



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

**Ysgol Feithrin Glan Conwy
Y Caban
Ysgol Glan Conwy
Glan Conwy
LL28 5ST**

Date of inspection: March 2015

by

**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

Ysgol Feithrin Glan Conwy is located within the grounds of Ysgol Glan Conwy in Conwy local authority. It is open every afternoon during school term time. The setting has three part-time members of staff, all of whom are suitably qualified to work with young children.

The setting is registered to take up to 16 children per session, from two and a half to four years of age. At present, there are 24 children on roll, of whom five receive part-time funded early years education. All children are white, British and all speak English as their first language. Very few children have additional learning needs. No child has a statement of special educational needs.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in October 2013 and last inspected by Estyn in May 2010.

Summary

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

Current performance

The setting's current performance is good because:

- The setting provides a wide range of stimulating learning experiences for all children
- All practitioners ensure that the children have a useful of opportunities to develop their Welsh language skills well
- Practitioners make good use of questioning to support and challenge children's understanding
- The setting has an inclusive and friendly ethos where all children are valued and all have equal access to all resources and activities
- All adults in the setting treat children with care and respect
- Practitioners support children with additional learning needs effectively

Prospects for improvement

The setting's prospects for improvement are good because:

- The lead practitioner manages the day-to-day organisation of the setting capably
- All practitioners have a good understanding of their roles and responsibilities and contribute effectively to a supportive, enthusiastic team
- The lead practitioner has a clear vision for the setting that focuses on providing high-quality care and education for young children
- The setting makes use of a range of successful partnership to support and enhance the children's learning and wellbeing
- The setting has good working relationships with advisory staff from the local authority
- All staff attend relevant training opportunities that develop their knowledge of Foundation Phase practice suitably

Recommendations

- R1 Ensure that planned learning activities focus on the development of children's literacy and numeracy skills
- R2 Ensure that group learning sessions allow all children to be challenged at a suitable level
- R3 Develop appraisal processes that are based on evidence of practice and that include suitable improvement targets for all staff
- R4 Improve self-evaluation and improvement planning to focus more on first-hand evidence and outcomes for children

What happens next?

The setting will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

N/A

Standards: N/A

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 at the time of the inspection was too few to report on without identifying individual children.

Wellbeing: N/A

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 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

The setting provides a wide range of stimulating learning experiences across all Foundation Phase areas of learning. Adults plan interesting activities that focus on developing children's learning through play, both indoors and outdoors, effectively. As a result, all children are eager to join in and are motivated to learn. There are reasonably detailed plans in place for adult-led activities. These focus suitably on developing children's skills across the Foundation Phase areas of learning. However, when planning children's learning, the setting does not focus on the development of children's literacy and numeracy skills well enough.

There are regular opportunities for children to participate in singing a range of songs and rhymes and to listen to short stories. For example, nearly all children listen attentively and respond well to a story about a small dog, shared through the medium of Welsh. Children learn to recognise individual letters and their own names through finding their own name card during registration and place-mats at snack times. Adults provide children with a good range of opportunities to develop confidence with number, such as counting money in the role-play area. The setting has a suitable range of resources to support the development of children's information and communication technology (ICT) skills.

All practitioners make good use of Welsh throughout the day. They ensure that the children hear the Welsh language throughout the session and encourage children to reply to simple questions suitably, for example when children ask for food during snack time. As a result, a majority of children use Welsh throughout the setting independently. Children have a suitable range of opportunities to learn about Welsh culture and traditions, such as through visits within the locality and the celebration of cultural events, such as St David's Day.

The setting makes good use of visits to the locality to enhance children's experiences further, such as visiting a plant nursery to learn about seeds and plants.

Teaching: Good

All practitioners have close working relationships with the children in the setting. They know the children well and have a good awareness of their personal needs. All practitioners make use of a range of effective questioning techniques in order to help children learn and develop their thinking skills. They allow children to make decisions about their own learning beneficially and intervene when appropriate to offer support or to extend their learning. As a result, all children engage in a good range of activities happily and learn through explorative play well. However, on a few occasions, more able children dominate group learning sessions, which prevents other children from participating fully in the session

Practitioners monitor and assess children's learning regularly. They collect a suitable range of information on individual's achievements and enter this into the children's personal learning journal efficiently. Adults use their observations of children's learning to plan for future learning successfully. The children's learning journals provide an effective record of progress across all areas of the Foundation Phase curriculum. However, the setting does not use the information it collects on children's standards to identify trends in the progress made by groups of children well enough.

There are effective arrangements for informing parents about their child's progress through informative annual meetings and an annual written report.

Care, support and guidance: Good

The setting ensures that the safety of the children is a high priority. Adults have safe procedures for managing children's arrival at and departure from the setting. The setting provides good opportunities for children to learn about taking responsibilities on a daily basis. For example, the 'helper of the day' takes responsibility for giving out resources throughout the session and undertakes these duties sensibly.

