



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

**Glan Y Mor Nursery Play Group
Greenfield Road
Colwyn Bay,
Conwy.
LL29 8ET**

Date of inspection: May 2012

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

Glan Y Mor nursery is an English medium playgroup providing nursery education in the town of Colwyn Bay in the county of Conwy, North Wales. Nearly all the children who attend the playgroup come from the local area which is judged to be socially and economically deprived and as a result is designated a Communities First Area.

The playgroup is based in a classroom which it shares with the nursery class of Ysgol Babanod Glan y Mor and provides care from three years of age until they move on to the next stage of their education. The setting is also a Flying Start provider. It welcomes children of all abilities and backgrounds, including those with additional needs or from ethnic communities. Nearly all children, who attend the playgroup, come from homes where English is the principal language.

The playgroup is registered with the Care and Social Services Inspectorate Wales (CSSIW) to provide care for 22 children per session. CSSIW inspect the playgroup on an annual basis and the latest inspection report was published in November 2011. This is the second Estyn Inspection, the first one being in October 2005.

The playgroup is staffed by an experienced leader who is supported by two other assistants. All are appropriately qualified with NNEB or equivalent qualifications. There are currently twenty one pupils on roll with 14 being present during the inspection.

Glan y Mor is a member of the Conwy Early Years and Child Care Partnership and receive regular support in the form of specialist advice from an early years teacher.

At present the playgroup is run by a committee which consists of the registered person, the leader of the setting, the deputy head teacher and a treasurer. The setting is funded by the Welsh Government.

Summary

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

Current performance

Current performance is good because:

- Children make good progress in their learning from a low starting point;
- Children are happy and well settled;
- Practitioners are very supportive and caring;
- Teaching is consistent;
- Activities on offer are varied; and
- The environment is warm and welcoming

Prospects for improvement

Prospects for improvement are good because:

- Practitioner's commitment to the setting;
- Good teamwork;
- Practitioner's have high expectations;
- The management committee and the school provides effective support;
- Attitude towards continuous improvement is positive; and
- Support from the parents and community is effective

Recommendations

R1 Further develop children's communication skills in Welsh;

R2 structure planning activities in order to extend older children's skills; and

R3 formalise performance management procedures.

What happens next?

The provider will produce an action plan which indicates how it will address the above recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all children make steady progress in all areas of learning and many make good progress from a particular low starting point. Children work hard and acquire knowledge and skills across all areas of the Foundation Phase.

Good use is made of information control technology skills as nearly all children are able to use the computer effectively. They show good skills in moving the Beebot forwards and backwards with the use of accurate commands. Effective use is also made of other technological toys such as talking boxes, mobile phones, tills and cameras.

Early English literacy skills are developing well as nearly all children are confident to make marks using a whole range of different media. Most are able to hold a pencil or a paint brush effectively and recognise basic letters or words such as their own names. Many enjoy handling books and are able to turn the pages correctly and answer basic questions relating to the pictures. Nearly all children are able to follow the events portrayed in the story and listen attentively.

Children's numeracy skills are developing appropriately as nearly all children are able to sort and match at a basic level as well as discuss the concept of larger and smaller when talking about Billy Goat Gruff's family. Nearly all are able to recite repetitively their numbers to five in both Welsh and English. The more confident children are able to order numbers to ten. Children are encouraged to match the numbers on the front of their bikes to the relevant parking area set aside on the playground.

Children have every opportunity of effectively developing their fine and gross motor skills during their time at the setting. Their fine motor skills are enhanced by using knives and small tools while handling 'Play Doh' while their gross motor skills are developed appropriately on the bikes, scooters and climbing frames.

Children's literacy skills in the Welsh language are developing well. Nearly all understand instructions and commands and respond appropriately showing their understanding of the language. However children are reluctant to use their Welsh skills spontaneously during the unsupervised play sessions.

