



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

**Riverside Nursery
11 Lower Church Street
Chepstow
Monmouthshire
NP16 5HJ**

Date of inspection: October 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:

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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Publication date: 05/11/2014

About the setting

Riverside Nursery has been in operation in Chepstow since 1989. The present owners took over the setting in September 2010 following a period of considerable change and unrest.

The nursery is registered to take children from the age of 6 months until they are able to start at primary school. Children move into the pre-school group following their third birthday and at the time of the inspection there were 12 children on roll in this group, all of whom were in receipt of funded educational provision.

Most children speak English as their home language and there are currently no children who speak Welsh at home. The pre-school leader is supported in her work by an apprentice in training and the group is overseen by the nursery manager who joins in with many activities and provides cover when required.

The Care and Social Services Inspectorate Wales last inspected the setting in February 2014. Estyn last inspected the setting in March 2009.

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 children make progress during their time in the setting;
- practitioners fully understand their roles in supporting the children's learning;
- practitioners provide a range of interesting and exciting activities that motivate the children to learn;
- teaching is good;
- all children are happy in the setting and form good relationships with the adults who care for them; and
- all children enjoy their learning and become involved for age appropriate periods of time in the activities they choose.

Prospects for improvement

The setting's prospects for improvement are good because:

- the setting's self-evaluation is realistic and identifies actions for improvement;
- there is evidence that progress has been made towards meeting the targets in the setting improvement plan; and
- all staff have input in the self-evaluation process and are fully committed towards improving the provision.

Recommendations

R1. Embed the recently adopted system of planning and ensure that provision for children with different abilities is identified.

R2. Further develop the outdoor area to ensure all areas of provision reflect and support outdoor learning.

R3. Ensure the role of the pre-school leader is clear and that she is able to access regular Foundation Phase training.

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?

Good

Standards: Good

All children achieve well and most make good progress in relation to their age and starting points across all the Foundation Phase areas of learning. Almost all develop a good vocabulary and the majority of children speak in full sentences. They understand and follow instructions and answer questions appropriately. Nearly all children listen attentively to stories and join in with actions with enthusiasm. Most children enjoy making marks in a range of media and show their growing understanding of the use of the written word when they take orders in their role play coffee shop.

Nearly all children use mathematical language correctly during the course of their play and most count objects accurately to at least five. Most show a developing knowledge of different shapes, which they identify during their free play, for example when cutting shapes from play dough or creating an alien from an empty toilet roll. Many children concentrate for extended periods and most see a task through to its conclusion.

Nearly all children recognise that Welsh is a different language and show that they understand the words and phrases that they hear during the day. Most are able to say the names of one or two colours in Welsh or to count to at least five but they are not yet confident to use their knowledge to include the Welsh words that they know spontaneously in their play.

Wellbeing: Good

Children are relaxed and happy in the setting and are eager to try new experiences. They are confident when playing and make clear choices about the activities in which they would like to participate. All children interact positively with one another and with adults and behaviour is good. All children understand the need to take turns and to share toys and objects and most manage this with only a gentle reminder. The majority are keen to talk about their experiences and are confident to ask for help from adults. A notable feature of the nursery is the children's enjoyment in their learning. All children have very good attitudes to learning and their positive attitudes are well illustrated by their perseverance and concentration on their tasks. This is a strong feature of the setting. Their conversations show that they relate very well to each other, co-operating and working together happily. Many children make useful suggestions when discussing what they would like to learn about in their next topic.

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

Practitioners plan together and ensure that they provide a wide range of interesting and stimulating learning activities that interest and engage the children. Planning is firmly based on the Foundation Phase learning outcomes seeks the interests of the children. Practitioners plan a good range of learning experiences and there is good provision for the development of children's literacy, mathematical knowledge and skills in ICT. The setting has recently adopted a new system of recording planning but there is not yet any identification of provision for children of different abilities.

Practitioners promote the Welsh language well during group times and use a good range of vocabulary and resources. However, they only use Welsh incidentally on a few occasions through the rest of the session to support the children's learning. All children celebrate and learn about Welsh culture and traditions when they celebrate St David's Day.

Teaching: Good

The quality of teaching is good. Practitioners are well qualified and experienced and have a good understanding The Foundation Phase principles and of how children learn and develop. They use a wide range of approaches to stimulate play and make every effort to make every effort to provide the children with experiences that are fun and that stimulate them to want to find out more.

Adults understand the need to give children sufficient time to complete a task or to develop an idea and intervene appropriately and sensitively when needed. The setting has a strong culture of asking the children open questions which helps to develop their thinking skills and also enables practitioners to assess the children's level of understanding.

Daily observations are noted by all practitioners and, together with the observations from adult led activities, this information is effectively used to inform the local authority's transition records. These records are shared with parents and then sent on to the child's receiving primary school. A very positive feature of the setting is the diary which is completed by each child's keyworker with information about their progress and achievements over the past week. Parents are encouraged to comment or to add information about what has been happening at home.

