



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Little People's Day Nursery, Mynydd Isa
115 Mold Road
Mynydd Isa
Flintshire
CH7 6TG**

Date of inspection: March 2017

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

Little People's Day Nursery is located in Mynydd Isa in the Flintshire local authority. Families using the service come from the local area. The nursery opened in 2008; it is privately owned and enrolled to provide early entitlement education in 2015.

The setting is registered for up to 37 children. It takes children from three months up to five years of age. At the time of the inspection there were 37 children on the nursery roll. This includes three three-year-olds, of which very few are funded by the local authority.

All children speak English as their first language. The setting has identified that there are no children with additional learning needs attending currently.

An appropriately qualified and experienced practitioner leads the education sessions. The setting deploys a further practitioner in these sessions.

The Care and Social Service Inspectorate for Wales (CSSIW) inspected the setting in October 2016. This is the first inspection by Estyn.

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:

- Children experience a range of interesting learning activities that meet their needs effectively in most areas of learning
- The activities provided engage children's interest successfully
- Practitioners have good knowledge of the Foundation Phase and adapt planning in line with children's interests successfully
- A strong emphasis is given to promoting healthy development and wellbeing
- Practitioners provide positive role models and enthusiastically ensure that learning is fun
- Practitioners make good use of indoor and outdoor provision to promote children's learning

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders ensure that the setting is well managed and organised
- Practitioners collaborate well to deliver the curriculum
- Partnerships with parents, community organisations and the local authority enhance the quality of provision
- Practitioners' involvement in Foundation Phase training results in sustained improvements in the quality of learning within the setting
- Progress in implementing short-term targets discussed with the local authority is good

Recommendations

- R1 Make sure that practitioners have greater involvement in planning so that it takes account of children's prior learning
- R2 Ensure that assessments are used effectively to plan next steps in learning for individual children
- R3 Improve provision to promote children's skills in information and communication technology
- R4 Involve practitioners fully in self-evaluation and ensure that they take greater responsibility for implementing improvements

What happens next?

The setting will draw up an action plan that 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

Wellbeing: N/A

There is no report on children's progress, standards and 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

The setting provides a broad range of learning activities that engage children's interest successfully. Imaginative activities in most areas of learning meet the requirements of the Foundation Phase curriculum well. For example, children enthusiastically use 'binoculars' in a hide to watch birds taking food from the feeders in the garden.

Good use is made of the skills framework to ensure that practitioners develop children's skills over time. The proprietor takes responsibility for providing weekly planning. This details the learning intentions for adult-led tasks and contains useful information about activities to guide practitioners. Planning to support child-led activities is less effective. Practitioners implement planning flexibly and adapt it skilfully to match children's changing interests, but overall they are not involved well enough in the planning process. As a result, planning does not always take enough account of opportunities to consolidate, reinforce and extend children's skills.

There is strong emphasis on developing children's skills in literacy and numeracy. This enables them to build on their existing knowledge and skills successfully. For example, practitioners use well-known stories and opportunities for role-play imaginatively to promote worthwhile opportunities to practice numeracy, oracy and writing skills. Provision to promote children's information and communication technology (ICT) skills is less well developed.

The overall provision suitably promotes independence and creativity so that children choose tools and materials confidently, for example when printing and painting. Practitioners use the setting's outdoor area imaginatively to develop children's respect for the environment. For example, they enjoy an egg hunt in the garden.

The provision to develop children's Welsh language skills is developing well. Practitioners use Welsh songs, model simple Welsh phrases, ask questions and increasingly use Welsh vocabulary around the setting. As a result, a few children are beginning to use simple words and phrases during structured sessions. Practitioners promote children's awareness of Welsh history and culture appropriately, for example

by celebrating St David's Day. The children enjoy Welsh stories regularly and taste traditional foods, such as Welsh cakes.

Teaching: Good

Practitioners have good knowledge of the Foundation Phase and use resources well to provide interesting learning experiences in most areas of learning. They are enthusiastic and have high expectations of what children can achieve. A strong feature is the quality of relationships they establish with children.

Practitioners are experienced and work imaginatively to maximise the potential of indoor and outdoor learning activities. For instance, numeracy skills are promoted well when counting pancakes. Practitioners have a good understanding of when to intervene in activities and when to let children work independently. They use positive praise and sensitive encouragement to manage learning and behaviour successfully. Practitioners are good language role models and use a range of teaching strategies effectively. For example, they use questioning skilfully to assess all children's understanding and to challenge them appropriately to extend their learning.

The setting has appropriate procedures for assessing children; it records their skill levels on entry and tracks progress systematically. Day-to-day observations, linked to learning intentions, are recorded regularly. Individual learning records are informative and provide a good basis to plan the next steps for learning in weekly planning. However, the use of these assessments to plan the next steps in learning for individual children is not securely established. Practitioners keep parents well informed about their child's achievements and wellbeing, both formally and informally.

Care, support and guidance: Good

The setting promotes healthy development and wellbeing strongly. It provides high quality, care, support and guidance and has effective arrangements to develop children's understanding of keeping healthy. For example, practitioners promote energetic outdoor play regularly.

Practitioners encourage children's curiosity about the world and foster positive values, including honesty and fairness, effectively. As a result, most children show consideration for others, share toys and resources and take turns readily. For example, they take on simple responsibilities, such as Helpwr Heddiw and feeding their pet fish. Practitioners promote good behaviour and involve children in a range of cultural activities enthusiastically. For example, the setting celebrates festivals from other countries and encourages children to taste a range of foods.

The setting fosters children's spiritual development well. For example, the children explore the adjoining park throughout the seasons and tend flowers and vegetables in the garden. They marvel at birds taking food from the feeders they have made. These experiences enhance their sense of awe and wonder in a positive manner. Practitioners raise children's awareness of the importance of energy saving, recycling and looking after the natural world successfully.

