



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

**Child's Play Day Nursery
Marsh Street
Llanelli
SA15 1AU**

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

Child's Play Day Nursery is in Llanelli in the Carmarthenshire local authority. The setting is registered to take up to 91 children per session and children are admitted from the age of two months. There are currently 40 three-year-olds on roll and 21 of these receive funded early years education in the setting.

Most children have English as their home language. Very few children are from Welsh speaking homes. The setting has not identified any children as having additional learning needs. A few children have English as an additional language.

There are 20 members of staff, including the nursery manager. Four members of staff work with the funded three-year-old children. All staff are suitably qualified and experienced in working with young children. The nursery manager has been in post since 2007.

The setting was last inspected by Estyn in September 2009 and by the Care and Social Services Inspectorate Wales (CSSIW) in October 2014.

Summary

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

Current performance

The setting is adequate because:

- Many children make appropriate progress in developing their physical skills and learning Welsh
- Most children use information and communication technology (ICT) confidently
- Nearly all children behave well and treat each other with respect and tolerance
- Most children have positive attitudes to learning, generally sustain concentration and show enjoyment and perseverance during activities
- The setting provides a safe and caring environment
- Resources are of good quality and the learning environment is inviting and well maintained

However:

- A minority of children do not make enough progress in developing their numeracy or communication skills
- Learning experiences do not develop children's communication and numeracy skills well enough
- Practitioners do not always interact purposefully with children or use questioning effectively to extend children's learning and to develop their independent thinking skills

Prospects for improvement

The setting's prospects for improvement are adequate because:

- Leaders have a purposeful vision for the setting
- There is a focus on providing a safe and secure, attractive environment where children are happy and feel well supported
- All staff have clearly defined roles and responsibilities
- The setting has a good track record of improving provision and the learning environment
- The setting has a good range of effective partnerships

However:

- Self-evaluation does not focus well enough on the standards that children achieve and the quality of teaching
- Leaders do not always identify targets for improvement well enough to make sure that they achieve better outcomes for children

Recommendations

- R1 Improve children's communication skills
- R2 Improve children's numeracy skills
- R3 Make sure that learning experiences develop children's communication and numeracy skills
- R4 Raise the quality of teaching through focusing on improving practitioners' questioning skills and interaction with children
- R5 Make sure that self-evaluation and action planning focus on outcomes for children

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

During their time at the setting many children make appropriate progress in developing their skills and understanding in line with their age and ability.

Most children sit and listen well. A majority develop suitable communication skills. They make themselves understood and express preferences for what they would like to do. However, only a minority answer questions in full sentences. A few children offer their opinions willingly and are eager to talk to visiting adults and to explain what they are doing.

About half of the children recognise their name and match their coats to that name on arrival. A few write their name and recognise initial letter sounds of words. They suggest other words that begin with that sound. A minority of children use the opportunities for mark-making in the setting appropriately and demonstrate increasing control over a variety of tools used for mark-making. A minority of children enjoy looking at books and sharing a story with an adult. They know the right way to hold a book, talk about the pictures and can say what will happen next in a familiar story.

Many children develop appropriate numeracy skills. Many count to five and a few children count to 10 without prompting. For example, they count how many plastic shapes they have in a repeating pattern. A few create repeating patterns and talk about the pattern they have made. A few recognise shapes they have drawn, such as circles. A minority of children do not make enough progress in developing their numeracy skills, particularly the more able.

Many children are confident in using a range of ICT equipment. For example, they play and sing along to music on a recording machine and use a range of hand held devices to take photographs of themselves and their friends.

Most children develop physical skills well. They pinch small amounts of sand, rice and soil to fill pots in preparation for growing cress. They make good use of outdoor equipment to develop gross motor skills, such as balancing and pedalling.

Many children demonstrate an understanding of Welsh commands by responding to them appropriately. A majority know numbers to five and colours in Welsh. A very few answer questions in Welsh using a full sentence.

Wellbeing: Good

Nearly all children enter the setting happily and settle quickly. They behave well and treat each other with respect and tolerance. They are polite and helpful to adults and take on responsibilities such as 'helpwr heddiw' and washing up enthusiastically.

Nearly all children develop valuable social skills. At breakfast time, they sit together happily and help each other when required. Many children develop useful independent skills, such as buttering their own toast and pouring drinks for themselves.

Most children form good working relationships with the adults at the setting and ask for help when needed. They have positive attitudes to learning and generally sustain concentration and show enjoyment and perseverance during activities. Children are listened to and their ideas acted upon. For example, they make suggestions about what they would like to do when planning new themes.

Children are familiar with the setting's routines. Most children co-operate well with each other. For example, they learn to share and take turns suitably when playing a matching game. Nearly all children take good care of the resources at the setting and use them appropriately. Many children help to tidy up at the end of activities.

