



A report on

**Abbeyfield Day Nursery
Rhosnesni Farm
Cefn Rd
Wrexham
Clwyd
LL13 9NF**

Date of inspection: January 2014

by

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Reporting Inspector**

for

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

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 setting'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

Abbeyfield Day Nursery is located on the outskirts of Wrexham. This English-medium nursery is both owned and run by a qualified nursery nurse and a nurse who together established the setting in 1995. Two practitioners carry out the day-to-day running of the pre-school rooms, one of whom is a teacher and they are both supported by additional practitioners from the nursery team.

The nursery is a converted farmhouse and cottage, which is divided into age specific rooms for the children. The pre-school children have the use of several areas in the nursery where they access and enjoy a range of activities and equipment including a room for imaginative and quieter play and one for messy play and craft, which are on the first floor.

The nursery is open daily and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 40 children.

All the children who attend Abbeyfield are British and use English as their first language. None had any additional needs.

The children who attend the group mostly live in the local area and come from a range of backgrounds.

The nursery receives support from Wrexham Early Entitlement. There were four funded three-year-old children at the time of the inspection. Early education is offered four mornings each week from 8.45am to 11.15am.

The last CSSIW inspection was in September 2013 and this is the second inspection by Estyn.

Summary

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

Current performance

The current performance of the setting is good because:

- all teaching is good and practitioners are highly skilled in maximising informal opportunities to develop the learning of the children;
- there is a good range of interesting learning experiences; and
- care, support and guidance for all the children are good.

Prospects for improvement

Prospects for improvement are good because:

- leadership and management of the setting are good;
- practitioners effectively reflect on their practice and make changes to benefit the children;
- self-evaluation is effective and identifies areas for development;
- high quality resources effectively support the provision; and
- the setting has made good progress since the last inspection.

Recommendations

R.1 Continue to develop the planning for the outdoor provision and provide a greater range of learning experiences.

R.2 Extend the opportunities for children to become more involved in environmental projects such as re-cycling.

R.3 Further develop partnerships with local schools to facilitate the transition for children from nursery to school.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

N/A

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Both practitioners are involved in planning a good range of stimulating, interesting learning experiences that successfully engages all children and as a result children make good progress towards meeting the Foundation Phase outcomes and develop appropriate skills. Quality planning and organisation ensure children are challenged by activities and experiences that provide continuity in learning. They effectively encourage children to form relationships with each other and with adults around them and to show respect for all cultural backgrounds. Indoors and outdoors are used to develop skills effectively and to successfully experiment, however planning for the outdoors to provide a wider range of learning experiences is in the early stages.

The curriculum builds well on children's existing knowledge and understanding and provides very good opportunities to develop good thinking skills across all areas of learning, such as finding ways to make flower windmills go round on a calm day and by investigating the colours in a puddle.

Skills in literacy and numeracy are embedded successfully into the experiences of the children and a good range of information communication technology successfully ensures that the children develop effective skills.

Practitioners develop children's literacy skills by sharing books including those written in Welsh and by skilled story telling. There are good opportunities to develop early mark making through a range of different textures and for children to recognise their names at snack time. All children successfully develop a personal identity, for example by pictures of their faces displayed on the wall and during snack to talk about homes and families.

All practitioners use a good level and frequency of Welsh and effectively encourage the children both during circle time and throughout the session. As a result the children are confident and keen to respond spontaneously and they celebrate traditions and festivals such as St David's Day and those of other cultures including Chinese New Year.

Children have opportunities to learn effectively about caring for living things by making bird feeders and finding mini beasts. Children visit places outside the nursery, such as to the library and the park to extend their learning and regular visitors including the police successfully increases the children's understanding of the world of work.

Teaching: Good

All practitioners are very well briefed and deployed. They have up to date knowledge of child development and the requirements of the Foundation Phase and as a result move the children's learning forward. All practitioners use language well and are consistently good role models for the children. Practitioners all employ effective, positive strategies to encourage the children to learn, join in and to share equipment successfully.

Both pre-school practitioners are highly skilled at knowing when to intervene in children's play and when to let the children discover independently. Questioning and listening techniques are highly effective in providing a challenge for the children. Practitioners successfully plan activities and use indoors and outdoors for a good range of activities that meet the needs of the children.

There are high expectations of the children and both practitioners make excellent use of spontaneous opportunities to develop the children's thinking skills and provide imaginative suggestions to extend their knowledge. All practitioners extend children's play successfully using teaching strategies that promote independent learning, for example putting on aprons and spreading butter on their toast. Adult support is well focused and makes a highly significant contribution to the quality of the children's learning.

All practitioners use a good level of Welsh with the children and successfully encourage the children to respond. Circle times are used highly effectively to share stories, re-cap on the session and listen to the views of others.

Although practitioners carry out useful observations of the children that inform assessment records and parents are appropriately involved in supporting the learning of their children assessments of further skill development opportunities do not include a review. All practitioners manage behaviour well and are fully engaged with the children's learning.

Care, support and guidance: Good

The nursery has a good range of policies and procedures to support the children and effectively promotes their health and wellbeing including their spiritual, moral, social and cultural development. There are appropriate policies and procedures in respect of safeguarding and the practitioners have undertaken training. The setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

Children learn very effectively about simple rules such as sharing and successfully learn to distinguish right from wrong. The nursery successfully fosters values such

as honesty, fairness and respect and effectively develops an understanding of living and sharing with others through learning experiences and good day to day practice. Children are confident learners who ask for help and have good opportunities to take responsibility and show initiative, for example when tidying up.

The children are starting to develop a sense of awe and wonder about the world in which they live by growing plants in their courtyard garden, looking for living things and using a range of technology. Children are starting to be involved in caring for their environment but opportunities for re-cycling are limited to 'junk modelling.'