The setting has established procedures to support children who need extra help and a network of contacts to provide extra support and advice when needed.

Practitioners implement appropriate procedures to ensure that the setting is safe and risk assessments are undertaken regularly. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

All children have equal access to the curriculum and the setting has a friendly and inclusive ethos. The family atmosphere contributes significantly to children's high levels of wellbeing and self-esteem. Practitioners take good account of children's individual needs, which helps to ensure that children feel safe and free from undue anxiety. They use positive strategies to manage behaviour and encourage understanding and tolerance towards others sensitively. The setting places a strong emphasis on promoting and respecting diversity, for example by reading stories from other cultures.

The setting has enough suitably qualified and experienced practitioners for the number of children. A suitable range of age appropriate resources provides for the Foundation Phase in most areas of learning. However, the range of resources to develop children's skills in ICT is inadequate.

The accommodation is fit for purpose and both the indoor and outdoor areas provide enough space to deliver the Foundation Phase. Practitioners give careful thought to the organisation of resources. They have made changes to improve the range of learning activities and children's access to them. The setting has well-organised provision for outdoor play. The layout of the building limits direct access to the outdoors, although practitioners ensure that children have regular opportunities to play and learn outdoors.

The setting makes good use of links with community organisations to enrich children's experiences, for example through visits to the local library, post office and adventure playground. The accommodation provides a safe and secure learning environment.

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

The proprietor maintains a detailed strategic oversight of the setting and ensures that the provision is well organised. Practitioners are conscientious and highly professional, and they communicate well with parents. They have a good understanding of their roles and responsibilities and work together with enthusiasm to improve provision. All staff implement policies and procedures appropriately and regular staff meetings provide a useful forum for discussion.

Practitioners manage the provision for three and four-year-olds skilfully. The setting leader provides clear educational direction and all practitioners work diligently to ensure that the use and organisation of resources are effective. The proprietor monitors the work of the setting informally, but the focus on educational development is not always sharp enough to have a significant impact on the quality of learning.

There are appropriate arrangements for the induction, supervision and appraisal of practitioners. Practitioners complete a questionnaire and discuss suitable targets for their professional development. These arrangements provide a good basis to inform future training needs and planning for further improvement.

The setting takes good account of national and local priorities. It is working to embed the Foundation Phase and strong emphasis is placed on promoting healthy development and wellbeing.

Improving quality: Adequate

The proprietor implements appropriate procedures for self-evaluation and planning for improvement. Good use is made of the frameworks for review provided by the local authority. The setting is developing a culture of self-improvement and carries out an annual review of the quality of care that it provides. This review seeks the views of parents, but does not consider developments in the quality of educational provision. The involvement of practitioners in self-evaluation and planning for improvement is limited.

The self-evaluation report accurately identifies strengths and areas in need of improvement. However, there is little evidence of prioritising key educational priorities in the action plans reviewed. Although self-evaluation identifies resource and training needs, planning does not indicate how action plans will be implemented or monitored.

Practitioners work closely with the local authority to monitor progress in improving provision. This has a positive impact on the organisation of learning experiences and resources at the setting. However, opportunities to keep stakeholders informed about the setting's educational priorities and its progress in meeting them, such as through newsletters and the annual quality of care report, are overlooked.

The setting has made good progress in improving provision for Welsh, but little progress in improving the provision for ICT is evident. However, progress in addressing goals discussed with an advisory teacher impact well on the implementation of planning and the organisation of learning activities.

Partnership working: Good

The nursery has established successful partnerships with parents and community organisations that enhance children's wellbeing and learning effectively. Practitioners encourage appropriately the involvement of parents in their child's education, such as through a daily diary. Parents receive a good range of information via social media, a noticeboard, newsletters, a welcome pack and day-to-day contacts with practitioners. This helps parents to feel comfortable in approaching the setting about any concerns and to keep them informed about daily activities.

There are well-established arrangements for children's induction and smooth transition to school. These include arrangements to share relevant information about children's progress. The setting has positive links with a range of community

organisations, receives occasional visitors such as a dental nurse, and makes effective use of visits to the local library, post office and park. The setting has beneficial links with nearby training institutions and provides placements for students undertaking courses in childcare. This impacts positively on the quality of learning and play.

Practitioners regularly share good practice with other settings through training events. They work well together, share information about children and know whom to contact when additional support or advice is required for children.

The setting has a constructive relationship with the local authority advisory teacher. Practitioners benefit from guidance in implementing the Foundation Phase and the use and organisation of learning resources.

Resource management: Good

The proprietor ensures that practitioners are deployed efficiently and sessions are well organised. The provision motivates children successfully, and established routines ensure the regular use of indoor and outdoor facilities. Practitioners regularly discuss the organisation of activities and make changes to improve children's access to activities.

Practitioners regularly attend professional development courses and meetings to share good practice with other settings. They regularly attend training courses, reflect on the practice discussed and implement strategies to improve their practice in the setting. As a result, practitioners have improved the quality and range of learning activities successfully so that children improve their skills confidently in most areas of learning.

The proprietor reviews the impact of resources informally, but has yet to prioritise initiatives to develop the range of learning opportunities. She ensures that income and expenditure are monitored systematically and that accounts are audited independently. There is evidence of recent expenditure, such as to purchase resources for ICT, but planning for future resource needs and training is not recorded.

The setting is resourceful in ensuring the efficient use of the available funding and resources. This helps to ensure that children experience good opportunities to learn across the Foundation Phase. This has a positive impact on children's outcomes and represents 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

Michael Thomas Ridout	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.wales)

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.