

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Ely and Caerau Children's Centre,  
Michaelston Community College,  
Michaelston Road,  
Ely,  
Cardiff.  
CF5 4SX**

**School Number: 6811018**

**Date of Inspection: 20/10/08**

**by**

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Ely and Caerau Childrens Centre was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ely and Caerau Childrens Centre took place between 20/10/08 and 22/10/08. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

- 1 Ely and Caerau Nursery is located at the Ely and Caerau Children's Centre. The newly built provision is situated on the outskirts of Cardiff to the west of the city and near Culverhouse Cross. The Centre itself has a wider social care remit than a school. It offers additional services that support the Ely and Caerau areas of Cardiff in partnership with statutory and voluntary organisations. The maintained nursery is part of the remit of supporting children. The Centre shares a site with Michaelston Community College.
- 2 The nursery for three to four year olds, which opened in September 2005, has an English medium class, which caters for 40 full-time equivalent children, and a Welsh medium class which caters for 30 full-time equivalent children. Staff and children from the English medium Vachell Nursery School moved to the Centre when it opened, but the Welsh medium nursery class is a completely new provision. Children attend the nursery for five morning or five afternoon sessions, with many accessing wrap around provision in the form of the breakfast club, lunch club and/or day care. The nursery classes are staffed by 11 members of staff, including two learning support assistants who work with children with additional learning needs (ALN).
- 3 The Ely and Caerau areas are designated Communities First areas and have been identified as wards of significant deprivation, which rank amongst the highest in Cardiff and Wales. The low attainment of children on entry, especially in language and communication skills, can be attributed to the broad ranging deprivation factors prevalent within both communities. One child has a statement of special educational needs (SEN) and 24% are on the SEN register- a figure which is above the national average. One child is looked after by the local authority.
- 4 The population of these two areas is relatively static with many generations of the same family living in close proximity. The predominant language spoken at home is English. Although approximately two per cent of the children use another language at home, only one child comes from a Welsh first language background. Approximately fifteen per cent are from mixed race or ethnic minority groups. No free school meals figures are available for this age group.
- 5 This is the first inspection of the nursery by Estyn.

## The school's priorities and targets

- 6 'Learning for Life! Every Day is a Learning Day' is the main focus of the Centre's vision statement.
- 7 The nursery shares its main aims with the Integrated Centre. They are to:
- provide high quality services to children and adults including providing the best possible environment in an inclusive centre in order to develop a positive self-image, confidence and a feeling of well-being for all;
  - treat children as individuals and respect the distinct qualities they bring, offering them opportunities to develop at their own pace; and
  - operate an open door policy in order to reach out to the local community in order to provide a sound and enjoyable continuum of learning that goes on through each individual's life.
- 8 The school's priorities for this year are to:
- develop opportunities for nursery staff to work with other professionals at the Centre;
  - establish a community garden area and develop work in the Community Room;
  - maintain high standards of achievement facilitating a smooth transition from home to Centre and Centre to school;
  - support the development of bilingualism;
  - develop learning and teaching, assessment and provision within the Foundation Phase; and
  - develop the role of the Governing Body (GB).

## Summary

- 9 The educational provision for three to four year olds within the Ely and Caerau Children's Centre is inspirational. The stimulating and exciting environment and outstanding teaching enrich their childhood. Children develop into independent, confident individuals who have a strong sense of self-belief and a feeling of respect for themselves and others. The high quality accommodation and educational resources provide children with an outstanding start in many aspects of their lives. The contribution of the nursery to the regeneration of the Ely and Caerau communities is immense.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1

2	How effective are teaching, training and assessment?	Grade 1
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4	How well are learners cared for, guided and supported?	Grade 1
5	How effective are leadership and strategic management?	Grade 1
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7	How efficient are leaders and managers in using resources?	Grade 1

10 The findings of the inspection team match the grades given by the nursery in its self-evaluation report in all seven key questions.

### Standards

11 Standards in areas of learning inspected were as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
78%	22%	-	-	-

12 These figures are considerably higher than the national averages as published in Her Majesty's Chief Inspector's (HMCI's) Annual Report for 2006-7 where standards overall in primary schools in Wales are reported to be a Grade 2 or better in 80% of lessons and Grade 1 in 10%.

### Areas of learning for under-fives

Personal and social development, well being and cultural diversity	Grade 1
Language, literacy and communication	Grade 1
Mathematical development	Grade 1
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

<b>Inspection Area</b>	
Foundation phase	Grade 1

13 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase.



- 14 All children, including those with ALN, achieve very well regardless of their ethnic, social or linguistic background. All make outstanding progress towards fulfilling their potential and become autonomous and confident learners. There is little variation in the involvement and achievement of boys and girls.
- 15 The progress children make and standards they achieve in the key skills of literacy, numeracy and the use of information and communication technology (ICT) is outstanding.
- 16 In the short time they are in nursery, children make excellent progress in bilingualism. In both classes they respond correctly to a range of questions that match their competence in both English and Welsh.
- 17 Children quickly develop an awareness of what is expected of them. They have a clear understanding of the task in hand and how they are progressing. They are well prepared for the next stage in their learning.
- 18 Children's positive attitudes, enthusiasm and interest in their activities and learning are excellent. Their behaviour is very good. They are polite at all times to staff and the numerous visitors to the nursery.
- 19 The attendance level at 85.3% is disappointing. However punctuality at the breakfast club and nursery is very good.
- 20 Excellent progress is seen in pupils' personal, social and moral development; children can work independently and co-operatively. They are aware of the difference between right and wrong. Throughout the nursery, their understanding of equality and fairness is excellent. They have a very good realisation of the diversity of society outside school. Their awareness of their local area and the amenities and jobs undertaken in the district is very well developed.

## **The quality of education and training**

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
67%	33%			

- 21 These figures are also considerably higher than the national averages as published in HMCI's Annual Report for 2006-7 where the quality of teaching overall in primary schools in Wales is reported to be Grade 2 or better in 80% of lessons and Grade 1 in 14%.
- 22 The high standard of teaching enables children to learn most effectively through play-based, experiential activities, and practitioners succeed in developing their curiosity superbly. All staff have excellent knowledge of Foundation Phase principles and understand that children are motivated to learn through investigation and exploration; they take into account their

interests and needs. They use a wide range of different learning styles and teaching strategies exceedingly well to ensure that children become absorbed in their activities.

