



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

A report on

**Pips Bach - Cefnlllys 3+
Llandrindod Wells CP School
Cefnlllys Lane
Llandrindod Wells
Powys
LD1 5WA**

Date of inspection: July 2016

by

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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

Pips Bach, Cefnlllys 3+ is a non-maintained English medium setting situated in Llandrindod Wells, Powys. It is part of Cefnlllys County Primary School and is based in a room alongside the school. The responsible persons are the head teacher and deputy head teacher of the school; they have overall responsibility, along with school governors, for managing the setting. A setting leader runs the day-to-day provision.

The setting is registered to provide day care and education for a maximum of 16 children. Morning sessions are provided each week during school terms. At the time of the inspection 14 children were registered. The Early Years Development and Childcare Partnership fund these children, up to 10 hours per week.

The children attending are English speaking and British born. No families speak Welsh at home. A small number of children receive additional support to help them learn.

There are three appropriately qualified and experienced practitioners, including the supervisor. Since, the last inspection the setting has changed its name, ceased to provide sessions in the afternoon and developed its provision for outdoor learning.

The Care and Social Service Inspectorate for Wales last inspected the setting in January 2015 and Estyn in March 2011.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Adequate

Current performance

Performance is good

- Most children have positive attitudes, make good progress and achieve well
- Practitioners and children have very good relationships
- A good range of stimulating and interesting learning experiences is provided
- Teaching is effective and skilfully promotes incidental learning
- Practitioners successfully promote children's health and wellbeing
- The setting has an inclusive ethos and learning activities are well organised

Prospects for improvement

Prospects are adequate

- Leadership within the setting is effective and promotes enthusiastic teamwork
- Practitioners implement systematic procedures for self-evaluation
- Strong partnerships with parents and the school enhance provision
- Practitioners readily engage in further training and share their expertise
- Progress in implementing the recommendations made in 2011 is variable
- Strategic planning for future training and resource needs lacks clarity

Recommendations

- R1 Ensure planning builds on assessment information and provides a sharper focus on learning outcomes
- R2 Ensure self-evaluation has a strong focus on children's progress and achievement
- R3 Formalise the Registered Persons' and Governors' involvement in strategic planning and evaluating the setting's development
- R4 Plan ahead for further professional training, the purchase of resources and ensure greater financial accountability

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?	Good
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Standards: Good

Nearly all children make significant progress from the time they start in the setting. They make good progress across the areas of learning and achieve good standards in line with their age and stage of development.

Most children develop good speaking and listening skills. Many spontaneously engage in conversation as they play and confidently contribute to discussion in groups. They ask sensible questions and express themselves clearly. A few use a wide vocabulary and engage in extended conversation about events or what they are doing. Most recognise their own name, enjoy listening to stories and enthusiastically recite familiar songs and rhymes. A few handle books as readers and show awareness that the text conveys meaning. Mark making skills steadily develop and a very few are beginning to form letters.

Progress in early mathematical skills is good. Numeracy skills develop well as children count during group activities, sing rhymes and play number games. Most count by rote to at least 10 and a few show a sound understanding of one-to-one correspondence. A majority recognise numbers to 10, but their skills in ordering numbers are less secure. Many use simple mathematical vocabulary, such as to describe the size, weight and capacity of objects. A few name common shapes including square and triangle.

Children's competence in a range of skills in information and communication technology (ICT) is steadily developing.

Many children respond in Welsh appropriately to the words and phrases spoken by adults. A very few occasionally speak Welsh spontaneously in play.

Wellbeing: Good

Most children have positive attitudes and enjoy learning. They show high levels of self-esteem and develop appropriate self-help skills. Levels of engagement are high and most confidently make choices as they move between tasks. Nearly all sustain interest and concentration well. They are well motivated, happy and at ease in the setting.

With few exceptions children have very good relationships with practitioners and with each other. A few show consideration and courtesy, such as at snack time. Standards of behaviour are good, but a very few occasionally misbehave. Most respond well to daily routines and enthusiastically participate in activities with practitioners.

Many children confidently express their preferences. They are encouraged to discuss what they know and what they have learnt, for example, about pirates and many confidently contribute.

Most readily help tidy resources at the end of sessions and all take turns to undertake simple responsibilities as Helpwr Heddiw.

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

A good range of stimulating and interesting learning experiences is provided. This provision meets children's needs and well promotes progress towards the Foundation Phase outcomes.

Planning is well structured. All areas of learning are well represented and activities are planned with careful reference to the skills framework. Weekly planning provides a good basis to ensure appropriate progression in learning.

Practitioners build well on the literacy and numeracy framework to inform the planning of activities. Provision to promote skills in ICT is also well structured. Weekly planning identifies appropriate learning objectives; in the best examples clear details of what children need to do and what they need to learn are identified, but this is not a consistent feature.

Provision for children's Welsh language skills is good. Structured activities and the incidental use of everyday vocabulary are well implemented. Provision to promote awareness of the culture and traditions of Wales is appropriate.

Teaching: Good

Teaching is effective and skilfully promotes incidental learning. Practitioners have high expectations of children's learning and use resources well to provide stimulating learning experiences across all areas of learning.

