



*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**

**Tanyfron Nursery  
Llanfair Careinion  
Welshpool  
Powys  
SY21 0BW**

**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

Tanyfron Nursery is an English-medium day nursery that meets in part of the proprietor's home in the town of Llanfair Caereinion. Children attending the nursery come from the town and its surrounding area and are admitted on a first-come, first-served basis. Although there are currently no children with additional learning needs, the setting is fully inclusive.

The nursery caters for up to 12 children per session and is open every weekday for 50 weeks of the year between 08.00 and 18.00. At the time of the inspection there are 12 children on the register. Two of these are three-year-olds, both in receipt of funded educational provision, which, in both cases, is shared with another provider. Both speak English as their home language. Currently, there are no children identified as having special educational needs.

The Care and Social Services Inspectorate Wales last inspected the nursery in November 2013. Estyn last inspected the setting in May 2008.

## 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:

- All children enjoy their time in the setting and play happily together;
- Practitioners plan activities that engage the children's interest and encourage them to participate;
- Teaching is good and supports children's learning well; and
- All children behave well and form close relationships with their peers and with the adults who care for them.

### Prospects for improvement

The setting's prospects for improvement are good because:

- All practitioners are committed to providing high quality learning experiences for the children;
- The current self evaluation document identifies relevant areas for development; and
- There is clear evidence that good progress is being made towards meeting current targets for improvement.

## **Recommendations**

R1. Build on current good practice to encourage children to use the Welsh language spontaneously in their play.

R2. Improve transition links with the local primary school.

R3. Establish systems for performance management

### **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?

There is no report on children's progress, standards in their skills 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

Practitioners in the setting work closely together and plan a range of interesting and stimulating learning activities for the children. Planning takes good account of the use of skills ladders to ensure coverage of the range of skills based on the Foundation Phase areas of learning. The activities are fun and interesting and encourage the children to interact with one another and to form good relationships. Practitioners consult the children at the beginning of a topic to see what they would like to learn and ensure that their ideas are included in the planned activities. Practitioners clearly indicate learning intentions in the planning and, over time, these build well on the progression of skills. These activities succeed in engaging the children's interest both indoors and outdoors and enable them to make good progress. The setting makes good use of the outside area to extend the planned activities indoors.

Adults use Welsh incidentally and regularly with the children, particularly at snack time. They ensure that the children know they live in Wales and make good use of St David's Day to celebrate their heritage.

#### Teaching: Good

The quality of teaching is good and practitioners strive to provide a range of imaginative and stimulating activities. All practitioners are well qualified and experienced and demonstrate a sound understanding of the requirements of the Foundation Phase. They ensure that all children are purposefully engaged. Children are encouraged to be independent and their ideas are considered when planning activities. Staff work well together and interact positively with the children. They

intervene appropriately and know when to stand back and allow children to investigate and explore for themselves. Nearly all children behave well.

Practitioners know the children very well as individuals and provide appropriate support and encouragement. They make good use of open questioning to challenge children to think and to assess their knowledge and understanding. All show a good understanding of when to intervene and when to stand back and allow children to explore for themselves.

All staff are involved in making observations of children's progress. These are useful and link well with the identified learning intentions. The observations inform the children's individual Powys 3+ Learning Record, which is given to parents when the child moves on to the next stage in their education.

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

Good arrangements are in place to ensure children's health and wellbeing. The nursery provides the children with healthy snacks and encourages the children make use of the recycling containers both indoors and outdoors. The setting provides a warm and safe environment for children to grow and learn. Good emphasis is placed on the importance of being kind and thoughtful to others and all children understand what constitutes unacceptable behaviour. Learning experiences promote children's personal development well, including their spiritual, moral and social development.

There are good arrangements to support children when they start at the nursery and induction the nursery carefully tailors the settling in process to the individual needs of the child and their family. The setting has recently begun discussions with the local primary school to develop closer links in order to support children's transition to the school's nursery class.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

There are no children with identified additional learning needs in the setting. The proprietor is aware of the responsibility for early identification and knows what action to take should there be any concerns.

### **Learning environment: Good**

The setting is attractive and welcoming. There is a warm and caring ethos where all children are valued members of the group. Most have been in the setting since they

were babies and there is a strong sense of community. All children are fully included in all activities. The outdoor area is particularly well equipped and fully supports and enhances the indoor activities.

A good ratio of well-trained and highly experienced practitioners meets the needs of all children. They are very well aware of the requirements of the Foundation Phase curriculum and are committed both to their continued professional development and to providing the best possible learning environment for the children in their care. Resources are of good quality.

Due to the small numbers of three-year-olds in the setting it has been difficult for the practitioners to encourage visitors to enhance the children's learning experiences. However, recent discussions with the local primary school are seeking to enable the children in the nursery to share in some of the visitors to the school.

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

Two assistants ably support the nursery proprietor and the team has worked together for many years. There are no formal job descriptions but roles and responsibilities are informal and shared effectively between them. Staff meet together once a week to evaluate the current teaching and learning and plan for the following week. These meetings are informal the setting does not keep records of discussions or of decisions agreed.

The current improvement plan identifies appropriate areas for attention. These are displayed in the classroom. All staff are familiar with them and are working towards addressing them. Progress toward meeting these targets is regularly monitored. The process of performance management has lapsed due to close relationships between the staff members. The proprietor has plans in place to address this.

Practitioners have responded positively to national and local initiatives and share training experiences to improve their knowledge, understanding and skills. They have effectively implemented the Foundation Phase and in particular developed extensive outdoor provision.

#### **Improving quality: Good**

Practitioners demonstrate a strong commitment to continuous improvement. The present self-evaluation contains sufficient detail and effectively addresses the three key questions for inspection. The document clearly identifies the strengths of the



setting and the action plan has a number of targets arising from this. Practitioners conscientiously record progress towards meeting these targets.

The setting has addressed all the recommendations from the last inspection report. Of particular note is the development of the extensive outdoor provision which is well used and enjoyed by the children. Practitioners are very conscientious in setting out the full range of provision even if only for a very few children.

### **Partnership working: Good**

Practitioners provide good quality daily information for parents and carers. Staff are always available to talk to adults coming to collect their children and, because most children have been attending since they were small babies, good relationships have been established over time. Each child has a daily diary that contains information about what they have had to eat and drink but also indicates the areas of learning they have enjoyed and any progress or new skills acquired. These comments build up into a clear picture of a child's experiences in the setting. The setting is developing good links with the local primary school where almost all children move to when they leave the setting.

The local authority link teacher works effectively with the setting. Practitioners value the support they receive and respond positively to advice and guidance. The current link teacher has been in post since September. She has supported the successful development of the outdoors and also the setting up of a separate room for the older children to access age appropriate activities away from the babies.

### **Resource management: Good**

Staff are informally deployed during the sessions and between them ensure that all areas of learning are appropriately supported. They make good use of their personal areas of expertise in the planning and setting up of activities to provide interesting learning experiences for the children. The setting has a good range of resources which are well used to support different learning experiences.

The proprietor employs an accountant to manage the finances of the nursery. she is mindful of the impact of spending decisions on the quality of provision and considers carefully what resources they should buy. As a result of careful financial management and the good standards most children achieve during their time in the setting, the nursery 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 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](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>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<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.