- 23 The English medium class meets the English language needs of children very well and uses incidental Welsh effectively throughout the day in a variety of contexts, although practice is inconsistent between staff. In the Welsh medium class teachers develop children's Welsh language skills particularly well and make use of children's knowledge in English and Welsh to enrich their understanding of both languages.
- 24 The quality of assessment is outstanding; strategies are very well matched to clearly identified purposes and learning objectives. Review and assessment are integral parts of the learning process.
- 25 All practitioners recognise the importance of careful observation as the basis of all assessment. Information is always well shared between teams and procedures are effective and manageable. Parents are very well informed about their children's progress Records are transferred to primary and infant schools and to various outside agencies to ensure continuity in learning.
- 26 Learning experiences initiated both by children and practitioners are outstanding.
- 27 The curricular provision fulfils statutory requirements. All learning is child centred; this is an outstanding feature. The provision is broad, balanced and flexible and meets the needs of the range of learners.
- 28 Provision for key skills is good with outstanding features. The excellent provision for role play introduces children successfully to the world of work.
- 29 Provision for personal growth, including spiritual, moral, social and cultural development is outstanding. Opportunities to develop independence enrich social development in an outstanding manner.
- 30 In cultural development the provision is good with outstanding features. It very effectively reflects the bilingual nature and the cultural heritage of a traditional Wales alongside the diversity of a modern and multi-cultural society.
- 31 Day to day provision is considerably enhanced by visitors to the nursery. Similarly visits to places are used effectively to consolidate children's learning.
- 32 The nursery's partnerships are numerous and of the highest quality. There are abundant opportunities for parental involvement in their child's development. Parents are encouraged alongside their children to become lifelong learners.
- 33 Partnerships with schools in the area and with outside agencies, many of whom are located at the Centre, are numerous and used superbly to enrich learning opportunities. Partnership with the college sharing the site is rewarding for both sectors. Links with industry are excellent.

- 34 Children are actively involved in strategies to promote sustainable development and are becoming aware of their role as global citizens. Provision for healthy eating and living is excellent.
- 35 The quality of care, support and guidance is outstanding. The well-being of children has the highest priority. Children feel safe and valued. Practitioners demonstrate empathy and understanding to children and families, which contribute greatly to the positive ethos.
- 36 Procedures for monitoring and promoting regular attendance and punctuality are effective; the nursery is anxious to develop good practice amongst its parents. Systems to monitor and address any concerns related to children's behaviour are very good.
- 37 Equal opportunities are regarded as a priority; all children are treated fairly and consistently, whatever their social, linguistic or ethnic backgrounds. The nursery provides excellent provision for individual learning needs and enables children with complex needs to be supported most effectively.

### **Leadership and management**

- 38 The nursery's aims and values are clear and are reflected throughout the day. Its starting point is to ensure that learning is child centred and is accessed by all. All adults involved have an outstanding shared sense of purpose. The team spirit that prevails is extraordinary. Everyone who works at the nursery is valued equally.
- 39 The Headteacher and Deputy both have the wider remit of leading and managing the Children's Centre which since it was established has been and continues to be, inspirational. The role of key workers is highly developed.
- 40 A comprehensive range of managerial policies underpin daily routines and strategies and ensure that approaches at the nursery are consistent. The response to current initiatives is outstanding.
- 41 The nursery has an outstanding awareness of its strengths and areas to be developed. A culture of reflective practice has been very effectively established. Classroom monitoring by the Head of Centre and deputy takes place regularly. Appropriate targets are set for teaching and learning.
- 42 The nursery is part of the Children's Centre's monitoring and evaluation of service delivery. In depth analysis is carried out regularly of the use of funds and their impact. The Centre's documentation, which includes those relating to the nursery, are monitored regularly as new legislation comes into force. The annual self-evaluation report is a comprehensive document. The Centre improvement plan (CIP) is reviewed regularly.
- 43 Daily team evaluations of learning and teaching are an outstanding part of the self-evaluation process. The views of parents are actively sought and acted

upon by the Centre. The voice of children is heard at all times and their views, enjoyment and interest often dictate the direction of their learning.

- 44 The GB is responsible for the whole of the Children's Centre. The budget is well managed and statutory requirements are met. Members know the nursery well and contribute effectively to its strategic development. They visit the nursery on a regular basis but their role in monitoring classroom provision is not fully developed.
- 45 Staffing levels are very good for the number of children on roll. All practitioners are extremely well qualified to ensure that the curriculum for children under five is delivered effectively. All staff, including members of outside agencies, are driven by the belief that they can and will make a difference to others.
- 46 The quality and range of learning resources is outstanding; they make an important contribution to the excellent standards achieved. Children have countless opportunities to access a range of quality materials and equipment, both indoors and outdoors.
- 47 The purpose-built Centre meets the needs of young children and the wider community in an outstanding way. The quality of the accommodation is also outstanding and outdoor areas have been developed imaginatively.
- 48 The budget is monitored regularly. The nursery provides very good value for money.

## **Recommendations**

In order to build on the existing excellent standards and provision, the staff and GB need to:

- R1 continue to develop strategies to improve attendance;
- R2 continue to ensure that all practitioners make consistent use of Welsh in order to build on the excellent start in developing Welsh as a second language; and
- R3 continue to develop the role of the GB in observing and monitoring standards and provision in classrooms.

N.B. All three recommendations are already targets in the CIP.

The GB is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

49 The findings of the inspection team match the grade given by the nursery in its self-evaluation report.

50 Standards in sessions observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
78%	22%	-	-	-

51 These figures are considerably higher than the national averages as published in HMCI's Annual Report for 2006-7 where standards overall in primary schools in Wales are reported to be a Grade 2 or better in 80% of lessons and Grade 1 in 10%.

#### Grades for areas of learning

Personal and social development , well being and cultural diversity	Grade 1
Language, literacy and communication	Grade 1
Mathematical development	Grade 1
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

Inspection Area
Foundation phase
Grade 1

52 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase.

53 Targets set for groups of children as a result of daily planning sessions builds successfully on their interests, what they already know and what skills they can develop further. Children achieve targets set for them with the very effective support of key workers.

54 All children, including those with ALN, achieve very well regardless of their ethnic, social or linguistic background. All make outstanding progress towards fulfilling their potential and become autonomous and confident learners.