Wellbeing: Good

Children are happy and smiling when they arrive at the setting after lunch and are eager to chat and share stories with practitioners. Nearly all settle well on their arrival and there are good arrangements in place to deal with the children who find it hard to settle initially. Children have a positive attitude and an interest in their work which sustains them for extended periods of time. Nearly all show good social skills as they work together on different activities.

Children are conscious of their personal hygiene and are beginning to understand the importance of a healthy lifestyle. Most understand that fruit and milk offered at snack times is a far healthier alternative than chocolate and pop. Children fully understand the need to wash their hands after visiting the toilet and prior to eating food. Their skills in brushing their teeth every day is developing well. Children have ample opportunities to play outside and engage in activities which enhance and improve their fitness.

Behaviour is very good with nearly all children adhering to the setting's rules and regulations. The practitioners quickly deal with any disruptive behaviour in a professional, consistent and caring manner.

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

The curriculum is planned well to meet the philosophy of the Foundation Phase. Time is set aside on a weekly basis for all practitioners to meet, plan and evaluate the curriculum. Practitioners successfully provide a wide range of interesting activities which encourage and motivate the children to learn effectively across all areas of learning. The curriculum builds effectively on children's previous knowledge and experiences as they progress through the Foundation Phase.

The practitioners know the children well and through well planned activities have succeeded in developing children's ability to be independent learners. Most of the children who accessed the water activity on the first afternoon were able to work out accurately what would happen to the water if the guttering were moved up or down.

Good opportunities are provided for children to acquire the skills of communication, numeracy, and information control technology across all areas of learning. Circle time at the end of the sessions encourages the children to join in rhymes and songs in both English and Welsh. During large group sessions children are encouraged to listen to stories such as 'Billy Goat Gruff'.

There is good attention and consistent encouragement for children to use their Welsh communication skills in their learning and play. The practitioners communicate

consistently with the children in Welsh and introduce new vocabulary on a daily basis. However children do not build on these opportunities and are reluctant to use the new vocabulary in continuous play provision.

The setting takes an active role in encouraging the children to recycle paper and food waste. Very good arrangements exist to enhance the children's knowledge and understanding of other cultures and traditions. There are regular and effective opportunities for children to learn about their locality and the history and culture of Wales through the celebrations for St. Dwynwen's day and St David's day.

Teaching: Good

All children are well supported and are actively involved in activities. Practitioners have up-to-date knowledge of child development and they possess a thorough knowledge of Foundation Phase requirements. They have high expectations of the children and are always on hand to challenge and to question. As a result the children's thinking skills are developing effectively. There is a positive relationship between all practitioners and the children.

Through careful planning, the setting creates an appropriate balance between activities selected by the child and practitioner led activities. The practitioners make good use of a variety of resources to gain the children's interest and to improve their learning. However planned activities are not always structured effectively to meet the needs of the older children.

Practitioners provide good role models for the children and model language effectively to the children's developmental level. They work well together and there is clear consistency in the way they guide and respond to children.

Assessment arrangements at the setting are good. All practitioners observe and monitor children's development and understanding in all areas of learning. These meaningful observations together with photographic evidence are collated and transferred to the children's comprehensive individual record book which follows the child throughout the setting and beyond. This provides a useful record of what the children have achieved and helps to plan children's next steps of learning.

Parents are informed of progress both formally and informally on a regular basis.

Care, support and guidance: Good

Provision for ensuring children's health and wellbeing including their spiritual, moral, social and cultural development is good. Children arrive at the setting showing a

sense of anticipation and are keen to get involved. Values, such as honesty, fairness, respect and an understanding of what is right or wrong, are fostered through the day-to-day activities. Practitioners encourage children to take responsibility for their actions and to understand that sharing and co-operating with others is important. The children eat healthy foods during snack breaks and are encouraged to wash their hands before eating food and after going to the toilet.

Practitioners know the children well and provide clear guidance for them during sessions. They know how to access professional assistance from outside specialist services. The effective induction arrangements ensure children settle quickly into the routines of the setting. There are good arrangements in place for supporting children with additional learning needs.