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

Practitioners plan a worthwhile range of interesting learning activities. They use information from ongoing assessments and evaluations of the previous week's activities to plan a curriculum with appropriate emphasis on play and learning through first-hand experiences. These activities enable many children to make suitable progress across most Foundation Phase areas of learning. However, planning does not always ensure that activities extend the skills of more able children sufficiently.

Practitioners offer appropriate opportunities for children to develop their communication skills. They encourage the children to sing a range of songs and rhymes and they promote an interest in books by providing a cosy area to read in or to listen to stories. Children learn to recognise their names through self-registration and matching their name to a coat peg. There are suitable opportunities for them to develop mark-making skills using a range of different media, such as pens and paint and writing patterns in shaving foam and wet sand. This promotes children's understanding of the purpose of writing appropriately. However, practitioners do not plan systematically for children to have opportunities to mark-make across all areas of learning.

Planning for children's numeracy skills is at an earlier stage of development. Practitioners provide a few worthwhile opportunities for children to count, sort and match objects. However, planning to improve children's use of mathematical vocabulary, such as long and short or tall and small, is insufficient.

The new outdoor learning area provides beneficial opportunities for children to recognise numbers in context. For example, children 'park' their numbered wheeled toys in order, matching the number of their toy with the number of the parking bay. Children have too few chances think for themselves, to solve problems and to become more independent learners.

Children have good opportunities to learn about Welsh culture and traditions when celebrating Dydd Santes Dwynwen and St. David's Day. Practitioners provides lots of useful opportunities for children to hear and to respond to the Welsh language during registration and when giving praise or instructions. They use a range of Welsh songs and rhymes well to help children to learn simple language patterns.

Visits and visitors enrich children's learning experiences successfully. For example, visits from the police, firefighters and the crossing patrol person support children's understanding of the world of work well.

Teaching: Adequate

Positive and supportive working relationships between practitioners and children enable children to settle quickly on arrival at the setting and to feel safe and secure. Practitioners establish clear rules and routines to manage children's behaviour effectively. Many practitioners have a developing understanding of Foundation Phase practice, but do not always develop children's literacy and numeracy skills well enough. They do not always interact purposefully with children or use questioning effectively to extend children's learning or to develop their independent thinking skills.

Practitioners understand the importance of providing relevant and stimulating opportunities for children to learn through play and active involvement. There is an appropriate balance between child-selected and practitioner directed activities. However, on occasions, activities are overly adult-led and, as a result, the pace of learning slows.

Assessment procedures are developing steadily, and practitioners carry out appropriate observational assessments of individuals and groups of children. These assessments, combined with a sound knowledge of the children, are beginning to enable practitioners to identify clearly what to plan to develop children's skills effectively. However, these are not always sufficiently adapted or challenging enough to meet the needs of individual learners, especially the more able children. The setting keeps parents well informed about their child's progress through informal and formal meetings with practitioners.

Care, support and guidance: Good

The setting provides a safe and caring environment and has effective arrangements to support children's health and wellbeing. Practitioners are good role models and treat one another and children with respect. Day-to-day activities foster values such as fairness and honesty successfully. Practitioners encourage children to take responsibility for their actions and to look after resources. Children are encouraged to share and take turns, for example when waiting to use the computer.

The setting makes appropriate arrangements for promoting healthy eating and drinking. For example, children eat fruit and other healthy snacks and drink water or milk at breakfast time. Regular planned physical activities, such as daily music and movement sessions, and the use of wheeled toys outdoors promote children's physical fitness successfully.

A worthwhile range of learning experiences fosters children's spiritual, cultural, moral and social development effectively. Practitioners support children's spiritual development successfully, fostering a sense of awe and wonder through nature study and growing and harvesting vegetables at a local allotment.

The provision for cultural development is appropriate. Children listen to stories from other cultures and develop an awareness of other customs and beliefs, for example through celebrating Diwali and Chinese New Year. Practitioners help children to manage their feelings and to develop self-awareness well. Daily routines, such as breakfast and lunchtimes, provide worthwhile opportunities for children to develop important social skills such as co-operation and independence.

Children have beneficial opportunities to learn about sustainable development by putting waste food in a bin to make compost for the local allotment and by sorting items for recycling.

The setting currently has no children with additional learning needs. It does however, have clear procedures to support children with additional learning needs and an effective network of contacts to provide extra support and advice, should the need arise.

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

Learning environment: Good

The setting is a warm and inclusive community where nurturing and supportive working relationships ensure children feel valued. All children have equal access to all areas the curriculum. Practitioners encourage children to think of others who are less fortunate than themselves by raising money for a variety of national and local charities.