- 55 There is little variation in the involvement and achievement of boys and girls although this can vary on an annual basis. Generally cohorts on entry tend to have low levels of ability especially in language and social skills. A number of children start nursery with a complexity of needs.
- 56 Progress in key skills is outstanding. Standards achieved by the time they leave the nursery far exceed what would be expected.
- 57 In listening and speaking, standards are consistently outstanding. Practitioners themselves are good listeners; children understand at an early age therefore that listening is very important. They speak confidently and respond well to teachers' questions and express their needs, describe their activities and explain how problems can be solved competently. They voluntarily seek out books and make good use of a range of activities to draw lines and shapes to develop pre-writing skills.
- 58 Progress and standards in numeracy across all areas of learning are consistently good. Children apply their knowledge of number, shape and measure correctly during role-play activities.
- 59 In ICT children show confidence in handling the computer, the whiteboard, digital camera and kitchen equipment; standards are very good.
- 60 In the short time they are in nursery, children make excellent progress in bilingualism. In both classes they respond correctly to a range of questions that match their competence in both English and Welsh.
- 61 Children quickly develop an awareness of what is expected of them. They have a clear understanding of the task in hand and understand how they are progressing. They are well prepared for the next stage in their learning.
- 62 Children's positive attitudes, enthusiasm and interest in their activities and learning are excellent. They are eager to participate in the full range of activities and their ability to maintain concentration develops very well. They are often completely absorbed by the task in hand; they work diligently and make effective use of their time. This is an outstanding feature. Within the organised nursery areas and projects, they are encouraged to make decisions and develop problem-solving skills well.
- 63 Children's behaviour is very good as they move around specific areas within the nursery, co-operating eagerly with peers and practitioners. They are polite at all times to the numerous visitors to the nursery.
- 64 The attendance level at 85.3% is disappointing. This percentage is reflective of the nursery attendance only and not of the nursery children who are at times present at other joint activities with parents or carers within the Centre. Absence is generally authorised as parents are actively encouraged to contact the nursery in regard to sickness and any other activities causing absence. Punctuality at the breakfast club and nursery is very good.

- 65 Excellent progress is seen in children's personal, social and moral development. The quality of all relationships within the nursery is very positive. Children can work independently and co-operatively. They are aware of the difference between right and wrong.
- 66 Throughout the nursery, children's understanding of equality and fairness is good and can be seen practically. Celebrating different nationalities and cultural festivals also enhances an understanding of the diverse society outside school.
- 67 Children's awareness of their local area, the amenities and the jobs undertaken in the district develops very well as a result of work related visitors to the nursery and the frequent visits made to specific professions and projects. Children clean the nursery windows and wash cars; they understand that many jobs require specialist clothing for safety purposes.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 1: Good with outstanding features

- 68 The findings of the inspection team match the grade given by the nursery in its self-evaluation report.
- 69 The quality of teaching in sessions observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
67%	33%	-	-	-

- 70 These figures are well above the national averages as published in HMCI's Annual Report for 2006-7, where the quality of teaching overall in primary schools in Wales is reported to be Grade 2 or better in 80% of lessons and Grade 1 in 14%.
- 71 Teaching meets children's needs and curricular course requirements in an outstanding manner. Practitioners make learning fun and succeed in stimulating and challenging children. The high standard of teaching enables learning to occur most effectively through play-based, experiential activities and practitioners succeed in developing children's curiosity superbly.
- 72 Practitioners use a wide range of different learning styles and teaching strategies exceptionally well to ensure that children become absorbed in their activities.
- 73 The strong commitment by practitioners to continuous professional development ensures that they have excellent knowledge and understanding of recent developments, which they use very well to help children make good progress.

- 74 Excellent communication between all practitioners enables good practice to be identified and shared and ensures that planning is very effective. They organise the learning environment extremely well and make very imaginative use of interesting resources to facilitate learning.
- 75 All practitioners have a warm, friendly relationship with children that fosters learning very well. They recognise and value each child as an individual.
- 76 Where there are outstanding features in teaching, practitioners:
- convey to all children that they perceive them to be capable of learning;
  - have high expectations of all children;
  - identify and provide multi-sensory learning experiences;
  - know when to intervene in children's learning, and do so with sensitivity; and
  - have excellent subject knowledge.
- 77 Where there are good features in teaching, practitioners:
- ensure that learning objectives are clear and shared with children;
  - provide opportunities for making choices and decisions;
  - use open-ended questions to develop thinking skills;
  - encourage children to ask questions; and
  - listen well to children, and give them time to respond to comments and questions.
- 78 Teaching provides equality of opportunity and ensures the equal involvement of boys and girls both indoors and outdoors.
- 79 The English medium class meets the English language needs of children very well, and uses incidental Welsh effectively throughout the day in a variety of contexts, although practice is inconsistent between staff. In the Welsh medium class teachers develop children's Welsh language skills particularly well and make use of their knowledge of English and Welsh to enrich their understanding of both languages.
- 80 The quality of assessment is outstanding; strategies are very well matched to clearly identified purposes and learning objectives. Review and assessment are integral parts of the learning process. Adults collect field notes, photographic evidence and video evidence effectively to record achievements and progress.
- 81 All practitioners recognise the importance of careful observation as the basis of all assessment. Information is always well shared between teams and procedures are effective and manageable.
- 82 The nursery uses a number of assessment programmes to provide useful information about children's level of involvement and their well-being, as well as their interactions with the activities and with each other. This information is carefully analysed and used very effectively to assist in planning to meet individual needs.



- 83 Opportunities for assessing children are identified regularly. Planned, focused observations, as well as spontaneous opportunities, provide practitioners with a very clear view of children's individual achievements.
- 84 Learning outcomes are closely monitored and inform short-term planning exceedingly well. Working as a team, practitioners regularly review each child's progress and make recommendations for medium-term planning, taking into account specific needs.
- 85 The highly effective key worker system ensures continuity of care for each child through collating all information that is used as a basis for future planning. Useful profiles of each child are kept; they outline children's development most effectively through narrative, observations and photographs.
- 86 Children's understanding of the purpose of assessment and their role in planning their own progress is outstanding. They are encouraged to comment and contribute to practitioners' evaluations in terms of progress and interest levels. They receive positive feedback from practitioners, so that they develop a very good awareness of some of their strengths.
- 87 Parents are very well informed about their children's progress through informal contact on a day-to-day basis, as well as through formal parent/practitioner conferences, interim reports and end of year written reports. These are of a high quality, and, together with the profiles, give full details of the learning journey for each child. They comply with statutory requirements.
- 88 Comprehensive records are transferred to primary and infant schools and to various outside agencies to ensure continuity in learning.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 1: Good with outstanding features**

- 89 The findings of the inspection team match the grade given by the nursery in its self-evaluation report.
- 90 Learning experiences initiated both by children and practitioners are outstanding. The nursery has fully embraced the philosophy of the Foundation Phase. Provision is presented through stimulating activities.
- 91 Curricular provision fulfils statutory requirements. All learning is child centred; this is an outstanding feature. The provision is broad, balanced and flexible and meets the needs of the range of learners.
- 92 Current topics are imaginatively and excitingly planned. Practitioners respond on a day- to-day basis to a special event or an unexpected happening. This is an outstanding feature.

