



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

A report on

**Garth Olwg Day Nursery
Garth Olwg Community Campus
St Illtyd's Road
Church Village
Pontypridd
CF38 1RQ**

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

Garth Olwg Day Nursery is situated on the lifelong learning campus in Church Village near Pontypridd in Rhondda Cynon Taf. The setting was opened in February 2006 as a private centre registered under the Children's Act 1989, which offers full day care and education to children up to three years old through the medium of Welsh. Mudiad Meithrin owns the nursery and it is managed by Mudiad Meithrin's Meithrinfeydd Cymru committee. However, since February 2017, management of the site has been transferred to the care of the local authority.

It is a day nursery and is open 51 weeks a year between 7.30 in the morning and 6.00 in the evening. The nursery class sessions are held between 9.00 and 11.30am five mornings a week during term time. At the time of the inspection, there were approximately 90 children between six weeks and three years old registered to use the nursery's services during the week.

Nine three-year-old children currently attend the morning session, six of whom are funded. Two of these children come from Welsh-speaking homes, but most come from English-speaking homes. Very few children speak English as an additional language or come from ethnic minority backgrounds. There are currently no children with additional learning needs attending the nursery class.

The manager and deputy manager are responsible for running the setting from day-to-day. The manager was appointed in 2008 and the deputy in 2016. Six practitioners are employed, including the deputy manager, to work with the three-year-old children, all of whom have appropriate qualifications to teach the early years.

The setting was last inspected by the Care and Social Services Inspectorate Wales on 13th January 2015 and by Estyn in March 2012.

Summary

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

Current performance

The setting's current performance is good because:

- Many children make good progress from their starting point across the six areas of learning and apply their key skills easily in a variety of contexts across those areas
- A majority of children's literacy skills develop soundly during their time at the setting
- Many of the children's numeracy skills develop soundly during their time at the setting
- Most children apply themselves enthusiastically to their learning activities in the indoor and outdoor work areas
- Nearly all children work independently when undertaking familiar tasks
- Nearly all children are polite and are willing to wait their turn when undertaking their activities or when waiting to go out or come back into the building, and they undertake healthy physical activities eagerly
- Practitioners ensure regular opportunities for children to make independent choices about activities in the areas inside and outside the building
- Practitioners' knowledge and understanding of the curriculum are sound

Prospects for improvement

The setting's prospects for improvement are good because:

- Managers have a clear vision for the setting's direction and values, which is shared effectively with the remainder of the staff, ensuring that the setting is run smoothly
- Regular staff meetings focus well on issues relating to progress and wellbeing, and on improving provision
- Practitioners all share responsibility successfully and there is a strong sense of teamwork
- Managers and practitioners identify the setting's strengths and areas for improvement very well
- It has a successful record of ensuring improvements

Recommendations

- R1 Raise children's standards in information and communication technology (ICT)
- R2 Ensure that improvement plans set a clear timetable and budget to implement priorities for improvement

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Many children make good progress from their starting point across the six areas of learning. They apply their key skills easily in a variety of contexts across those areas and apply themselves enthusiastically to their learning activities in the indoor and outdoor work areas. A majority recall previous learning effectively and are inquisitive when undertaking new tasks.

The literacy skills of a majority of children are completely appropriate for their age, ability and linguistic background. In the areas that are familiar to them, many children are able to speak confidently with familiar adults, and use an increasing vocabulary that is suitable to the context consistently. Most listen to instructions carefully and follow them effectively.

They show an interest in books and their content, and handle them effectively as readers in the reading corner. They enjoy visits to the community library that is situated on the campus. A majority respond enthusiastically to stories and ask questions about content appropriately. A majority show good progress in recognising letters, including capital letters at the beginning of their names.

Nearly all pupils make marks effectively by using a variety of media such as paint, chalk, crayons and pencils across the learning areas. A few children are beginning to form letters fairly correctly.

Many children develop their numeracy skills successfully across the areas of learning. Most children are able to count to ten confidently, and those who are more able counts into the tens. Nearly all children join in with singing number rhymes confidently. Many are beginning to understand the purpose of money as they 'buy' and 'sell' in Sali Mali's Cafe and the flower shop. Many sort objects successfully according to specific properties, for example insects that are able to fly and those that are unable to fly when working on the 'Animals' theme.

Many persevere well in their activities during free choice periods and solve problems independently, for example when discovering how to place gutters to pour water from a bucket into another container. Approximately half of children are inquisitive learners and are willing to try and learn by their mistakes at times.

Within the limitations of the equipment that is available to them, a majority of pupils have appropriate information and communication technology (ICT) skills. They use the till confidently when role-playing in the shop, use a digital camera successfully to take pictures and enjoy playing games on the computer. However, they do not use computer equipment regularly enough to convey ideas successfully. The key skills of a majority of children are developing well across all areas of learning.

Nearly all children's physical skills are developing soundly. They apply themselves to handling pencils, scissors and paintbrushes with increasing care and accuracy, and ride various cars and bicycles confidently along a simple obstacle course in the outdoor area.