The accommodation is secure and well maintained. Practitioners make effective use of the available space and succeed in creating a bright and welcoming environment for learning. A range of attractive displays and photographs celebrate children's work and achievements well. Practitioners organise the class base into defined areas of learning effectively. These include mark-making, construction, creative, number and role-play areas and provide stimulating and interesting working spaces.

The setting makes effective use of the new outdoor learning area to support the development of a range of skills. For example, the music making area supports children's creative development well. The setting has a good range of high-quality resources that meet the needs of the children effectively.

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

Leaders have a purposeful vision for the setting. The proprietor and manager work together well and have agreed aims. They want the service they provide to be the

best that it can be and communicate this vision well to other staff and parents. There is a focus on providing a safe and secure, attractive environment where children are happy and feel well supported.

All staff have clearly defined roles and responsibilities and job descriptions are up-to-date. Senior practitioners take a lead role in specific areas, such as developing assessment procedures. This provides direction for new and inexperienced staff. It ensures that they drive improvements and maintain a clear overview of the setting's provision.

Regular staff meetings ensure that all staff are aware of the setting's priorities for improvement and that they work consistently to ensure this. All staff are involved well in planning and feel that their contributions are valued. The manager provides useful support for delivering the Foundation Phase through monitoring and advising about planning. Leaders and managers have an awareness of national priorities, such as promoting and developing children's literacy and numeracy skills. They are beginning to focus on how best to develop these skills for different groups of children, but this is at an early stage of development.

Overall, the setting has useful processes for supporting staff to improve their performance and leaders tackle identified underperformance well. However, leaders do not focus well enough on the quality of teaching and learning and the standards that children achieve.

Improving quality: Adequate

The setting has appropriate systems for identifying its strengths and areas for improvement. Weekly meetings between the manager and lead practitioner and monthly staff meetings allow the setting to address day-to-day issues quickly. The leader monitors agreed processes, such as practitioners using more Welsh in the setting, and feeds her evaluation back to practitioners regularly. This helps to ensure that there is a constant focus on the setting's agreed priorities for improvement and makes sure that all practitioners know how well they are doing in meeting these priorities.

The manager monitors planning and assessment information on a weekly basis and provides useful feedback to the lead practitioner. Although this is at an early stage, it has resulted in providing activities at different levels for different groups of children.

The setting has a good track record of improving provision and the learning environment. Major changes to the internal accommodation provided additional space for children, and improved resources and the quality of the learning environment. Recently, changes to the outdoor area have improved facilities for children's physical play and problem solving.

The setting's self-evaluation report is detailed and generally accurate, but it does not focus well enough on the standards that children achieve and the quality of teaching. The setting's current action plan contains an appropriate number of priorities that arise from the self-evaluation report. The plan indicates responsibilities and has relevant timescales. However, leaders do not always identify targets for improvement well enough to make sure that they achieve better outcomes for children.

The setting has made appropriate progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The setting has a good range of effective partnerships. These partnerships impact positively on children's wellbeing and enhance the quality of learning experiences.

There is a strong partnership with parents and carers. Parents and carers value the quality of care and concern shown by practitioners towards their children. The setting keeps them well informed about what their children are learning through a daily record sheet and information posted in the entrance area, such as which child has been the helper for the day and forthcoming trips and visits. In addition, the setting provides parents with worthwhile information about how to support their child, such as in overcoming speech and language problems and developing their Welsh language skills.

The setting liaises appropriately with the primary schools it feeds, passing on relevant information about the children.

The setting has beneficial partnerships with the community. The involvement of local businesses contributes well to children's learning experiences. For example, children visit a local fishing shop to see maggots and worms, linked to a project about minibeasts.

There is a useful partnership arrangement with the local authority for new staff to access training about Foundation Phase practices and to receive regular advice about how to improve standards for children.

Resource management: Adequate

The setting makes appropriate use of staffing and resources to support children's learning. All practitioners are suitably qualified but, due to recent changes, not all practitioners have received specific training in Foundation Phase practice. As a result, practitioners do not always develop children's literacy and numeracy skills well enough.

Through the setting's processes for staff appraisal, practitioners identify areas for training and development and leaders and managers act to ensure that they meet these needs.

The proprietor manages the budget and ensures that the setting has a plentiful supply of resources of good quality.

As a result of the adequate standards children achieve and the shortcomings in provision and self-evaluation, the setting provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	15	11 73%	4 27%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	15	12 80%	3 20%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	14	10 71%	3 21%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	0%	0%		
Teaching is good.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	14	9 64%	4 29%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	15	10 67%	5 33%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	25%	1%	0%		
I am kept well informed about my child's progress.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		63%	30%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	15	9 60%	4 27%	1 7%	0 0%	1	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	14	9 64%	3 21%	1 7%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	13	8 62%	3 23%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	13	10 77%	3 23%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mrs Jane Rees

Reporting Inspector

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.