Care, support and guidance: Good

The care, support and guidance of the children in the nursery is a strength. The setting provides a warm and welcoming environment for all children. Practitioners know the children very well and value them as individuals. They are good role models and this encourages children to treat one another with kindness and respect. All children in the setting are beginning to learn and understand about sustainability when they put their unfinished food into the food bin at mealtimes.

Transition into the nursery is smooth and tailored to the needs of individual children. Practitioners have good experience of working with outside agencies and following individual play plans to support children with additional learning needs.

The setting's arrangements for safeguarding children meet requirements and give no reason for concern. All practitioners have received up to date training and fully understand their roles and responsibilities. Other policies are appropriately detailed and relevant. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Learning environment: Good

The nursery has a warm and welcoming ethos that provides equality of access to all children whatever their background. Children are very friendly and eager to interact with visitors. They are keen to talk about what they are doing and ask inquisitive questions. Staff are sensitive to the needs of individuals and show the children affection and understanding. All children have equal access to all areas of learning and the nursery has a good range of policies for dealing with specific instances of discrimination.

The pre-school is appropriately staffed with well qualified and experienced practitioners. There are ample good quality resources that are well matched to the planned activities and accessible to the children. The nursery has maintained the indoor accommodation to a high standard and effective use is made of the available space. The outdoor environment still needs to be developed in line with the requirements of the Foundation Phase in order to reflect and extend the indoors.

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

The setting has created a very positive ethos where staff and children are valued and respected and there is a clear sense of purpose and vision to deliver the best provision for the children. The leadership of the owner/manager provides the nursery with clear direction and a highly committed workforce. There are good lines of communication between managers and staff. Managers conduct annual appraisals of all staff members at which their professional needs and the expectations of the nursery are discussed and addressed. Although there are job descriptions in place the role of the pre-school leader needs to be refined to enable her to develop her full potential.

Staff in the pre-school department meet weekly to evaluate teaching and learning and to plan for the next week. Minutes are kept of all meetings. Practitioners respond appropriately to national and local priorities and are fully involved in training and developments connected with the Foundation Phase.

Improving quality: Good

The setting makes effective use of its self-evaluation information to identify strengths and areas for improvement. All staff in the setting contribute to self-evaluation and the current report is thorough and leads to sound strategies for improvement which will ensure positive benefits for each child. An improvement plan has been produced using the knowledge gained from the self-evaluation process which focuses on raising standards further by improving provision. The views of parents and carers, and of the children, further inform the self-evaluation process. The current development plan indicates a good awareness of the needs of the setting and clearly identifies the way forward. There is good evidence that current targets for improvement in the development plan are positively addressed. Practitioners attend training courses whenever possible and the impact of this can be seen in the quality of the teaching and the children's well being as they implement what they have learned.

Partnership working: Good

Parents are appreciative of the work of the nursery and feel that their children are well supported both educationally and emotionally. Practitioners speak to parents every day about what their child has been doing and they celebrate success. The children's diaries make a real contribution to the links between home and the setting. The nursery had forged good links with a local primary school and representatives of all schools to which the children move on to come to visit during the summer term.

The manager and her deputy have established good links with the three local primary schools to which most children move on when they take and meet the children that attend half-day nursery classes. The setting makes good use of the local and wider area to enhance the children's learning experiences. The partnership with the local authority link teacher is purposeful and beneficial and has had a clear and positive impact. Practitioners in the setting value the support they receive and the link teacher reports that the setting responds positively to training and to any advice and guidance.

Resource management: Good

Practitioners work closely together and support one another well when deploying themselves during the sessions. The nursery has a good range of resources which are used appropriately to support the planned activities. Practitioners ensure that the areas of learning both indoors are effectively overseen to support children's learning.

The nursery owner manages the finances rigorously. Priority is given to meeting the targets in the setting improvement plan. All larger requirements are carefully considered against need and the potential impact on children's learning.

Overall, the children make good progress during their time at the nursery and the nursery gives value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	10	7 70%	3 30%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	19%	0%	0%		
My child likes this setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	10	7 70%	2 20%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	10	6 60%	4 40%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	1%	0%		
Teaching is good.	10	7 70%	2 20%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	10	8 80%	2 20%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	10	7 70%	3 30%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	9	6 67%	2 22%	1 11%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed	10	7	2	1	0	0	Rwy'n cael gwybodaeth

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
about my child's progress.		70%	20%	10%	0%		gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	7	3	0	0	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		70%	30%	0%	0%		
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	10	7	2	0	0	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		70%	20%	0%	0%		
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	9	4	5	0	0	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		44%	56%	0%	0%		
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	10	7	2	1	0	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		70%	20%	10%	0%		
		62%	30%	4%	0%		
The setting is well run.	9	6	3	0	0	0	Mae'r lleoliad yn cael ei redeg yn dda.
		67%	33%	0%	0%		
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mrs Mary Elspeth Dyas

Reporting Inspector

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

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 partnerships 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>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (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.