- 93 The preparation and organisation of activities for focused groups is imaginative. End of day planning sessions, involving all practitioners, ensure that observations from daily activities inform future planning. This sharing of ideas, expertise, knowledge and understanding ensures that learning is relevant and that progression in learning for each child is an effective aspect of the provision. Home tasks, such as sharing a reading book with a parent, complement and enhance their learning.
- 94 Curriculum provision is accessed by all children with ALN including the more able. There is no stereotyping.
- 95 The use of the outside area as an integral part of the learning environment is an exceptional feature. It is a stimulating area where children are provided with space, natural resources are used imaginatively and a range of high quality equipment develops all aspects of learning. The Forest School and garden area enhance the provision for learning superbly.
- 96 Provision for key skills is good with outstanding features. In listening and speaking children are provided with a range of exciting opportunities which invite them to listen with wonder and speak with excitement. They are encouraged through these activities to make observations, ask questions, provide answers, present opinions and respond to the views of peers.
- 97 The provision of a range of reading resources encourages children to want to enter the world of books. Opportunities to make lines and marks on paper encourage them to start thinking of themselves as authors. Provision for developing numeracy across all areas of learning and the opportunity to use the computer and audio-visual equipment to consolidate language and number skills is good.
- 98 The excellent provision for role-play introduces children successfully to the world of work. They take on the roles of firemen, builders, mechanics and gardeners in the outside area; inside the classroom they take on the role of cooks and hospital workers.
- 99 Provision for personal growth, including spiritual, moral, social and cultural development, is outstanding. The sense of curiosity, which a new day in the nursery brings, promotes a feeling of awe and wonder. Opportunities are provided within small focused groups to enable children to extend their moral development and they quickly understand what is acceptable and unacceptable and what is right and wrong. The provision for interaction with peers in a variety of situations and opportunities to develop independently enriches social development in an outstanding manner.
- 100 Cultural development is good with outstanding features. Children, for example, understand how words written in Chinese look very different from the familiar words they see around them. The provision very effectively reflects the bilingual nature and the cultural heritage of a traditional Wales alongside the diversity of a modern multi-cultural society.

- 101 Day to day provision is considerably enhanced by visitors to the nursery. A firm of builders for example, promote children's understanding of how builders dress for work and what tools they use.
- 102 Visits to the Millennium stadium, the library, the vet's surgery, a fish market and a police horse centre are used effectively to consolidate learning. The provision of before and after school clubs contributes effectively to further children's attitudes to learning.
- 103 The nursery's partnerships are numerous and of the highest quality. There are abundant opportunities for parental involvement in their child's development. Parents are encouraged to become lifelong learners alongside their children.
- 104 The nursery makes excellent use of its location within the Children's Centre, to be at the heart of the communities of Ely and Caerau. Its role in promoting community regeneration, through ensuring that residents enjoy a high quality environment where they can bring their children, makes a significant contribution to their self-esteem and self-belief. Initiatives such as preparing soup for the weekly local walkers' group, promotes children's sense of belonging to the local area.
- 105 Partnerships with schools in the area, especially those who provide education for under-fives and the many schools to which pupils transfer are excellent.
- 106 Partnerships with outside agencies, many of whom are located at the Centre are numerous and used superbly to enrich learning opportunities. The partnership with the college which shares the site is rewarding for both sectors. Students from the college provide very well presented buffets for visitors and other services when needed by the nursery. The nursery also supports the training of childcare students from a number of agencies and local colleges.
- 107 Partnership with industry is excellent. Grants provided by many enrich learning considerably as do the many visits linked to commerce and industry.
- 108 Children are actively involved in strategies to promote sustainable development and begin to realise their role as global citizens. This is done very effectively through composting garden and food waste and recycling and conserving water. Children are encouraged to collect litter to tidy up the community. Forest School and garden area activities motivate children well and promote their understanding of the advantages of growing their own vegetables.
- 109 An effort is made to establish good practice in healthy eating during breakfast club, cooking sessions in the nursery and at snack times.
- 110 Children are also provided with opportunities to become entrepreneurs when, for example, selling cakes to parents and setting up stalls to sell milk and ice cream.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 1: Good with outstanding features**

- 111 The findings of the inspection team match the grade given by the nursery in its self-evaluation report.
- 112 The quality of care, support and guidance is outstanding. The nursery provides a warm, welcoming, inclusive and caring community where every child receives a high level of attention, support and guidance. All children are exceptionally well cared for by practitioners and an extensive range of support agencies. The well-being of children has the highest priority. The wrap-around care is of very high quality and children are secure within the spacious accommodation.
- 113 Practitioners know children extremely well. As a result children feel safe and valued; parents comment on the happy, friendly environment. Highly effective arrangements for tracking children throughout the day ensure each child's safety. The nursery makes exceedingly good use of support services, for example, the community paediatrician and nominated health visitor; this is an outstanding feature.
- 114 The nursery actively engages parents and carers into family support programmes, such as the Parents' Nurturing Class, 'Camau Bach', and 'Language and Play'. They are welcomed to the nursery at any time and are encouraged to contribute to interest tables and displays.
- 115 Communication with parents, for example regular newsletters and the parent communications noticeboard, ensures that information is shared most effectively with the home. Parents are encouraged to be involved in their children's learning so that children can make maximum progress. Practitioners demonstrate empathy and understanding to children and families, which contribute greatly to the positive ethos.
- 116 Transition arrangements between home and nursery are outstanding. Highly effective induction arrangements ensure that children settle well and quickly into routines. Prior to a child starting in the nursery, practitioners from the nursery visit the home and present parents with an information pack. When children start attending parents are encouraged to stay with their child for as long as needed, to ensure that the child's emotional well-being is supported.
- 117 Before children transfer from the nursery to a range of primary and infant schools, reception teachers from transition schools visit the nursery; children benefit greatly from visits to their new schools.
- 118 All children have access to a clear personal and social development programme; this is a strength. Strong emphasis is placed on promoting values such as kindness and co-operation and providing learning experiences which foster self-esteem.