The nursery actively provides guidance and because practitioners know the children they respond highly effectively to their needs and as a result children are happy and feel secure in the nursery. All children settle well and quickly into the setting and there are good transition arrangements within the nursery. Practitioners employ positive behaviour strategies using effective explanations, good humour and high levels of praise that encourage the children to successfully share, take turns and listen. They provide consistency and support to assist any children with additional learning needs and work well with parents and other professionals. As a result children achieve and make good progress and their families are well supported.

Learning environment: Good

The nursery has effectively developed a well established ethos that is inclusive and values the diversity of the children's backgrounds. The setting actively develops tolerant attitudes through a range of different learning experiences. Equal access to the curriculum is offered and there is an effective range of policies and procedures that actively support the children, and promote their health and well being including equal opportunities and complaints.

There are sufficient, valued practitioners who have knowledge and expertise with relevant, appropriate qualifications and experience of working with young children. Both pre-school practitioners create a stimulating environment for learning indoors and out and are well informed about what they need to do to help the children to succeed.

There are good opportunities for safe outdoor play and resources are used effectively. They are appropriate and sufficient to address the requirements of the Foundation Phase and successfully support the needs of the children in all areas of learning. The accommodation is of high quality, is used effectively, is very secure and well maintained to support the learning of the children.

The local environment, community and visitors to the setting are used well to enhance the facilities at the setting and enrich the experiences of the children.

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

The setting is well managed and there is a positive ethos, clear direction and sense of purpose that effectively promotes and sustains improvement. Values, aims and objectives are shared and all are working for the benefit of the children. Practitioners are well deployed and their roles and responsibilities are clearly defined through the planning documentation. There are high expectations and challenging targets, the focus is on the children making progress and practitioners are valued and managed well.

The leaders fully understand their roles and are effectively informed about the performance of the setting. Relevant legislation and guidance are taken into account and information is used well to make informed decisions. Leaders are involved in national and local priorities and are working towards initiatives such as Designed to Smile, Tiny Tums and Change for Life and Level 2 Community Food and Nutrition that impact very positively on the health and well being of the children.

Learning and teaching are organised well and expectations are high with good parental links to support the learning of their children. An effective training programme, a sound induction and appraisals ensure that practitioners are aware of what they need to do and can improve their knowledge and practice.

Implementation of policies and initiatives is effective. Leaders have high expectations for improvement and ensure that the Foundation Phase is successfully delivered. Relationships are positive and contribute significantly to a sense of community.

Improving quality: Good

The setting has made good progress since their previous Estyn inspection. Practitioners, the registered persons and local authority teacher are able to evidence how the provision and standards of wellbeing have been improved, for example by the re-organisation of the rooms and the way in which the children are managed to help them make good progress and achieve. There is effective leadership, from the registered persons and as a result the children have continuity of care and settle quickly and learn successfully in the nursery.

Very comprehensive self-evaluation effectively identifies areas for improvement and the setting actively uses information to prioritise changes. Practitioners know the setting exceptionally well and as a result strengths and areas for development are recognised and action is taken to swiftly implement good practice and make changes that result in positive gains and very positive improvements for the children. For example, the snack time change to the start of the session has enabled more independence and language and other skill development opportunities to be maximised for the children.

There is a positive culture of self-reflection and practitioners are open to new ideas and are willing to try different ways of working. All practitioners are engaged in professional development and attend courses that effectively raise standards and highly successfully support the well being of the children. They actively share their expertise and knowledge to benefit each other and ensure a positive impact on the setting.

Partnership working: Good

The nursery works effectively with partners for the benefit of the children and a range of partnerships makes a strong contribution to the progress of the children and their wellbeing and successfully enhances and supports their learning.

There is clear communication between parents and the nursery and they have information about the setting and are very involved in supporting the learning of their children and the work of the nursery. Parents are also successfully informed of their child's progress by speaking to the practitioners and by an on going assessment record. Links between home and nursery are successfully strengthened as a result of practitioners talking to children about their families.

Although there are successful relationships with local schools these are underdeveloped to fully ensure effective transition arrangements to support the children when they leave the nursery. There is an effective relationship with the local authority advisory teacher who visits the setting, providing guidance, which impacts positively on the progress and achievements of the children and enhances the work of the setting.

Partnerships within the local community such as the police, library and local parks extend and successfully add another dimension to the children's learning.

The nursery has an effective partnership with other professionals to ensure a high level of support for any children with additional learning needs. Practitioners successfully work together as a team and effectively share information for the benefit of all the children.

Resource management: Good

Leaders and managers have a good understanding of budget matters and ensure that purchases are in line with planned action for improvement, prioritised to develop the provision and improve outcomes for the children.

All practitioners are deployed successfully to support progress and both pre-school practitioners manage a good range of resources very well to motivate and encourage the children to learn. There are good opportunities for a range of learning experiences both indoors and in the outdoor environment where a courtyard, a garden and an area with large play equipment effectively develop different skills. A very good supply of high quality resources is well matched to the stages of development of the children and meets any additional learning needs.

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Future resource needs are well planned for and financial decisions are evaluated to ensure a direct and positive impact on outcomes and on the achievement, progress and well being of the children.

The funding that is received is used effectively and the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mrs Anne Elizabeth Manning	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)

Glossary of terms

<p>Areas of Learning</p>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
<p>CSSIW</p>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<p>Early Years Development and Childcare Partnership (EYDCP)</p>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.</p>
<p>Foundation Phase</p>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
<p>Foundation Phase child development assessment profile (CDAP)</p>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<p>Local authority advisory teacher</p>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<p>Mudiad Meithrin</p>	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

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National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.