



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

**Tiny Tots - Pentre Halkyn
Ysgol Rhos Helyg
Village Road
Rhosesmor
Nr Mold
Flintshire
CH7 6PJ**

Date of inspection: February 2015

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

This English medium setting is based in Ysgol Rhos Helyg on the outskirts of the village of Rhosesmor in Flintshire. The setting serves the local area, with all children transferring to the school. The setting is run by a voluntary committee with the registered person, who is also the supervisor, responsible for the day to day running of the group.

The setting provides sessional care for children between two and a half and four years of age and is open for five mornings each week. It also provides part-time funded education for three-year-olds each morning. There were three funded children at the time of the inspection.

All children who attend the setting are British and use English as their first language. No children have additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate Wales in February 2013 and by Estyn in February 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 are confident, independent learners who achieve well;
- all teaching is good;
- all practitioners use an exceptional level of Welsh during the session which provides children with good opportunities to hear and use the Welsh language;
- there is a good range of learning experiences both indoors and out; and
- care, support and guidance for the children are good.

Prospects for improvement

Prospects for improvement are good because:

- leadership and management of the setting are good;
- self-evaluation is highly effective and identifies areas for development;
- partnership working is good;
- resources effectively support the provision;
- the setting has made good progress since the last inspection; and
- leaders pay effective attention to local and national priorities.

Recommendations

R1. Ensure that the next steps for learning are always clearly reviewed.

R2. Continue to develop learning experiences outdoors.

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
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Standards:

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.

Wellbeing:

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
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Learning experiences: Good

Planning includes a good range of interesting learning experiences that successfully engages all children. Although indoors and outdoors are used to develop skills effectively and overall children make good progress towards meeting the Foundation Phase outcomes there is still scope to continue to develop different learning experiences outdoors using the forest school and round house. Good organisation ensures children settle quickly to activities and learn successfully. Experiences effectively encourage children to form relationships with each other and with adults around them and to show respect for all cultural backgrounds.

The curriculum builds appropriately on children's existing knowledge and understanding and provides opportunities to develop thinking skills across all areas of learning. Skills in literacy and numeracy are embedded successfully into the experiences of the children. A good range of information communication technology including the use of talking tins in to which children record their voices, a camera and battery operated toys successfully ensure that the children develop effective skills.

Practitioners develop children's literacy skills by sharing books including those written in Welsh and by story telling. There are good opportunities to develop early mark making through writing for a purpose making shopping lists in their role play area. There are good opportunities for children to use number when counting, sorting and matching different sizes of teddies to their beds.

All practitioners use an exceptional level and frequency of Welsh and they encourage the children highly effectively both during circle time and throughout the session. As a result the children are extremely confident and very keen to respond. They

celebrate traditions and festivals such as St David's Day and those of other cultures. Children who are chosen to be Helpwr Heddiw take this extra responsibility successfully and help to care effectively for others.

Children have opportunities to learn effectively about caring for living things by spending time in the forest school and in their garden growing vegetables such as potatoes and parsnips. They have good opportunities to observe the hens and also plants in the allotments. Visitors to the setting including the school cook successfully increase the children's understanding of the world of work.

Teaching: Good

Practitioners successfully plan together a good range of activities both indoors and out that meet the needs of the children effectively. They include a literacy and numeracy focus and have a good balance between adult directed and child led experiences. All practitioners are 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 all the children's learning forward. All practitioners use language well and are consistently good role models for the children. Practitioners all employ positive strategies to encourage the children to learn, join in and to share equipment exceptionally well.

All practitioners are skilled at knowing when to intervene in children's play and when to let them discover independently. They know the children well and as a result there are high expectations. Without exception practitioners extend children's play successfully using an effective range of teaching strategies that promote independent learning and provide challenge. Adult support is well focused and makes a highly significant contribution to the quality of the children's learning. They challenge children's thinking effectively.

All practitioners use an excellent level of Welsh with the children and successfully encourage the children to listen and 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, the next steps for learning are not always clearly reviewed.

