pre-school provision. The headteacher of Llandrindod Wells County Primary School is the registered person for the setting and has overall responsibility, along with governors of the school, for the pre-school provision.

The setting was last inspected by CSSIW in November 2010. This is the setting's first Estyn inspection.

Summary

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

Current performance

The current performance is good because:

- all children enjoy learning and make good progress;
- all children are happy, well behaved and show care and respect for others;
- relationships between staff and children are caring and supportive; and
- children show increasing confidence and independence and make choices about what and how they learn.

Prospects for improvement

The prospects for improvement are good because:

- leaders and managers are responsive, reflective practitioners who are committed to continuous improvement;
- there are effective systems in place for self-evaluation and planning for improvement; and
- play and active learning is promoted well through good quality teaching and learning.

Recommendations

- R1 Improve planning and provision to support the progressive development of children's information and communication technology skills (ICT).
- R2 Improve children's Welsh language development.
- R3 Develop self-evaluation to include a greater focus on children's progress and outcomes.
- R4 Formalise arrangements for the Registered Person's and Governors' involvement in the monitoring and evaluation of the setting.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children achieve well and make good progress in relation to their stage of development and ability. They demonstrate good listening skills and follow instructions carefully. They work well alongside other children and with adults. Children have good oral skills and show sound development in their language skills.

The majority of children apply their skills well to a wide range of play and learning activities. All children join in enthusiastically with songs and action rhymes in Welsh and in English. They enjoy listening to stories and sharing books with adults. Children's pre-writing skills are good and they make appropriate use of opportunities to mark-make in the outdoor learning area and indoors in the writing area.

The development of children's pre-number skills is good. Most children can, sort, match and sequence numbers accurately. The majority of children use early mathematical skills to count objects and use mathematical language in their play appropriately.

Children's creative and independent learning skills are developing appropriately through the range of play and active learning opportunities offered to use paint, crayons and water. Children's skills in using ICT are less well developed.

All children enjoy physical activity and show good gross motor skills. In Busy Feet sessions, they demonstrate the ability to move in different ways and to hop and run and jump. Most children have good hand-eye co-ordination and fine motor skills. They confidently choose resources for themselves and most show good levels of independence for their age.

Overall, children are making adequate progress in developing their Welsh language skills. They use Welsh appropriately during circle time activities and at snack time, and a few children are gradually becoming more confident to use the language in their play.

Wellbeing: Good

Children's engagement and participation in learning are good, and they clearly enjoy the time they spend in the setting. They develop appropriate attitudes to keeping healthy and recognise the importance of exercise and eating healthily. All children participate well in physical exercise in the outdoor area and when they take part in the Busy Feet programme in the school hall. They understand the effect of physical activity on their heart beat. The programme helps them to recognise the importance of warming up before exercise and taking time to slow down at the end of the session.

Almost all children co-operate fully with adults and other children in the setting. Children gain in confidence and self-esteem and cope well with new experiences.

Behaviour is very good and all children are polite and show respect and care for each other.

Children express their preferences effectively and share readily with adults the things they like and dislike, particularly at snack time and during circle time. Their social skills are well developed and they demonstrate growing confidence and independence. Nearly all children take responsibility for their personal hygiene and understand the importance of washing hands before preparing and eating food. They follow appropriate routines in helping to clear away after snack time, including the need to recycle waste cartons and plastic bottles. Children enjoy going into the local town to choose and buy food for snack time.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The setting provides all children with an appropriate range of interesting activities and learning opportunities across most areas of learning. Practitioners work very well together to plan activities that engage children and stimulate learning.

Children appropriately learn about other countries and cultures and increase their knowledge and understanding of the world. For example, they have enjoyed activities centred around a jungle theme to explore their understanding of other parts of the world.

All staff work well together as a team to provide consistency and to work towards shared outcomes for the children. Practitioners know the children well and respond to their individual needs effectively to help them get the most out of the learning experiences offered.

Practitioners plan and organise learning experiences in the indoor and outdoor areas effectively to develop and reinforce communication and numeracy skills within most areas of learning. The organisation and planning for the promotion of children's ICT skills is less well developed.

Practitioners encourage children to develop their Welsh language skills appropriately. They use appropriate opportunities to promote the Welsh language, for example at snack time. Practitioners provide good opportunities for children to develop an understanding of Welsh traditions and culture. They help children to identify Wales on a map displayed within the classroom and to understand where they live in Wales. Awareness of other cultures is appropriately raised by the provision of activities to mark celebrations such as the Chinese New Year and Divali.

Practitioners offer children useful experiences to learn about and to understand the importance of recycling and sustainability.

Teaching: Good

The quality of teaching is good. Practitioners have a sound understanding of the Foundation Phase and use an appropriate range of approaches to promote play and active learning. They use open questions well to explore and confirm children's

understanding and to challenge and extend their thinking. Practitioners are good role models for the children in the setting and support the development of their language and personal social skills well. Generally, they intervene appropriately to make sure that children have the best opportunities to learn and develop. On a very few occasions they do not intervene early enough to make sure that less confident learners have opportunities to practise skills, for example on the computer.

Practitioners know the children well and use observation effectively to monitor children's learning during play and active learning. They use their observation and interaction with children to track and review their progress across the areas of learning and to inform planning for future activities. Practitioners provide children with good oral feedback to help them to develop and improve.

Practitioners plan activities well and clearly identify the learning objectives to be achieved. However, they do not focus enough on measuring and recording the impact of teaching on learning and on the progress made by individual children in relation to their starting points.

The setting provides parents with a clear report of their child's progress and standards of achievement when they move on to primary school. Currently, there are few formal opportunities offered to provide ongoing feedback to parents on how well their children are doing.