Weekly planning helps ensure a good balance between child-selected and adult initiated tasks. Practitioners have a good knowledge of the Foundation Phase. They manage learning and behaviour well; provide good models of language and use a range of teaching strategies to good effect. They have good knowledge of how children learn; know when to intervene and their understanding of how to promote the next steps in learning is steadily developing.

The setting has appropriate procedures for assessment and is implementing the Foundation Phase Profile effectively. Observations are used well to compile informative individual learning records. The use of assessments to help plan the next steps in children's learning is developing. Parents are kept well informed about children's achievements, wellbeing and development.

Care, support and guidance: Good

The setting provides effective care, support and guidance. Arrangements to assure children's healthy development and wellbeing are well implemented. The provision

for children's personal development successfully encourages curiosity about the world and fosters positive values including honesty and fairness. Practitioners strongly promote good behaviour and enthusiastically engage children in a range of cultural activities. Moral and social development is very well promoted. Opportunities for spiritual and cultural development are offered, such as growing plants, observing caterpillars develop, cooking and celebrating festivals. Provision to raise awareness of sustainability is less well developed.

The setting has well-established procedures to provide personal and specialist support when required. Arrangements to support children who need extra help to learn are well organised.

Appropriate procedures are implemented to ensure the setting is safe. Risk assessments are undertaken and these show an appropriate focus on specific activities. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The setting has an inclusive ethos where all children have equal access to the curriculum. Practitioners treat children with respect and foster positive relationships. They take good account of children's backgrounds and individual needs. This helps ensure children feel safe and free from undue anxiety.

Practitioners use positive strategies to manage inappropriate behaviour. They sensitively encourage understanding and tolerance towards others. There is appropriate emphasis on promoting equal opportunities and respecting diversity. The setting has considered arrangements to ensure any child with disabilities does not suffer less favourable treatment.

There are enough well qualified and experienced practitioners for the number of children. The setting has sufficient age appropriate learning resources. Both indoors and outside, the use and organisation of resources provides well for the Foundation Phase. The accommodation is adequate and provides a safe and secure environment. Resources in the community are used well to enhance learning opportunities.

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

Leadership within the setting is conscientious and effective. The setting leader has high expectations and clearly articulates clear vision for the setting. All practitioners are enthusiastic, well informed and have a good understanding of their roles and responsibilities. They demonstrate a shared sense of purpose in shaping provision. Regular meetings ensure developments are collaboratively agreed. Appropriate policies and procedures are implemented and the setting leader skilfully promotes an enthusiastic teamwork ethos. All practitioners communicate well with parents.

Practitioners place strong emphasis on their engagement in further professional development. Arrangements for the supervision and appraisal of staff are

appropriate. The registered person has introduced performance management with the setting leader; robust targets for improvement are agreed, but in the case of supporting practitioners improvement targets are less rigorous.

The setting readily embraces national and local priorities. The Foundation Phase is well implemented and there is positive emphasis on healthy development and outdoor learning.

Improving quality: Adequate

The setting implements systematic procedures for self-evaluation. A culture of self-improvement ensures practitioners are fully involved, but the involvement of the registered persons and governors is limited. Good account is taken of the views of parents and children. The self-evaluation report and improvement plan provide a good basis to secure improvements and progress is systematically monitored. The goals identified are relevant, but their links with self-evaluation are not always clear.

Since the last inspection, progress in meeting the recommendations is variable. Improvement in provision for Welsh and ICT is good, but the setting has been slow to ensure self-evaluation has a strong focus on children's achievement and to involve the registered persons and governors in strategic planning and evaluating the setting's development.

Leadership within the setting successfully secures improvement in response to targets set by the link teacher. However, the absence of formalised planning to allocate funding to targets in the improvement plan and to support practitioners' professional development limits the extent of improvement.

Partnership working: Good

The setting has strong partnerships with parents, the school and community organisations that positively enhance children's learning and wellbeing. Parents receive a good range of information and their involvement in their child's education is strongly encouraged. Friendly relationships promote well the exchange of information.

Links with a nearby setting for two year olds and the school are well established. Procedures for induction and the transition to nursery education are well managed. Arrangements to share assessment information are effective. The setting has positive links with community organisations that well support children's learning.

Practitioners regularly share good practice with other settings. They work well together to share information about children and communicate effectively with relevant agencies when additional support is needed. The partnership with the local authority is effective in the provision of training and guidance. The support and quality assurance provided has a positive impact.

Resource management: Good

Practitioners collaborate well to develop and share their professional knowledge and expertise. They thoughtfully consider strategies to improve provision and reflect on their impact on children's learning.

Resources are well managed and deployed efficiently. Well-structured routines ensure effective use of indoor and outdoor facilities and the use and impact of resources is regularly reviewed.

The school systematically monitors the setting's funding and ensures the impact of fluctuating numbers on the budget is appropriately managed. Additional funding provided by the Friends of the School is used to good effect in improving outdoor provision and resources for ICT. However, arrangements to ensure the setting leader and governors have a clear understanding of the budget to enable them to plan for training and resource needs are insufficiently formalised.

The setting ensures that available funding is used to good effect. This impacts well 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

Mr Michael T 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.