Care, support and guidance: Good

The setting has a good range of policies and procedures to support the children and effectively promote 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 effectively about simple rules, they have gentle reminders and successfully learn to distinguish right from wrong. The setting successfully fosters values such as honesty, fairness and respect and highly effectively develops an

understanding of living and sharing with others. Children act responsibly and are exceptionally kind and sympathetic towards each other. Children are confident, ask for help and have good opportunities to take responsibility, for example when being Helpwr Heddiw or taking care of their younger friends.

The children are starting to develop a sense of awe and wonder about the world in which they live by growing plants in the garden, observing living things on their visits to the forest school and by using a range of technology. Children are involved in caring for their environment with opportunities for observing and feeding wildlife, and they are involved in recycling.

The setting provides a good level of guidance and because practitioners know the children well they respond effectively to their needs and as a result children are happy and feel secure and almost all children settle exceptionally well and quickly into the setting.

Practitioners employ positive behaviour strategies using effective explanations and high levels of praise that encourage the children to successfully take turns and listen. They provide consistency and a good level of individual support to assist any children with additional learning needs and work well with parents and other professionals. As a result all children achieve and make good progress and their families are well supported.

Learning environment: Good

The setting 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 and good day-to-day practice. Equal access to the curriculum is offered and there is an effective range of policies and procedures that actively supports the children, and promotes their health and well being successfully.

There are sufficient, valued practitioners who have knowledge and expertise with relevant, appropriate qualifications and experience of working with young children. They 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. The school environment is used to enhance experiences for the children, for example outdoor learning in the forest school.

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 used effectively, secure and well maintained and as a result successfully supports the children's learning.

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

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. There are high expectations of all and the focus is effectively on all the children making good progress.

The leaders fully understand their roles and are effectively informed about the performance of the setting by regular meetings. Relevant legislation and guidance are taken into account and leaders are involved in national and local priorities such as healthy eating, literacy and numeracy that impact very positively on the standards and the health and well being of the children.

Learning and teaching are organised well. An effective training programme and appraisals ensure that practitioners are aware of what they need to do and can improve their knowledge and practice. They effectively learn through others by visiting other settings and by taking part in a forest school session with a local authority teacher.

Implementation of policies and initiatives is effective. Leaders have high expectations for improvement and development and ensure that the Foundation Phase is successfully delivered. There are good parental links to support the progress of the children and implementation of policies and initiatives is effective.

Improving quality: Good

There is effective leadership, and as a result the children have continuity of care and settle quickly and learn successfully in the playgroup. The setting has made good progress since their previous Estyn inspection and practitioners, the registered person and local authority teacher are able to evidence how the provision and standards have successfully improved.

Self-evaluation is exceptionally thorough and effectively identifies areas for improvement. Practitioners know the setting very well and as a result strengths and areas for development are recognised and action is taken swiftly to implement good practice and make changes that have positive gains and highly successful improvements for the children. For example, the changes to the organisation of the classroom have enabled more independence and further skill development opportunities for the children in the different learning areas.

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

Partnership working: Good

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

There is clear communication daily between parents and the setting and they are involved in supporting the learning of their children. Parents are also successfully informed of their child's progress by meeting the practitioners and by an on going assessment record.

There is a highly successful relationship with the school that ensures an effective transition to support the children. Resources are shared, for example the outdoor area and the forest school meaning that the Early Education forest school session for the group was able to take place on the school site, resulting in effective use of resources and minimum disruption to the children's routines.

There is an effective partnership with the local authority advisory teacher who visits the setting, providing guidance, which impacts positively on the achievements of the children and enhances the work of the setting.

Partnerships within the local community are in the early stages, however a few visitors to the setting successfully add another dimension to the children's learning.

The setting has an effective partnership with other professionals to ensure a good 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

All practitioners are well deployed and manage a good range of resources successfully 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 the setting are able to access school resources to 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.

Leaders and managers have a good understanding of budget matters and future resource needs are well planned for and prioritised to develop the provision and improve outcomes and the 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

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>

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.