



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

**A report on**

**Allsorts Nursery  
Crickhowell Primary School  
Oakfield Drive  
Crickhowell  
Powys  
NP8 1DY**

**Date of inspection: June 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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**Publication date: 29/08/2017**

## Context

Allsorts Nursery is in Crickhowell in the Powys local authority. The playgroup is sited in a classroom in Crickhowell Primary School. The setting employs five staff, all of whom have appropriate early years qualifications. A voluntary committee manages the playgroup. The leader has worked at the setting for eight years and has been in post as leader for four years.

Most children have English as their home language. A very few children speak Welsh at home. The setting currently identifies very few children as having additional learning needs.

The setting is registered for children from two to four years old. At the time of the inspection, there were 30 children on roll in the playgroup. Seven children were in receipt of funded educational provision from the local authority.

The playgroup was last inspected by the Care and Social Services Inspectorate Wales in April 2017 and by Estyn in October 2011

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- Nearly all children enjoy coming to the setting, and are enthusiastic and happy to talk to practitioners
- Nearly all children are well behaved and polite, and consider each other's feelings
- Most children are developing good oracy skills and effective mathematical skills that they use in a range of areas across the curriculum
- Most children are developing a good Welsh vocabulary and are using it independently
- The learning environment is well resourced and attractive
- Practitioners know the children well and encourage good behaviour through leading by example
- Valuable care and support are in place for all children, which is beneficial to their health and wellbeing
- The setting offers a wide range of exciting activities that engage the children's interests

### Prospects for improvement

The setting's prospects for improvement are good because:

- Practitioners work together effectively and there is a good team spirit
- Practitioners make good use of training opportunities to develop their teaching and knowledge
- Self-evaluation identifies the setting's strengths and areas for improvement
- The leader and management committee work well to improve provision
- The setting is well led, managed and resourced
- There is an effective transition process into the adjacent primary school, which prepares the children well for the next steps in their education
- There is good evidence of improvement since the last inspection

## Recommendations

- R1 Ensure that children, particularly the more able, are challenged consistently
- R2 Make greater use of assessment information to plan the next steps in children's learning
- R3 Monitor the effectiveness of teaching
- R4 Ensure that self-evaluation focuses on children's outcomes

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### **Standards: Good**

Most children make good progress from their starting points and develop a good range of independent learning skills across the curriculum. They successfully develop the skills to play and learn, and demonstrate a suitable ability to think for themselves and solve problems. For example, when planting seeds they understand that they have to cover their seed with soil or it will not grow.

Most children develop speaking and listening skills well. They join in songs and rhymes with enthusiasm, and listen and follow directions, for example when responding to Sally Squirrel's instructions to take certain items out of a box. Most respond to questions and greetings confidently. Nearly all enjoy listening to stories and concentrate appropriately, answering questions successfully. They talk enthusiastically about a book that they have read together, commenting on what has happened in the story. Many demonstrate good pre-reading skills and know where to start the story and to turn pages over one at a time. Nearly all recognise their name when sitting down for their snack or signing in to an online application and they experiment with mark making in different contexts.

Many children's number skills are developing well. They recognise numbers and count carefully, for example when squirting water on to a painted dice on the wall outside. Most recite numbers to 10 independently and backwards from 10 with support. Nearly all recognise familiar two-dimensional shapes well and match shapes to each other skilfully. Nearly all children talk about which shoes are biggest and smallest, and they match them to make pairs successfully. They are beginning to develop a range of mathematical vocabulary that they use competently in their conversations. For example, they are able to talk about whether there are too many bananas or if there is enough milk at snack time

Most children develop their information and communication technology (ICT) skills effectively by using a range of electronic equipment. For example, they know that they have to press the buttons on the electronic till when 'paying' for their snack. A minority of children use a tablet computer competently to scan the quick response code to an online application to take photographs and videos.

Nearly all children are confident at speaking a range of Welsh phrases. Most speak a range of simple phrases and words in Welsh to practitioners and each other. Nearly all show a great interest in Welsh and join in enthusiastically with songs, responses and counting.

### **Wellbeing: Good**

Nearly all children enter the setting happily and are eager to learn. Nearly all enjoy taking part in the range of activities, and most persevere for reasonable periods, for example when washing up or planting seeds. They play well together as a small

group, in pairs and individually. They remain active and busy for appropriate periods. During daily activities, children are confident to choose where they would like to play next. They take turns and share resources well.

Nearly all children behave very well. They are considerate of others and polite. They take turns and help each other and interact positively with each other and with the adults in the setting. They are developing valuable table manners and all sit and chat sensibly at the table, for example when eating the sandwiches that they have made for snack time.

Nearly all children show a useful awareness of good hygiene and understand the need to wash their hands such as before snack and at meal times. All children brush their teeth themselves and understand that this is an important part of their daily routine.