Care, support and guidance: Good

The setting promotes children's health and wellbeing effectively. Practitioners provide good care and support for all children to help them to get the most out of their learning. Children feel safe within the setting and have a clear understanding of whom to approach if they need help.

Practitioners promote a strong caring ethos within the setting which helps children to settle quickly when they first come to the nursery and at the start of each day to be keen to learn.

Snack time and daily circle time provide good opportunities for practitioners to support the development of children's personal and social skills and to reinforce the importance of care and respect for others. Practitioners encourage children to take responsibility for setting up the table for snacks and for helping to clear away. They reinforce important values and attitudes, for example sharing, being honest and kind to others and giving thanks for the things they receive.

The setting has appropriate arrangements in place for providing children with specialist support if required. Practitioners seek help and advice from services such as speech and language therapists to support children's development when necessary.

The setting has an appropriate policy and procedure in place for safeguarding. All staff receive appropriate training and understand their roles and responsibilities in respect of safeguarding children.

Practitioners make appropriate arrangements for the integration of children with additional learning needs in the setting. They develop effective individual education

plans to meet their learning needs and work with other agencies and with parents to provide the most appropriate support.

Learning environment: Good

The setting provides a welcoming and stimulating environment for the children. The classroom is small but well organised. Practitioners make best use of the space available to them to provide children with a range of opportunities across all areas of learning. Appropriate use is made of an outdoor learning area and the school hall to provide children with opportunities to support their physical development and an appropriate range of learning experiences. All children have equal access to all areas of provision. Practitioners promote equality and diversity effectively and are committed to providing a setting that is inclusive.

The setting employs enough trained and experienced staff to meet the needs of all children. Practitioners have appropriate knowledge and understanding of the Foundation Phase. They are well motivated and committed to improving their skills and make good use of training and local cluster meetings to develop their practice.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher and the setting leader have a common vision and purpose for the pre-school provision offered at the school. They share a commitment to offering good provision that helps children to achieve their potential in all areas of learning.

The headteacher is the registered person for the setting and along with the governors has responsibility for the overall management of the provision. The headteacher manages the budget for the pre-school provision and reports to governors regularly about the work of the setting.

Communication between the headteacher and the setting leader is good. They meet regularly to discuss issues relating to the management and effective running of the provision. However, these arrangements are largely informal and are not recorded. There is a system in place for the annual review of performance of practitioners in the setting. Currently these arrangements do not directly involve the headteacher in monitoring and evaluating the work of the setting and are not formal enough.

Practitioners respond positively to national and local priorities. They engage well in training and developments related to the Foundation Phase. They work well with staff in the school and the local authority Foundation team to promote the best outcomes for children.

Improving quality: Good

Overall, self-evaluation processes in the setting are good. Practitioners demonstrate a firm commitment to continuous improvement. They review their practice and outcomes regularly and identify areas for development in appropriate quality improvement plans, and make sound use of these plans to develop and improve aspects of the provision. For example, practitioners have identified the need to

develop children's Welsh language skills further and have begun to promote the use of Welsh at snacktime and during circle time. Practitioners take the views of children into account by talking to them regularly about activities they would like to be involved in and gaining feedback on experiences they have enjoyed. Practitioners encourage parents to suggest improvements to practice and provision and this has been extended recently through the development of a parental questionnaire.

The local authority advisory teacher linked to the setting has recently undertaken an audit of the provision and shared the outcomes with practitioners to support quality improvement. Practitioners respond well to guidance offered and are receptive to advice that promotes improvement in the quality of the provision and in the outcomes for children. However, because of the small staff team within the pre-school setting the use made of wider networks of professional practice is limited.

The self-evaluation report is a useful document which provides a good overview of the work of the setting and identifies strengths and areas for development. However, it is not always evaluative enough and is not yet linked closely enough to a quality development plan which draws together all areas for improvement.

Partnership working: Good

The setting offers pre-school provision for Llandrindod County Primary School and is integrated well into the whole school provision. Many of the children progress from the setting to the school and the close links help to support effective transition of children to their next stage of learning.

There are effective partnerships with parents who value the experiences the setting offers their children.

There is a strong sense of teamwork in the setting. Practitioners work well together to plan and deliver learning experiences and to assess children's progress. The strength of this partnership supports the good standards achieved by children.

Practitioners have developed a good working relationship with the local authority Foundation Phase team. This partnership provides effective arrangements which support improvements in practice and outcomes for children in the setting. A positive relationship with the Wales Pre-School Playgroup Association (WPPA) provides good support for the provision the setting offers.

Resource management: Good

Managers make effective use of the funding available to provide sufficient staffing and resources to support children's learning. Overall, there are enough resources to enable children to meet most of the Foundation Phase curriculum. However, resources for ICT are limited and do not provide enough opportunities for children to develop fully their information and communication technology skills.

Overall, the setting achieves good outcomes for children and provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Analysis of the 12 questionnaires returned by parents indicates a good level of satisfaction with the provision offered by the setting. All parents are pleased with the progress their children are making and the care and support children receive in the setting. They comment on how much their children enjoy coming to the setting and how well it prepares them for moving on to school. Parents feel that the setting is well run and they are confident to approach staff to discuss any concerns. They benefit from a useful report on their child's progress when they leave the setting, but would welcome regular, informal information about how well they are doing.

Responses to discussions with children

All children enjoy the variety of interesting activities offered within the setting. They enjoy playing with friends and joining in with action songs during circle time and physical exercise through the Busy Feet programme. They also enjoy eating with others and socialising at snack time. They are confident when speaking to adults and when taking on responsibility for helping with serving food to other children at snack time. They understand the importance of caring for others and of behaving well.

Appendix 2

Janice Thomas, HMI	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.uk)