The setting has suitable arrangements in place to support children's healthy eating and drinking and to encourage them to take regular physical exercise. For example, snack-times involve fresh fruit and vegetables. Provision for promoting children's spiritual, moral, social and cultural development is good. Practitioners ensure, for example, that children learn about other cultures through a well-planned calendar of cultural events such as celebrating Chinese New Year.

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

The setting supports children with additional learning needs effectively. Adults have suitable links with support agencies, such as education psychologists and speech and language specialists. The setting acts quickly when it recognises that children may need extra support and liaises with outside agencies appropriately. These arrangements ensure that the setting provides prompt support for children with additional needs.

Learning environment: Good

The setting has an inclusive and friendly ethos where all children are valued and all have equal access to all resources and activities. There is an appropriate emphasis on celebrating diversity. For example, children paint their hands and make lamps to celebrate the Hindu festival of Diwali. All practitioners deal with children sympathetically and children's views are valued. For example, children make suggestions about what they would like to learn at the start of a theme.

The setting has sufficient qualified staff to meet the requirements of the Foundation Phase appropriately. The indoor accommodation is stimulating and opens directly onto a well-resourced outdoor area. Practitioners make good use of available space both indoors and outdoors and children's work is displayed throughout the setting well. There are good opportunities for children to learn in the outdoor setting, which provides a wide range experiences for all children. For example, the mud kitchen encourages children to control small tools to dig and mark make. The accommodation is safe and secure.

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

The lead practitioner manages the day-to-day organisation of the setting capably. She provides effective leadership that focuses on the quality of learning provided to all children. There are a suitable range of policies and procedures in place to support the running of the setting, and staff implement these consistently. All adults meet regularly to plan learning and provision. As a result, all practitioners have a good understanding of their roles and responsibilities and contribute effectively to a supportive, enthusiastic team. The lead practitioner has a clear vision for the setting that focuses on providing high-quality care and education for young children and this vision permeates the setting. As a result, the setting has a clear sense of direction.

The setting has satisfactory arrangements in place for an annual appraisal meeting for all staff. The lead practitioner organises individual and team training suitably. However, the appraisal process is not supported by robust evidence, including the observation of teaching, and staff do not have sufficiently focused targets to help them to improve their practice.

The management committee meet regularly. Their meetings focus suitably on the organisation and running of the setting. The setting takes account of national priorities such as the Foundation Phase appropriately.

Improving quality: Adequate

The setting has a suitable understanding of the quality of its provision and of the standards achieved by individual children. Practitioners meet regularly to discuss the children's needs and the effectiveness of the provision. They seek the views of parents through an annual questionnaire and parents can attend all committee meetings. The setting makes use of local authority support to help them identify their strengths and areas for improvement appropriately. However, the setting's practices for self-assessment are too informal and do not focus well enough on evaluating the progress children make over time. As a result, the setting is not able to assess accurately how the initiatives it introduces impact on children's standards.

The setting's development plan outlines appropriate improvement priorities, along with associated costs and suitable timescales. It identifies successfully those responsible for taking initiatives forward. However, its targets do not always focus sharply enough on children's learning and its criteria for success do not link well enough to children's outcomes. The leader reviews the plan throughout the year, but there is no formal monitoring to assess its ongoing progress.

The setting has addressed recommendations from the last inspection well. For example, children's standards in Welsh and the setting's provision for the language are now consistently good.

Partnership working: Good

The setting makes use of a range of successful partnerships to support and enhance children's learning and wellbeing. For example, close links with the school in whose grounds the setting stands support effective transition arrangements that benefit most children and enable them to settle quickly when they begin school.

The effective partnership with parents means that practitioners are able to provide them with a useful range of information about the setting and the children's learning through newsletters, notice boards and social media. In return, parents have suitable opportunities to be involved in influencing their children's learning and the management of the setting. All parents are welcome at committee meetings, where the lead practitioner keeps members well informed of the setting's main events.

The setting has good working relationships with advisory staff from the local authority. This provides valuable support and guidance to the setting, such as on ways to develop children's Welsh language competence, and affects children's learning experiences positively.

The setting makes good use of resources within the community to enhance its provision. For example, local companies provide significant resources and building work in the outdoor area, improving the learning environment beneficially.

Resource management: Good

The setting had a good level of well-qualified staff to teach and care for the children at the setting. All staff attend relevant training opportunities that develop their knowledge suitably. However, training is not always linked to staff appraisal strongly enough.

The setting has an effective range of resources to support all children's learning. All resources are accessible to the children and this encourages their independence well. The planned use of the outdoor learning area offers children a good range of opportunities to learn in line with the ethos of the Foundation Phase.

The lead practitioner and management committee have a clear understanding of the setting's budget and prioritise spending efficiently. The use of fundraising by adults supplements the setting's resources well. Overall, the setting offers 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

Mr Andrew Thorne	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 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.