Many children talk confidently about their likes and dislikes and their role in the decision-making is developing appropriately in the setting. They are beginning to make worthwhile choices about what and how they would like to learn.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The setting offers a good range of exciting learning experiences. Practitioners plan a broad and balanced curriculum that focuses on learning through interesting play activities. Children have regular opportunities to reinforce learning through enhanced activities indoors and outdoors. For example, they can consolidate their learning in mathematical vocabulary by playing with big and small trucks outside to make a road from compost. Practitioners identify skills for adult-led and specific child-led activities in their planning and include good use of both indoor and outdoor areas. Activities carried out in the indoors and outdoors are well structured and children can move freely between them. Practitioners include children's ideas in plans successfully at the beginning of each topic. However, planning does not take enough account of children's prior learning. As a result, some activities do not build systematically enough on previously learned skills, particularly for the more able.

Practitioners plan to develop a range of numeracy and literacy skills across all areas of the curriculum. They are good role models for developing the children's conversational skills. They provide a comprehensive range of mark making opportunities such as chalkboards in the role-play supermarket, painting brushes and water sprays. There is a range of good quality books both indoors and outdoors for children to enjoy reading. The setting provides many opportunities for children to count, for example counting the spots on the wall and parking bikes in the correct numbered bays. Practitioners develop children's ICT skills appropriately, for example through providing electronic toys with buttons to press and turn. They encourage the children to use the tablet computer to drag icons to complete matching puzzles.

Practitioners introduce children to a suitable range of Welsh words and phrases. They speak confidently in Welsh and are good language role models. There are appropriate opportunities for the children to hear about Wales and its culture.

## **Teaching: Good**

Practitioners have a good understanding of the Foundation Phase and provide exciting activities to develop children's learning. They provide worthwhile opportunities for the children to learn through play and an effective balance between child-initiated and adult-led activities. They engage the children skilfully by asking questions to develop their play and extend their learning, and provide beneficial support where necessary.

All practitioners work well as a team and are good role models for the children in both behaviour and speech. For example, at lunchtime they sit down with the children to eat together, demonstrate the expected behaviour and talk to the children purposefully. Practitioners have positive relationships with all children. They value the efforts of the children and use praise and encouragement to manage behaviour well.

Practitioners gather information systematically to form a detailed baseline of children's abilities when the child starts at the setting. They encourage children to contribute to their own assessment for learning effectively by discussing what they have learned. They use the Foundation Phase Profile to measure progress competently. Practitioners make useful and thorough observations of children during learning activities. These allow them to make accurate records of children's successes and achievements. However, they do not always use this information well enough to plan for future learning. Consequently, future activities do not build upon previously acquired skills often enough or challenge the more able sufficiently.

Practitioners provide parents with useful information about their child's achievements and developments through extensive use of an online photographic application and daily conversations. The setting provides a worthwhile end of year report, which is a valuable summary of the children's progress so far.

## **Care, support and guidance: Good**

Practitioners welcome the children to the setting kindly, enabling the children to settle well and be ready to participate in all the activities. The daily snack time is a sociable occasion where children learn to treat each other with courtesy and respect. Children have many opportunities to learn how to share with others and co-operate with each other, for example in circle time when considering their own feelings and the feelings of others. The setting provides a range of healthy snacks, and helps children to understand about good oral hygiene and the importance of hand washing.

The setting ensures that the children have valuable opportunities to exercise both indoors and outdoors. For example, practitioners enable the children to use the adjoining school field beneficially for running and jumping.

There is an appropriate focus on recycling at the end of snack time where practitioners encourage recycling of paper and composting the leftover food. This is beginning to help children to learn about sustainability beneficially.

Practitioners promote good behaviour and there is a strong emphasis on spiritual, moral, social and cultural development. The setting supports the children's sense of awe and wonder skilfully, for example when noticing the different colours of the flowers and vegetables in the school garden.



There are suitable processes and procedures to support children with additional learning needs, including those with communication difficulties. The setting leader works well with both parents and outside agencies to ensure that comprehensive arrangements are in place for children with identified additional needs to make appropriate progress.

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

### **Learning environment: Good**

The setting is a happy environment with a welcoming and inclusive ethos. Practitioners respect all children, treat them equally and give them all the same opportunities. They greet them warmly in the mornings and parents are welcome to discuss any issues or concerns with the staff. Practitioners foster good relationships with all children and they feel safe in an environment away from home.

The accommodation is well maintained and secure. The indoor environment is bright and welcoming with children's work displayed attractively. The area is laid out well with all resources clearly labelled, enabling the children have to have free access to them.