- 119 Links with the local education authority (LEA) and support services, such as the social services and speech and language therapists, are highly effective and have a very positive impact on the care, guidance and support offered to children.
- 120 There are clear, well-documented policies and procedures for assuring children's health and safety when in the nursery. Risk assessments are systematic and children have healthy snacks and water during the day.
- 121 Procedures for monitoring and promoting regular attendance are effective, with measures such as 'Miss Out' leaflets being sent to parents to encourage them to send their children to school. Punctuality is also monitored closely, with the nursery proactively contacting parents to elicit reasons for lateness and appropriately suggesting strategies to overcome the problem. The nursery is anxious to develop good practice amongst its parents.
- 122 Systems to monitor and address any concerns related to children's behaviour are very good. The nursery encourages children to take responsibility for their own actions, and has established successful strategies for behaviour management. It does all it can to support individuals whose behaviour impedes their progress and that of others.
- 123 Appropriate procedures are in place for the protection of children, and all practitioners are aware of their responsibilities. All are all recently trained in child protection procedures.
- 124 The nursery enables children with complex needs to be supported most effectively. It meets the requirements of the SEN code of practice and works in an outstanding way to access the appropriate support services. The very good quality individual programmes address children's needs most effectively; this is an outstanding feature. The one-to-one support for children with particular needs is excellent.
- 125 Screening systems are rigorous and lead effectively to early identification of ALN. The work of the special educational needs coordinator (SENCo) is of a very high standard, and the strong links she forges with various agencies, such as the hearing impairment unit, the educational psychologist and the special needs health visitor, ensure that appropriate and tailored support is available for the most vulnerable children. Listening groups and the 'Talking Teddy' initiative are two of the many effective ways in which the nursery provides additional support for learners.
- 126 Children make good or very good progress, relative to their ability, in attaining targets in their individual education plans (IEPs). The member of the GB with responsibility for ALN visits the nursery regularly, and parents are fully involved in the process of meeting the needs of these children.
- 127 Equal opportunities are regarded as a priority, ensuring that every child is afforded respect and understanding in a supportive environment. All children

are treated fairly and consistently whatever their social, linguistic or ethnic background.

- 128 The nursery actively promotes gender equality. It also fosters good race relations well and race equality issues are addressed appropriately. As there is little ethnic mix or cultural diversity amongst the children and their families, the nursery is particularly aware of its responsibility in promoting diverse cultural backgrounds through its work with parents and children.
- 129 The nursery secures equal treatment of disabled children, and complies with the Disability Discrimination Act in its suitably detailed accessibility plan, although parents are not always fully informed of the implications.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 1: Good with outstanding features

- 130 The findings of the inspection team match the grade given by the nursery in its self-evaluation report.
- 131 The nursery's aims and values are clear and are reflected throughout the day. Its starting point is to ensure that learning is child centred and that it is accessed by all. All adults involved in the children's education have an outstanding shared sense of purpose. The team spirit which prevails is extraordinary.
- 132 Leadership and management of the nursery, since it was first established, has been inspirational. The Headteacher has the wider remit of the Head of the Children's Centre. This involves line management of administration and finance, child day care services and the partnerships which share the Centre. Both previous Head and the current Head of Centre have used these facets of their responsibilities superbly to complement the life and work of the nursery. Their sound understanding of how children develop and learn have been pivotal to the high standards and quality of teaching and provision in the nursery. The role of key workers in the nursery is highly developed.
- 133 The current Head of Centre is ably supported by the Deputy who has effectively provided continuity in a period of change; she leads practitioners by example.
- 134 Lines of communication are clear. Everyone who works at the nursery is valued equally. Daily routines are well established. Sessions proceed briskly with no time wasted.
- 135 A comprehensive range of managerial policies underpin daily routines and strategies and ensure that approaches at the nursery are consistent.

- 136 Practitioners share responsibilities across areas of learning appropriately. All have job descriptions and are fully aware of what is expected of them. They are provided with many opportunities to develop their needs and expertise in relation to current initiatives, such as Forest School activities, bilingualism and the Foundation Phase. The good working relationships ensure that the sharing of expertise is very effective.
- 137 Performance management is well established. Effective targets are set for individuals which extend their interests and expertise so that they can fulfil their responsibilities effectively.
- 138 The Head of Centre and Deputy take an active role in monitoring practitioners and the Head of Centre's performance is managed appropriately by an external adviser.
- 139 The nursery has very effectively monitored the progress of newly qualified teachers in recent years.
- 140 Arrangements for covering teacher's planning, preparation and assessment (PPA) time under the new workload arrangements are appropriate and ensure continuity in children's learning. They provide effective expertise in teaching Welsh as a second language, which the nursery feels needs to be further developed.
- 141 The nursery's response to current initiatives is outstanding. The Foundation Phase initiative is highly successful and the nursery is visited by many practitioners from Wales and other countries to witness good practice.
- 142 The nursery sets itself and its children challenging and realistic targets through its CIP. This is a direct outcome of how well the nursery knows itself.
- 143 The GB is responsible for the whole of the Children's Centre. Members know the nursery well and contribute effectively through appropriate committees to its strategic development. This involves overseeing the nursery budget as well as the grants the Head of Centre succeeds in obtaining for the Centre and the nursery. The budget is well managed and the GB fulfils its statutory requirements.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 1: Good with outstanding features**

- 144 The findings of the inspection team match the grade given by the nursery in its self-evaluation report. The team agreed with the school's judgement is all seven key questions.
- 145 The nursery's outstanding awareness of its strengths and areas to be developed is based on extremely effective self-evaluation processes. As a result, a culture of reflective practice has been very effectively established.

- 146 Extremely effective use is made of a wide range of evidence to provide relevant information; these include grant returns, active research and children's portfolios A further platform for monitoring and evaluation is provided by an ongoing project with the University of Birmingham; this is an outstanding feature.
- 147 As part of its self-evaluation cycle the nursery draws evidence from a range of early years' experts such as advisory teachers. This is an extremely valuable aspect of the process.
- 148 The nursery is part of the Children's Centre's monitoring and evaluation of service delivery. In depth analysis is carried out regularly of the use of funds and its impact. The Centre's documentation, which includes those relating to the nursery, are monitored regularly as new legislation comes into force.
- 149 The self-evaluation report is a comprehensive document which reports on the work of the Centre as a whole. It successfully reports the nursery's strengths as well as the links with the agencies which are all involved in promoting the quality of life at the Centre.
- 150 The CIP is linked clearly to the self-evaluation report. The document is also effective in promoting the nursery's improvement and its priority to achieve high standards. Targets, time scales, responsibilities and allocation of resources are indicated effectively. The CIP is reviewed regularly; progress made is indicated by 'achieved', 'ongoing' and 'embedded'.
- 151 An effective classroom monitoring system has been established. The Head of Centre monitors teaching staff and the deputy monitors support staff appropriately. This effective system ensures that personal targets for practitioners are identified. This leads to the accessing of effective staff development opportunities by staff.
- 152 Daily evaluations of learning and teaching are an outstanding part of the self-evaluation process. Practitioners evaluate each day's activities together and discuss how they can be developed further to take learning forward.
- 153 The views of parents are actively sought and acted upon by the Centre. These interactions often lead to the development of aspects of the day to day running of the nursery. The voice of children is heard at all times and their views, enjoyment and interest often dictate the direction of their learning.
- 154 Priorities within the CIP are reviewed regularly by the GB. Members have themselves undertaken governor self-evaluation and are clear about their responsibilities. They visit the nursery on a regular basis, but their role in monitoring classroom provision is not fully developed.