There is an appropriate policy and procedures for safeguarding. Practitioners with specific responsibility for child protection have been identified and all practitioners have received the relevant training.

Learning environment: Good

The setting is an inclusive community displaying a good positive ethos where every child has an equal access to all areas of learning provided. Appropriate attention is given to celebrating diversity and ensuring all staff and children are free from harassment. The setting employs positive behaviour strategies that successfully eliminate any form of oppressive behaviour.

The setting has a good range of resources that are well matched to children's learning needs. Practitioners work hard to provide a stimulating environment for learning both indoors and out which enable all children to move freely from one activity to the other. There are enough suitably qualified practitioners at the setting to meet the needs of all the children.

The local environment is used effectively on a regular basis through walks to the town, beach and the adjacent woodland.

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

The setting is led effectively by a conscientious leader and named person. They share the same vision and promote a strong team ethos, which pervades through all aspects of the setting. Each practitioner clearly understands her role and responsibilities together with a commitment to provide the best possible experiences

for the children in the setting. The leader and all practitioners focus effectively on the needs of individual children. The relationship with the parents and the school is very positive and make a substantial contribution towards creating a sense of community.

A small committee from the setting and the school manages the setting effectively. Regular monitoring visits are undertaken by the deputy headteacher, and the results of which inform the self-evaluation process.

Practitioners respond appropriately to local and national priorities and nearly all have in training and development opportunities related to the Foundation Phase.

Improving quality: Good

There are good processes in place to evaluate the setting's strengths and areas for improvement. The practitioners know their setting well and regularly self evaluate taking on board the views of the parents, children and professional advice from the local authority support teacher. The self evaluation document which has been produced as a result of the process is an honest and accurate analysis of where the setting is now and where it needs to go in the future.

Areas for improvement have been identified and prioritised within realistic timescales. These include further developing children's language and communication skills together with their personal and social skills and developing the children's understanding of simple Welsh words and phrases. There are good procedures in place to monitor the progress of the areas for development.

The relatively new staff have made good use of professional learning and training opportunities which is beginning to impact well on children's learning and wellbeing.

Partnership working: Good

The setting works closely with a number of partners in order to support the children's achievements and wellbeing. The strong working relationship with the parents ensures continuity in the children's education through regular exchange of information both formally and informally. Transition arrangements ensure the transfer from the setting to the infant school is particularly smooth and effective.

Practitioners respond well to the good quality advice and support they receive from the Local Authority Foundation Phase teacher. The setting makes good use of the local community, particularly the local beach and 'Tu Fewn, Tu Allan' the Forest school in the grounds of Eirias Park, which is adjacent to the setting, to enhance the children's learning. Good use is also made of visitors from the local community.

There are strong links with the Wales Pre-school Providers Association and the NDNA.

Resource management: Good

Resources are managed effectively. The setting is appropriately staffed and training opportunities provided. There are plenty of opportunities to appraise staff on an informal basis however opportunities to do this on a more formal basis are underdeveloped.

The indoor and outdoor areas have good quality resources that are appropriate for the age of the children. The indoor area is brightly decorated with good quality displays that stimulates and enhances children's learning. The outdoor area provides good opportunities for the children to develop their gross motor skills together with their independent learning skills.

The management committee manages the setting's budget effectively ensuring spending is linked to priorities identified in the setting's improvement plan. Funding is also used to ensure resources are added to or replaced on a regular basis.

The setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Parent questionnaires

Eight parents responded to the questionnaires and everyone had positive views about all aspects of the setting. Everyone confirmed that their children were safe and happy, behaved well and were making good progress at the setting.

Responses to discussions with children

All children are happy and enjoy their time at the setting. They are extremely enthusiastic when coming to the setting and are soon involved in activities set out for them.

Appendix 2

The reporting inspector

Peter Roach	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)

If available, the data report can be found on our website alongside this report.

Glossary of terms

Areas of Learning	<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
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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>
Foundation Phase	<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>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<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>

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.