



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Early Education St Giles  
Madeira Hill  
Wrexham  
LL13 7HD  
United Kingdom**

**Date of inspection: May 2014**

**by**

**Mary Dyas  
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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## About the setting

St Giles Early Education is based in St Giles Church in Wales Primary School in Wrexham. It is part of the local Authority's Early Entitlement scheme and provides funded pre-school education for up to 24 three-year-old children in the spring and summer terms of the school year.

Children attending the setting mainly come from the local area and move on to the school nursery class. There are currently 23 children on the register in the group. Around half of the children are learning English as an additional language. A very few have been identified with additional learning needs.

The setting has the use of a room in the school, which is used in the afternoons by the school's playgroup plus group, and shares the school's well developed Foundation Phase outdoor learning area.

The Care and Social Standards Inspectorate Wales conducted an unannounced scheduled focussed inspection in May 2013. This is the first time Estyn has inspected the setting.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the setting is good because:

- Almost all children are happy and enjoy their time in the setting;
- Most children make good progress from their starting points;
- Behaviour in the setting is good;
- Practitioners work well together;
- Practitioners plan a good range of activities to interest and engage the children in their learning; and
- The setting provides good support for pupils whose first language is not English.

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting is very much part of the school and is well supported within the Early Years department;
- Practitioners respond positively to advice and guidance.
- Practitioners share ownership of self-evaluation and development planning;
- There is good evidence that the setting is working towards current targets;

## **Recommendations**

R1. Develop processes to enable children to have more opportunities to make decisions about their learning.

R2. Develop the provision and recording of enhancements to continuous provision.

R3. Widen the range of stakeholders whose views feed into the setting's self-evaluation process to include parents and children.

### **What happens next?**

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### **Standards: Good**

Nearly all children make good progress across all areas of learning. They reach standards in line with those expected for their age and maturity and apply the skills they have developed in a range of different situations and activities. Many are developing their range of vocabulary; for example, when they describe the different sizes of items for the three bears in the house Goldilocks visited. Nearly all participate in singing songs and joining with the actions, which they do in both English and Welsh. Many children choose to sit and read books during free choice – they handle them carefully and turn the pages correctly starting from the beginning. They show a great interest in familiar stories and in the books their teachers have prepared about things they have done in Early Education. Almost all children listen attentively when a story is being read to them either in the whole group, independently or in a small group. Many repeat familiar phrases and make relevant comments about what is happening. A minority of children are beginning to recognise their own written name and a very few can write the first letter of their name unaided

Standards in numeracy are good. Nearly all children count together by rote to at least ten and many able to do this unaided during their play – for example when counting how many balls they have made out of play dough. Many children talk confidently about how old they are and can hold up the right number of fingers to show this. A minority of children recognise and can name written numbers up to 5 and most recognise and are able to name basic shapes such as circle, triangle and rectangle with confidence. Children independently access electronic devices and many are able to use a matching game independently. A few children use the interactive whiteboard pen to select objects and move them around the board and all play confidently with a range of electronic toys as they play in different areas of the provision

Most children are making good progress in learning the Welsh language. This includes the children whose first language is not English. They respond to questions such as 'sut wyt ti?' and commands such as 'amser tacluso' and 'golchi dwylo' and understand more than they can say.

### **Wellbeing: Good**

All children enjoy their time in the setting. They arrive full of expectation for what they are going to do and settle quickly to their chosen activity. Nearly all have good relationships with the other children and with the adults who help them. Most concentrate well on the activities they choose and try hard to do their best.

Behaviour during the session is good. The children get on well together and all adults have high expectations and this is reflected in the way children respond to requests and instructions. All children demonstrate good levels of confidence and self-esteem. The positive role models set by adults help children to feel safe and secure. Nearly all children take turns, share equipment, look after resources and develop responsibility, for example by helping to tidy-up. There are limited opportunities for children to make suggestions about what they would like to learn.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Learning experiences fulfil the needs and interests of the full range of children particularly well. The planned experiences encourage children to learn effectively and make good progress across all areas of learning Practitioners plan together a wide range of exciting and interesting activities for the children. Planning meets the requirements of the Foundation Phase and the needs of all the children. Activities build on previous learning. The needs of individual children are identified and activities are evaluated well to indicate the next steps in learning There is a good balance of experiences, covering all the areas of learning, both indoors and outdoors. The setting makes very good use of the outside area to encourage involvement and enjoyment. There is good emphasis on promoting skills in literacy and numeracy and also in Information and Communication Technology.

The Welsh language is positively promoted through songs, rhymes and the use of simple words and phrases throughout the session. Practitioners make good use of the activities around St David's day to introduce the children to Welsh traditions and customs such as food and songs.

### **Teaching: Good**

Practitioners have up-to-date knowledge and understanding of the Foundation Phase and have appropriate expectations for every child. All staff use a good range of strategies well to stimulate play and to structure learning activities in ways that the children enjoy. They interact very positively with the children and give them sufficient time to complete a task or develop an idea. All know when to intervene appropriately and sensitively when needed. Good use of questioning helps to develop children's thinking skills and also enables practitioners to assess children's knowledge and understanding. While activities are not specifically differentiated for different abilities, practitioners know their children well and adapt their interactions and level of challenge appropriately to the ability of each individual.