**Key Question 7: How efficient are leaders and managers in using resources?**

**Grade 1: Good with outstanding features**



- 155 The findings of the inspection team match the grade given by the nursery in its self-evaluation report.
- 156 Staffing levels are very good for the number of children on roll. All practitioners are extremely well qualified to ensure that the Foundation Phase is delivered effectively.
- 157 Health visitors, outreach workers and other professionals work exceedingly well with nursery staff as a highly effective team to provide for the education, health and social needs of the children. All members of staff are driven by and believe they can and will make a difference to others.
- 158 Practitioners come from a range of different backgrounds and have a variety of experiences. The nursery ensures that they receive valuable on-going professional development, which ensures they work in an outstanding way to promote learning, by providing quality learning experiences that both support and challenge children.
- 159 The recently appointed male members of staff provide excellent male role models for children. There is a well-established system to allow teachers PPA time, including an appropriate place to do their preparations.
- 160 Students and volunteers are used extremely well to support practitioners and children. Administrative staff, caretakers, cleaners and lunchtime staff make an important contribution to implementing the caring ethos of the nursery.
- 161 Children have countless opportunities to access a range of quality materials and equipment, both indoors and outdoors, and resources are regularly reviewed to ensure that they are appropriate and of high quality. They make an important contribution to the excellent standards achieved; the GB ensures that sufficient resources are allocated to priorities identified in the CIP.
- 162 Attractive displays of work are used most effectively as learning aids and create a warm, aesthetically pleasing atmosphere in the building.
- 163 The purpose-built Centre meets the needs of young children and the wider community in an outstanding way. The quality of the accommodation is outstanding with spacious, stimulating areas in which children learn. The hall, shared with other day care services, is used well for curricular activities and for providing lunch. Smaller rooms are used imaginatively to withdraw focus groups and the kitchen between both classrooms is used very effectively for numerous cooking sessions.
- 164 Outdoor areas have been developed imaginatively in partnership with Michaelston College to provide safe, secure places for investigating and exploring. The sensory garden and Forest School area are valuable resources and are used well. The extensive soft play area is utilised effectively for a range of activities. A covered outside area is also used very effectively to ensure that children can access the outside even in the most inclement weather.

- 165 The nursery's budget is monitored regularly and used to provide the most effective and suitable resources. It is managed efficiently by the head of centre with the support of the Centre's finance officer, the finance sub-committee of the GB, and a local authority finance officer.
- 166 The Centre successfully accesses grants from a wide range of sources; this provision contributes significantly to the children's well-being. Very good use is made of the budget to ensure that the high standard of resources is maintained and developed. The nursery is very successful in managing resources and provides very good value for money.

## **Standards achieved in subjects and areas of learning**

**Under 5s**

**Grade 1**

### **Personal and social development, well-being and cultural diversity**

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

- 167 Children thrive in a safe, nurturing environment where they understand that they are different and special. They run eagerly into the nursery at the start of sessions to find their friends, so that they can share what a new day has to offer. They wander confidently from one activity to another and join an already established group with ease. They can keep on task for substantial periods of time and show a strong determination to complete the activity well.
- 168 Children's understanding of the need to conform at certain times during the day although they can still make choices at other times is excellent; they choose sensibly. They realise the importance of interaction in a group, but know that they must allow their peers to take turns and they must share equally.
- 169 Children understand what is acceptable behaviour and that they should try not to spoil the enjoyment of their peers. They know that they must consider the feelings of others. They respect and thank adults who care for them. They respect all living things and understand the importance of looking after the environment.
- 170 Children develop excellent skills in self-knowledge. They understand that they are expected to play their part in tidying up at the end of a task and that they should be responsible for their own property. They begin to understand that they must sometimes take the initiative and that solving problems is a part of daily life.
- 171 Children understand the need to follow simple rules of hygiene like washing hands after playing outside. They realise that taking risks is part of daily life but that they must heed health and safety rules like wearing hard hats when 'building' and 'fire -fighting'.

- 172 Children understand fully that there are many different life styles in the world. They are aware that people enjoy different customs, that they often dress differently, that they have favourite foods and that their living conditions can be very different.
- 173 Children know that they live in Wales and understand that Wales has many old castles but that there are new buildings in the city centre and Cardiff Bay. They understand that although people of different cultures are diverse everyone is equal.

### **Shortcomings**

- 174 There are no important shortcomings.

### **Language, literacy and communication**

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

- 175 Children's listening skills are exceptionally well developed. They understand that it is very important to listen to the instructions of practitioners so that they can enjoy the activities that follow. They listen avidly to stories, the comments of their peers and the 'buzz' of the communication around them.
- 176 Children understand that there are many means of communication and that a gesture or touch can help their meaning. They speak confidently and are able to discuss what they have made and what they intend doing. Many are able to give extended answers to practitioners' questioning; they have an increasing vocabulary and use well-connected sentences maturely.
- 177 Children enunciate clearly when digging the garden, describing a train track, discussing sea creatures or when praising the virtues of their new hamster. They use specific vocabulary appropriately.
- 178 Children are extremely aware of the enjoyment that books can provide. They eagerly choose a book to take home from the lending library. They wander voluntarily to the book corner to have a quick 'read'. They handle books correctly and relate the print correctly to the pictures they see. Children talk eagerly about the characters in their favourite stories.
- 179 Children understand clearly also that some books provide information. Many recognise the names on their lunchtime place mats and on the self registering board. They also understand that maps include symbols but use print to name places. Children are also very aware of print in the environment and understand that signs in their outside 'building site' area communicate very important messages to the 'workers'. Children also interpret a range of ICT texts very well.