Wellbeing: Good

Nearly all children are happy when they come into the setting and, on the whole, they work independently when undertaking familiar tasks. A majority are enthusiastic in their activities and persevere effectively with various tasks. A majority are beginning to work together with ease, for example when helping to fill and empty the water in the outdoor area, or role-playing in the cafe or shop. Nearly all children work well with familiar adults and play an active part in their learning. Children take good advantage of the appropriate opportunities that they are given to contribute towards planning activities at the beginning of each theme.

Nearly all children are polite and are willing to wait their turn when undertaking their activities or waiting to go outside or come back into the building. In general, a majority share resources with each other maturely and help others when walking along the planks in the outdoor area, for example.

Nearly all children take turns to wash their hands carefully before breakfast or lunch time. They also understand that fruit and vegetables are healthy foods and they make choices independently when asking for the fruit that they would like to eat. Most are polite to each other and to adults.

They undertake healthy physical activities eagerly when playing with large toys and playing outdoors, for example when playing parachute games.

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

Practitioners plan a broad and balanced curriculum jointly, in line with the Foundation Phase framework. They provide interesting experiences for the children to experiment and discover and, as a result, a majority of children make good progress across the areas of learning. Weekly plans identify clearly opportunities to develop children's literacy and numeracy skills across the curriculum. However, there are not enough suitable resources available for practitioners to be able to plan ICT development rigorously enough.

Practitioners ensure regular opportunities for children to make independent choices about activities in the indoor and outdoor areas. This supports them to become independent learners. There are regular opportunities for children to develop their listening and reading skills successfully during the story session, and the role-play provision provides them with valuable experiences to develop their oral, writing and numeracy skills.

There are regular and varied opportunities for children to develop their physical skills across the learning areas.

A good cross-section of visitors visit the setting regularly, for example a nurse, a police officer and the lollipop lady, as the children learn about people who help them. This enriches children's understanding of the world around them. They also arrange a number of visits to the community, which broaden children's knowledge of the world around them.

Provision to develop the children's Welsh is effective and successful. The setting also provides various opportunities to raise children's awareness of the Welsh dimension. They ensure that children are familiar with lively characters, such as Sali Mali and Cyw, and these characters are prominent in the learning areas. Children are given fun-filled opportunities to celebrate Welsh festivals, such as St David's Day, through a variety of interesting activities, for example going to the village shop to buy vegetables to prepare, cook and eat leek soup.

Teaching: Good

Practitioners' knowledge and understanding of the curriculum are sound and they provide wide-ranging opportunities for children to develop their skills across the areas of learning. They work closely and effectively with each other in order to offer the best provision to children.

The routine for daily activities has been established firmly and, as a result, a majority of children develop as good independent learners. Practitioners are friendly and have fostered a very good professional relationship with the children in their care. All practitioners are very good language models, which means that the standard of children's oral skills and vocabulary are enriched. They question effectively and identify children's needs well.

Focus activities set an appropriate challenge for children of all abilities. They target specific skills effectively and provide effective opportunities for children of all abilities by varying tasks according to children's needs.

Continuous provision in the indoor and outdoor learning areas is suitable and varied, and provides an extensive choice of activities for children. Practitioners enrich this provision effectively by providing suitable tasks to challenge pupils and which are relevant to the class's current theme.

Practitioners praise children verbally for their efforts consistently. This gives them the confidence and reassurance to try new experiences without worrying about making a mistake. Practitioners observe children daily and speak with each other regularly about individuals' achievements. This has ensured that they have a detailed overview of each child's attainment and progress across the six areas of learning. The findings of this procedure are shared well with the remainder of the staff, and feed into planning in a practical and effective way.

Through informal discussions, annual reports and a suitable record of their work, parents are given complete information about their children's progress.

Care, support and guidance: Good

The setting has robust procedures that promote hygiene, eating healthily and keeping fit successfully. Practitioners encourage children to wash their hands before eating, and breakfast and lunch time provide valuable opportunities for children to develop important social skills, such as sitting at the table and conversing with friends.

Effective provision is available for children to develop their physical skills and the importance of a healthy lifestyle in the outdoor area, for example pedalling bicycles, walking along planks, and working in the garden. These experiences develop children's fitness well and contribute successfully to their understanding of the importance of keeping fit.

The setting promotes its values of care and respect effectively. Leaders and practitioners have high expectations in terms of behaviour, and they model this consistently in their involvement with the children and each other. All practitioners are very caring towards the children and encourage them to treat others with respect.

There are regular opportunities for children to make choices about what they would like to do, in addition to asking for support when necessary. This contributes significantly towards their personal and social development. Children are given good opportunities to attend cultural events and take good advantage of the resources that are available on the campus; for example, they join the primary school pupils when performers or suitable theatre companies give presentations.

Although there are currently no children with additional learning needs at the setting, there is an up-to-date policy available, in addition to specific guidelines to follow should the need arise. This includes good links with the primary school's additional learning needs co-ordinator. The setting's arrangements for safeguarding meet requirements and are not a cause for concern.