The setting makes good use of the outdoor environment, which is divided into many different areas. There is a plentiful supply of good quality apparatus and outdoor toys including bikes, scooters and easels. Practitioners make good use of the outdoors, for example by encouraging the children to plant seeds. The setting uses the local environment well to take children to visit the local church and go for walks in the surrounding areas.

The setting committee members and practitioners have beneficial arrangements for fundraising to ensure that the indoor and outdoor environments are attractive, well-resourced and stimulating. The setting is safe and clean. The setting makes good use of the school grounds to provide worthwhile learning experiences, for example learning that flowers and vegetables need water to grow.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

Leaders have clear aims and objectives that focus on children's wellbeing and happiness within a stimulating and safe environment. There is a good team ethos within the setting and this contributes to the calm yet purposeful atmosphere. The leader ensures that staff meet regularly and uses these times to monitor improvements effectively. As a result, nearly all practitioners have a secure understanding of the expectations for good Foundation Phase practice.

The management committee is enthusiastic with effective officers who have recently put changes in place to ensure improved practice. They work well with practitioners to identify and act on the setting's priorities. The leader provides the management committee with regular, detailed information about the setting's progress. She works with the committee effectively, for example to make sure that that they implement

and review statutory policies on a timely basis. The committee has begun to play an active part in managing the leader's performance, but this is still in the early stages of implementation and has yet to have significant impact.

The setting takes good account of attention to local and national priorities. It is developing a suitable focus on promoting children's literacy and numeracy skills, in addition to promoting their wellbeing and fitness.

### **Improving quality: Good**

The setting's self-evaluation processes are developing successfully. Practitioners and committee members know the setting well and have a clear understanding of what they need to do to improve. They work together well to identify areas for development and plan effectively to implement improvement plans. The management committee and leader collaborate well to identify areas for improvement and funding is available for new resources. For example, a range of computer tablets has been purchased to enhance ICT provision. Leaders feed the views of all practitioners and the committee members into the self-valuation document. The self-evaluation document is broadly evaluative and identifies many of the setting's strengths well.

The setting's improvement plan is a comprehensive document that identifies targets and a broad range of appropriate priorities. It includes areas for improvement and identifies costs and training requirements. Practitioners have received relevant training from the local authority and have visited other settings to look at good practice. As a result, they have improved their planning, assessment documentation and outdoor provision. Practitioners update and evaluate the improvement plan regularly in staff meetings and the setting leader reports on this to the management committee. However, the improvement plan does not always consider the impact of the targets in terms of improvements to children's outcomes in enough detail.

The setting has made good progress since the last inspection, particularly in improving standards and provision in early reading, writing, ICT and Welsh. It has also raised levels of children's independence and made more effective use of practitioners' time.

### **Partnership working: Good**

The setting has strong and well-established links with parents. Leaders ensure that they provide useful information to parents and carers through verbal reports and posters at the setting, and through the online photographic application. The open door policy enables parents to seek valuable advice and information from practitioners when required. Parents value receiving regular samples of children's work and the end of year portfolio. These give them a useful insight into their child's development.

The setting has well-established links with the local community and regularly takes walks to the church, the town centre and local viewing areas. Links with the adjacent primary school are very effective and the setting uses the school grounds extensively, for example for sports days, stalls at the school fete, watering the plants and to develop physical play. The leader works well with the school to ensure that

there are regular improvements to provision. Recently this has included moving to the school from a local community hall, which has successfully improved provision for outdoor learning and transition to primary school.

Practitioners act efficiently on the advice from the local authority's advisory teacher, and this has a positive impact on raising standards, such as improving children's listening skills by using the Sally Squirrel puppet.

### **Resource management: Good**

The setting's staff are suitably qualified and experienced to teach the Foundation Phase curriculum to young children effectively. They are open to new ideas and make the most of opportunities to acquire new knowledge and develop their expertise successfully. Practitioners recently benefited from local authority training about how to improve listening skills. The setting leader has visited similar settings, helping her to improve the outdoor setting for example painting number dice on the wall to improve mark making and counting opportunities.

Through the appraisal and supervision process, practitioners reflect on their own practice and the impact of the training they receive. The management committee appraises the performance of the setting leader and identifies training opportunities that support her beneficially. However, evaluating the practice and the impact of training that practitioners receive on the outcomes of children's attainment is still at a very early stage of development.

The setting has a range of resources of good quality that support delivery of the Foundation Phase successfully. Practitioners monitor and evaluate the use of resources effectively.

The leader has a good understanding of the budget and manages spending well. The management committee oversees financial management effectively.

Taking into account the standards that children achieve and the quality of provision and leadership, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

Joanna Burdett	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](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings that do not comply with the partnerships conditions of registration.</p>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings, which provide education for three and four-year-olds.</p>
<b>Mudiad Meithrin</b>	<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>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education