## **Good features**

- 180 Children enjoy making marks on paper and use a variety of writing equipment competently. They know that there are different purposes to writing; for instance, they understand the purpose of sending post cards, the importance of pictures and the concise format. They understand that it is sometimes necessary to make lists and that party invitations need to be colourful and attractive. They often use the whiteboard well to extend their pre-writing skills.

## **Shortcomings**

- 181 There are no important shortcomings.

## **Mathematical development**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

- 182 Through the numerous problem-solving investigations they tackle, children have an excellent understanding of many mathematical concepts. They apply their knowledge to real life situations such as counting spoonfuls of ingredients in cooking activities effectively. In practical tasks, such as filling a truck with stones, measuring walls in the building site, building a model house in their 'small world' activity or estimating measurements when modelling a large dragon, they demonstrate a very good level of understanding.
- 183 Children's number recognition is excellent. They recall number very well in number rhymes and counting songs in English and Welsh. They recognise numbers up to ten and beyond, and a few older children make effective use of a range of strategies when adding small numbers. They identify numbers on doors, wellingtons and bikes and can sort and match objects well. They find matching pairs of shoes and can sort articles of clothing correctly into sets.
- 184 Children's understanding of simple patterns is outstanding. They identify them in buildings and discuss them in nature very well, for example the way in which leaves change colour in autumn. They sequence shapes effectively to create patterns and devise exciting repetitive ones on paper and T-shirts.
- 185 Children display exceptionally good knowledge of two dimensional shapes when discussing the shapes of mirrors, talking about leaves in the Forest School and using bricks to build large-scale models outdoors.

#### **Good features**

- 186 Children develop a variety of very good mental and written strategies of computation; for example, they tally scores during games and lay the table for lunch. Children touch count eggs accurately when playing a farm game on the computer.

- 187 Children handle money well and understand that money is needed to pay for a bus journey and the vet for treating a sick hamster. Their understanding of weighing in cooking and building activities is excellent. They estimate the heights of flowers sensibly, and compare these heights effectively after measuring.
- 188 Children ask questions and explain their ideas using appropriate mathematical language effectively. They ask and respond to questions enthusiastically and make good use of mathematical terms, for example when comparing the sizes of fire engines or when discussing the sizes of envelopes.

### **Shortcomings**

- 189 There are no important shortcomings.

### **Welsh language development**

- 190 This area of learning applies only to the English medium class.

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

- 191 Children's attitude to the learning of Welsh is excellent. They relate well to the presence of Welsh in the environment and show positive attitudes when hearing it in joint activities with children in the Welsh medium class.
- 192 Children's understanding of the language they have been learning for only a few weeks is excellent. They respond accurately to a range of instructions about class routines.
- 193 Children use a range of vocabulary; their enunciation of words and language patterns is developing very well. When singing repetitive language songs they show a good recall of what they have learnt.

#### **Good features**

- 194 Children have a good knowledge of the names of animals. They can count confidently in Welsh and they consolidate this knowledge well in rhymes. They have a sound knowledge of the Welsh names for colours and use them daily.
- 195 Children can ask for things accurately, can enquire how others feel and can describe their own feelings. They ask the names of their peers correctly and use 'Ble mae' to find out where things are kept or located.
- 196 When engaged in a role-play situation in the home corner, children build up a good basic vocabulary needed around the home and when bathing a baby. They recall new vocabulary learnt accurately in later sessions.
- 197 Children use a range of Welsh storybooks and can recall the vocabulary they have learnt in unfamiliar texts. They understand simple repetitive stories read to

them and respond appropriately. They understand some of the functions of writing in Welsh.

### **Shortcomings**

198 There are no important shortcomings.

### **Knowledge and understanding of the world**

#### **Grade 1: Good with outstanding features**

#### **Outstanding features**

- 199 Children's knowledge of living things is exceptionally good. They compare animals and human beings effectively, know how to care for their pets, and discuss such topics as changes in the weather or describe leaves and conkers collected on an autumn walk with enthusiasm.
- 200 Children's concern and respect for the environment is outstanding. They use and contribute well to the wormery compost and recycling bins. They use the water butts regularly when watering plants and voice opinions in a mature way on how they would improve their environment. They also carry out surveys competently about improving their local area.
- 201 Children use magnifiers effectively to observe mini-beasts, collect herbs for cooking in the sensory garden and know that plants need water to grow. They discuss the habits of giant snails knowledgeably. Their understanding of the lifecycles of butterflies and frogs is very good, as is their knowledge of snakes and the work of police horses.
- 202 Children have an exceptionally good understanding of the work people do through visits to and visitors from different work places, for example, policemen, nurses, builders and firemen. They appreciate exciting opportunities to understand some traditions from other countries like Indian dancing and eating Chinese food with chopsticks.
- 203 Children use their senses extremely well to touch and feel sea creatures, to study the effects of heat on ice, to experiment with torches and mirrors and to listen to sounds in shells. They show very good observational powers as they investigate forces, through studying the way in which leaves are carried down guttering by water, and they develop excellent knowledge about displacement of water when jumping in puddles.

#### **Good features**

- 204 Children develop a good understanding of past events through looking at photographs of themselves as babies. They also use photographs effectively to see what people wore long ago and use appropriate vocabulary to describe the passing of time.

- 205 Through visits to the shop and walks in the locality children gain much knowledge about buildings and transport in their area. They have a good understanding of the purpose of maps and follow trails in the outdoor area. Their knowledge about the world around them increases effectively; they have a particularly good knowledge and interest in 'bendy buses' after travelling in them on various visits.
- 206 Children use a variety of information sources effectively to satisfy their curiosity about the world around them. For example, they use stories such as 'The Very Hungry Caterpillar' as well as models, posters and ICT to help them answer some of their questions.

### **Shortcomings**

- 207 There are no important shortcomings.

### **Physical development**

#### **Grade 1: Good with outstanding features**

#### **Outstanding features**

- 208 Children use their bodies particularly well, showing outstanding spatial awareness, balance, control and co-ordination. Their motor and manipulative skills develop in an excellent way.
- 209 Children's skills in handling large equipment are very good. They move with great confidence, demonstrating controlled climbing, swinging and balancing skills on the crocodile balance beam, the climbing wall and the challenging large outdoor equipment. They handle large rollers effectively in the outdoor graphics area and pull and push wheeled toys and ride pedal bikes and double treadmills energetically. They handle diggers competently on the building site, and they throw, catch, roll and kick balls with excellent co-ordination.
- 210 In dance activities children respond sensitively to stimuli; when role-playing on the outdoor stage they use their bodies most effectively with appropriate gestures and lively representation of the world around them.
- 211 Children develop excellent fine motor skills, using large and small equipment. They handle dough and clay very effectively and use scissors, cooking equipment and sewing materials safely. They use felt pens confidently in the writing area, and handle tools adeptly when creating models or when bricklaying with the builders. They display excellent co-ordination when using the computer mouse and digital cameras and they handle jigsaw puzzles and pegboards very well.