Learning environment: Good

The setting is a happy, welcoming and inclusive community in which all children are given equal and full access to the curriculum and all of the various activities. Practitioners place great emphasis on care and respect with all stakeholders. The Welsh ethos is sound and is a natural and integral part of the setting's purposes and activities. Through its activities, the setting provides children with a good start to their educational career.

The setting was built specifically to provide care and early years education to children in the area. As a result, the building and learning environment are particularly suitable for children. Leaders have ensured that the indoor and outdoor areas promote the ethos of the Foundation Phase successfully. They are attractive and include purposeful resources to support teaching. Displays celebrate children's work across the skills well and support teaching effectively. All resources are of a high standard and any resources that are prepared reinforce learning purposefully.

The noticeboard near the entrance is colourful and provides parents with comprehensive information about the setting's events. It is an effective way of sharing useful information with them and to celebrate the setting's successes with others. The setting makes good use of the local area to reinforce children's experiences by taking them on visits to the community library on the campus, and to the local shop to support theme work.

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

The manager and deputy manager have a clear vision for the setting's direction and values. They share this vision effectively with the remainder of the staff, and ensure that the setting's ethos reflect it well. In a short period of time, following a period of instability in terms of staff, practitioners have all worked together to establish changes in provision and ensured that there was no negative effect on children's progress and wellbeing.

Regular meetings are held by various groups of staff and managers. These meetings focus well on issues relating to progress and wellbeing, and on improving provision.

All practitioners share responsibilities successfully. There is a strong sense of team. As a result, the setting is run consistently smoothly from day-to-day, and ensures that children's progress across the six areas of learning, in addition to their wellbeing, is central to its activity.

All statutory policies are in place and in operation, and they have been shared with all practitioners. National and local priorities receive good attention; for example, there is a clear emphasis on developing healthy eating and drinking practices, and there are measures to ensure progress in children's literacy and numeracy skills.

The setting is managed by Mudiad Meithrin, and the organisation supports its work well and responds to staff's needs as part of its regular meetings.

Improving quality: Good

Managers and practitioners identify the setting's strengths and areas for improvement very well. All evaluate children's standards and the quality of provision regularly, and work together effectively to plan improvements and act on priorities.

The self-evaluation report is detailed and involves a wide variety of aspects, focussing appropriately on children's progress and wellbeing. Content is evaluative and identifies strengths and improvement needs successfully. Priorities for improvement are identified clearly.

The setting's development plan is a practical document that arises naturally from the outcomes of the self-evaluation report. It focuses appropriately on enriching provision and raising children's standards. It sets clear targets for improvement and identifies responsibilities for action, and the system for monitoring and evaluating

progress against priorities. However, the timescale for implementing and monitoring priorities is not specific enough, and the cost of action is not always given detailed enough attention.

The setting has a successful record of ensuring improvements.

Partnership working: Good

Practitioners work well with a number of partners. There are clear links with parents, and information is shared regularly either through formal or informal meetings, or by letter. As a result, parents have clear information about the setting's work and their children's progress.

There are good links between the setting and the local primary school, which is on the same campus. This helps to prepare children for transferring there. Specifically, the school's head of the Foundation Phase is released each week to act as an advisory teacher to the setting. As a result, children get to know the school and teachers at an early stage, and the process of transferring to the primary school in September each year is made easier.

In terms of site management, there is very expedient co-operation between the managers of the setting and the remainder of the managers on the campus. There is a strong partnership between the setting and the local library, which is situated on the same campus. All children are members of the library and visit regularly to borrow books and conduct reading activities.

The setting takes advantage of support from the local authority through training sessions and advisory support. Similarly, it benefits well from the leadership, financial control and training of Mudiad Meithrin, both locally and nationally.

The setting works well within its community. Curricular activities attract the support of people and services in the area, such as the police and the lollipop lady, who visited the setting during the 'People who help us' theme.

Resource management: Good

The setting has enough qualified staff who fulfil their duties effectively. Managers have allocated responsibilities clearly and, as a result, the setting is run smoothly from day to day. All members of staff take appropriate advantage of training in areas to develop their understanding and knowledge of a number of relevant areas.

There is an effective system for managing the performance of staff, which includes annual evaluations and regular update meetings throughout the year. The management of the manager's performance is led by Mudiad Meithrin.

On the whole, the setting has a good range of resources of a high standard, which enrich provision and enable practitioners to respond to the requirements of the Foundation Phase. The setting monitors and evaluates its resources regularly and effectively when identifying areas for development, for example to create a new mud kitchen in the outdoor area, and provide more ICT resources.

Mudiad Meithrin undertakes the setting's central budgetary work, such as salaries and site costs, effectively. The setting's staff are very active in arranging activities to raise money towards improving provision and ensuring new resources.

Considering the standards achieved by children and the effective provision, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 2

The reporting inspector

Mr Terwyn Tomos	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 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