Practitioners assess progress regularly. Regular observations are evaluative and form a useful body of reference for completing the local authority's 'Dyma Fi' record of progress. All areas of learning are addressed over time and the comments are used effectively to evaluate individual progress and to plan for children's next steps in learning. Practitioners meet together to discuss children's progress and record observations and assessments. Parents are kept well informed about their children's progress and receive their child's 'Dyma Fi' record when they move on to the next stage of their education.

### **Care, support and guidance: Good**

Provision for children's health and wellbeing is good. The setting provides a supportive and positive environment where children are given good opportunities to appreciate the natural world and to respect all living things, for example when caring for the seeds they have planted. Children are encouraged to eat healthily and to recycle their waste after snack time by putting it in the school compost bin. There is good provision for children to take exercise both outdoors and through a weekly indoor physical education.

Adults are good role models for the children, showing respect and consideration for each other. There are good opportunities for children to take responsibility when they lead the group in discussing the weather in Welsh during registration and when they help to tidy up the indoor and outdoor areas.

Children with additional learning needs, including English as an additional language, are supported very sensitively and effectively. There are good links with outside agencies and parents to ensure that the needs of these children are met. The setting's arrangements for safeguarding children are met and give no cause for concern. All practitioners have recently attended appropriate training and have a good understanding of the policies and procedures to follow.

### **Learning environment: Good**

The setting has a welcoming and inclusive ethos that values individuals. It provides a warm and supportive environment for the children and their parents. Practitioners promote awareness of diversity and foster sensitivity towards the needs of others. They strongly encourage and expect good behaviour and ensure the children have equal access to all aspects of provision. Appropriate arrangements are in place to ensure that any children with disabilities do not suffer disadvantage.

The setting is appropriately staffed for the number of children on roll and it is well resourced to meet the needs of the Foundation Phase curriculum. The access given to the setting to the school's well resource outdoor area is a strong feature of the provision. Regular use of this environment enriches children's learning.



<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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**Leadership: Good**

The supervisor is well qualified, experienced and very well organised. She has developed a setting with a positive and welcoming ethos where children are happy and thrive. She is committed to the professional development of all practitioners and works well with her colleagues to share planning and decision making. There is a strong sense of teamwork and shared responsibility.

The setting has a clear sense of direction and a culture of continuous improvement. The positive relationships between the setting and the local author reflect this and promote the drive for high quality provision. All staff are part of the whole school professional appraisal process which is well established. This process identifies individual training needs which are then addressed through appropriate courses and visits.

The setting is addressing national and local initiatives well. They have recently implemented the Designed to Smile initiative from the Welsh Assembly Government and have taken part in the Wrexham family growing project for several years.

**Improving quality: Good**

Practitioners know the setting well and are constantly seeking ways to improve. Self evaluation benefits substantially from the professional advice provided by the local authority support teacher but does not yet take into account the views of parents or children. The setting's current self evaluation report is of good quality. The information from self evaluation is used effectively to draw up an action plan and to implement strategies for improvement.

A programme of continuous professional development provided by the local authority supports the professional development of practitioners.. This has enabled them to acquire new knowledge and skills. The setting is developing very well as a strong learning community. Practitioners are very open to new ideas and they are willing to try different ways of working and the mutual sharing of knowledge and ideas.

**Partnership working: Excellent**

Practitioners have very good relationships with parents and carers. Newsletters and daily comments on the notice board keep them well informed. Parents speak highly of the work of the setting and say their children enjoy attending and that they have seen them make good progress. The setting works hard to support parents who do

not speak English wherever possible with translations or access to a local authority support teacher.

The setting enjoys excellent relationships with the school and the early years leader in the school is very involved with the setting. Almost all children move on to the nursery class and the exceptional levels of involvement the setting enjoys with the early years department ensure that children settle down very quickly and easily. During their time in Early Entitlement they have many opportunities to meet the staff and children in the nursery and reception class. They share the school snack space and extensive outdoor area and attend a wide range of interesting and exciting events at the invitation of the Early Years department of the school. In addition, the Early Entitlement supervisor works in the nursery during the autumn term to provide a familiar face for the children.

The Early Entitlement link teacher works effectively with the setting. Practitioners value the support they receive and are keen to respond to advice and guidance. The supervisor has visited other settings to see good practice and they have welcomed visitors from other settings to see successful use of innovations such as the implementation of the interactive white board.

### **Resource management: Good**

Practitioners are appropriately qualified and experienced to meet the needs of the children and the curriculum. They work closely together and deploy themselves effectively during the sessions, each taking responsibility for an area of learning. Resources are well organised and accessible to the children. Daily use is made of the well resourced outdoor area to support planned learning.

The school monitors the setting's budget and financial resources regularly. Leaders focus expenditure appropriately on children's learning and wellbeing. The setting gives 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 Mary Elspeth Dyas	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](http://www.estyn.gov.uk))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	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.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	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.

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