#### **Good features**

- 212 Children show enthusiasm and work energetically when carrying out physical activities, such as a walk in the locality, digging in the garden, rolling tyres or

pulling trucks in the building site. They run, walk, skip and jump energetically outdoors and during gymnastic activities.

- 213 Children have a good understanding that exercise is good for them. They also appreciate the value of a balanced diet and sleep. They handle tools and equipment confidently and take reasonable risks; for example, they use sharp knives to chop vegetables and play with china crockery in the home area.

### **Shortcomings**

- 214 There are no important shortcomings.

### **Creative development**

#### **Grade 1: Good with outstanding features**

#### **Outstanding features**

- 215 Children develop a range of outstanding skills when fully involved in role-play activities, both inside and outside the classrooms. They take on the role of housewives and househusbands in the home corner convincingly. In the role of hospital workers, they show an understanding of the specific tasks of a receptionist in booking appointments. In the 'X Factor' auditions they eagerly play the role of guitarists, trumpeters and pop singers.
- 216 Children make sensible choices in colour and texture when investigating a vast range of materials. They mix colours imaginatively and become aware of the effects they can produce. They paint attractive self-portraits and demonstrate a suitable choice of colour and tone. An outstanding feature of children's creative development is the way they work confidently with natural materials. They collect berries from their Forest School activities and squash them to produce colourful handprints. They create an attractive group picture of wood and leaves to convey autumn and are proud of the dream catchers they make from materials they find outside.
- 217 Children use a variety of techniques and tools in their art work. They use many kinds of brushes to establish and understand the importance of line in pictures. They use pastels on canvas successfully to draw the stages in the life cycle of a butterfly. They use pencils competently to convey their own images of a snail.
- 218 Children participate very well in groups to create a fire engine and an enormous dragon from junk material. They show highly developed observational skills when they decide on the details of the work and use glue carefully to complete the task. They produce attractive tiles and decorate them with natural materials and produce hand and foot prints from plaster cast and art rock. They use a range of malleable materials very competently.
- 219 Children indicated that the 'Blue Lady' was their favourite painting on a visit to the National Museum. On their return to the Centre they produced their own



effective paintings and models of a blue lady and extended their awareness of colour.

### **Good features**

- 220 Children listen to music regularly and become familiar with a range of different musical styles. They sing in English and Welsh and display a developing awareness of dynamics. They show an understanding of pitch and begin to use musical terms accurately.
- 221 Children's exploration of a number of sound sources is good. They handle a variety of untuned instruments correctly and can choose appropriate instruments to convey the sounds of animals. They can clap rhythms correctly and use body actions appropriately to accompany songs.

### **Shortcomings**

- 222 There are no major shortcomings.

## School's response to the inspection

- 223 All at the Ely and Caerau Integrated Children's Centre are delighted with the outcome of the recent Estyn Inspection of our English and Welsh Nurseries.
- 224 The success of this inspection is testament to the hard work and commitment of many partners since the Centre's inception, not least the previous Head of Centre who was instrumental in it's set up and first three years of running.
- 225 The inspection team took time to explore the way in which services at the Centre are truly integrated and not simply 'co located'.
- 226 We are particularly proud that inspectors noted the contribution of the nurseries to the regeneration of the Ely and Caerau communities to be 'immense'.
- 227 Although inspectors awarded grade ones for each of the seven key questions and each area of learning and have identified many 'outstanding' and 'excellent' features in the report, we would like to stress that we are in no way complacent.
- 228 We will continue to aim to provide the highest quality provision for our young children and their families, engaging with partners at all levels and at every stage.
- 229 The staff and GB will now seek to address the recommendations identified in the report in order to 'build on the existing excellent standards and provision'. A copy of the action plan (taken from the existing Centre Improvement Plan) in response to these recommendations will be circulated to parents.
- 230 On behalf of the children, parents, governors, staff and partners of the Centre, we would like to thank the team for their in depth knowledge and understanding of Foundation Phase practise, their interest in the work of the Centre as a whole, their courtesy, professionalism and thorough enjoyment of our learning community and all that it has to offer.

## Appendix 1

### Basic information about the school

Name of school	Ely and Caerau Children's Centre
School type	Foundation Phase
Age-range of pupils	3-4 years of age
Address of school	Michaelston Community College, Michaelston Road, Ely, Cardiff.
Postcode	CF5 4SX
Telephone number	029 2067 1438

Headteacher	Mrs Carolyn Asante
Date of appointment	September 2008
Chair of governors/ Appropriate authority	Mrs Ray Wright
Registered inspector	Mrs Eleri Betts
Dates of inspection	October 20-22 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	45	NA	NA	NA	NA	NA	NA	NA	45

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	NA
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	NA
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	86%	NA	NA
Spring 2008	85%	NA	NA
Summer08	85%	NA	NA

NA

Percentage of pupils entitled to free school meals	NA
Number of pupils excluded during 12 months prior to inspection	NA

## Appendix 3

### Evidence base of the inspection

Three inspectors spent the equivalent of seven inspector days in the school. The Deputy Head of Centre was the school's nominee. All members met as a team before the inspection.

Inspectors visited:

- Thirty sessions or part sessions;

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- teachers, support and administrative staff;
- groups of children; and
- representatives of organisations associated with the school.

The team also considered;

- the school's self-evaluation report;
- forty seven responses to a parents' questionnaire, 99% of which were positive;
- documentation provided by the school before and during the inspection;
- a wide range of evidence of children's activities; and
- samples of reports to parents.

After the inspection the team held meetings with staff and governors.

## Appendix 4

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Summary Recommendations Key Questions 1,3,5,6. Personal and social development, well-being and cultural understanding, Language literacy and communication, Welsh language development, Creative development
Mrs Marian Donovan Lay Inspector	Contributions to Key Questions 1,3,4,7
Mrs Zohrah Evans Team Inspector	Key Questions 2,4,7 Mathematical development, Knowledge and understanding of the world, Physical development
Mrs Kathryn Leighfield Deputy Head of Centre Nominee	Attending meetings and supplying information.

### Acknowledgement

The inspection team would like to thank the pupils, parents, staff and GB for their co-operation before and during the inspection.

### Contractor

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