



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

**Gwdihw's Day Nursery
St. David's University Campus
Lampeter
Ceredigion
SA48 8BS**

Date of inspection: April 15,16 2013

by

Branwen Llewelyn Jones

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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About the setting

Cylch Meithrin Gwdihws is situated in a purpose built nursery opened in 1996 on the campus of Trinity University St. David's Lampeter in Cardiganshire. It is registered as a private nursery under the Children Act of 1989. The nursery is open for fifty one weeks a year. It is registered for thirty two children. The cylch meithrin is held on five mornings a week from 9.00 until 11.30 for thirty-nine weeks a year on the premises of the day nursery. The cylch meithrin is managed under the recognised guidelines of Mudiad Meithrin. It is run by a manageress and a leader for the University's Students' Union.

The nursery provides care for students' children and children from the local community and surrounding areas. The nursery admits children from two months of age upwards and the cylch meithrin admits children of two years old and upwards. They leave when they begin their education mainly at Ysgol Gynradd Bro Pedr and Cwmann and other schools. Ethnic pupils are welcome at the setting. The area is one that is neither privileged nor underprivileged.

Welsh is the language of the group. Seven children were funded at the time of the inspection and all come from homes where English is the first language. At the time of the inspection, there was one child who was identified as having additional learning needs.

Five practitioners are employed to work with the children and all have appropriate qualifications in early years education. The lead practitioner works with the children and she has the NNEB qualification. The manageress does not work directly with the children. The last inspection by the Care and Social Services Inspectorate for Wales was on 12 February, 2012. The setting was inspected by Estyn in June 2007.

Summary

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

Current performance

Current performance is good because:

- children's achieve well and make good progress from their starting point;
- children feel happy and safe in the setting;
- they enjoy exciting experiences and play an active part in their learning;
- the teaching is of a consistently good standard;
- the assessment by observation is used effectively to plan the next steps; and
- exceptional use is made of the community to enrich the children's learning.

Prospects for improvement

The provider's prospects for improvement are good because:

- there is a culture of professional reflection which is based on self-evaluation;
- the standard of leadership is good;
- the setting demonstrates a commitment to continuous professional development, and
- the staff work effectively as a team.

Recommendations

R1 Improve children's skills in the Welsh language

R2 Improve the self-evaluation document to focus more clearly on the main areas for improvement

What happens next?

The setting will produce an action plan to indicate how these recommendations will be achieved.

Main findings

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

Every child achieves well according to their starting point and stage of development and each child makes good progress in all the areas of learning of the Foundation Phase.

Almost every child develops a sound vocabulary and knowledge of language patterns. The majority understands and follows instructions correctly and answers questions appropriately. With the encouragement of adults the majority speaks in full sentences. They all listen with interest to stories, concentrating well and recite together parts they know. The majority develops a wide vocabulary and they sometimes use this during role play. Not every child, however, always speaks Welsh without adult encouragement

They enjoy singing songs very much and enunciate clearly. The majority enjoys browsing through books and all choose books voluntarily, handling them like readers. All enjoy mark-making both indoors and in the outside area and they experiment confidently with a wide range of materials. Every child uses mathematical language correctly when comparing the length, height or size of objects when playing. The majority uses fingers to count and recognises common shapes. All develop their information and communication technology skills well through using a computer and appropriate programmes and by using the compact disc player. Every child shows good creative skills when engaged in role play, in dance and in their painting which is of a very high standard. The majority demonstrates good creative skills during role play, when responding to music through dance and in art work. All develop good levels of independence, self-confidence and self-control. The majority concentrates for extended periods while playing or exploring outdoors and all enjoy their learning.

Wellbeing: Good

The children enjoy their experiences in the setting. The close and warm relationship between the adults and the children makes them feel safe and happy. The self-confidence and contentment of the children show that they are appreciated and respected and they, in turn, respect and like the adults. They show concern for one another, the practitioners and visitors. They are always well-mannered and all show consideration towards others. The majority makes friends in the nursery and they are very fond of one another.

Everyone understands that eating healthily, dental hygiene and keeping fit are important for their health and they name healthy foods and things they should not eat. They enjoy eating lunch together every day and they behave very politely at the table. Every child goes to the toilet independently and then washes his/her hands afterwards.

All have a positive and enthusiastic attitude to learning and take an active and energetic part in their learning experiences both indoors and outdoors and behave very well. All make decisions and choices about their learning and almost all are very confident. They all enjoy their frequent visits to the community when they go shopping, visit the old people's home and the university campus and several people come in to speak with the children; as a result the children feel part of the community. The relationship between the nursery and the community is very close and both benefit greatly from this relationship. This is an outstanding feature.

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

The standard of planning is good. Before planning, practitioners evaluate the week's provision and results. They discuss all children's attainments, progress and needs and consider assessments through observations. They include children in planning by asking them about their interests and what they like doing; this is a good feature. They use all this information well to inform the next cycle of provision; as a result, planning responds well to children's interests and needs. A wide range of interesting and active learning experiences are planned which enable children to make good progress towards meeting the outcomes of the Foundation Phase. Planning is flexible and practitioners adapt it to meet children's interests. Adults build on children's knowledge, understanding, skills and interests well and in a way that is meaningful to them.

Practitioners give children good opportunities to develop into enthusiastic, confident and independent learners and to develop good creative, physical, linguistic and mathematical skills. They promote the development of good creative skills by providing many opportunities to paint original pictures of their observations. Children receive good opportunities to explore their natural environment by exploring their natural environment in the park, the campus and by visiting the farm to feed the lambs and hens. They also plant vegetables and flowers. They learn about sustainable development by keeping waste food to make compost for their

vegetables which they water with rainwater collected in a barrel which they collect for this purpose.

By being involved in their interesting experiences and co-operating within the setting's close learning community children have good opportunities to develop a strong relationship with others. They show respect and tolerance towards all, including people from other cultural backgrounds.

Children receive a natural model of the Welsh language and they are encouraged by practitioners to extend their language by reciting rhymes, songs and hearing and responding to stories which contain rich language and a wide vocabulary. They celebrate the Welsh culture in a range of ways, including holding a St David's Day concert and celebrating Saint Dwynwen's day and through visiting places in Wales that are linked with the theme, for example, Aberaeron harbour

Teaching: Good

Practitioners have good knowledge of children's development and current developments in the area and this gives a good foundation and clear direction to the provision. They understand the requirements of the Foundation Phase and they have high expectations of all children according to their stage of development. Behaviour is managed in a very sensitive and positive way and, as a result, children learn lifelong attitudes, including showing respect, sensitivity and kindness towards others. Practitioners use a wide range of interesting teaching strategies to stimulate children effectively. They make good use of open-ended questions to extend children's learning and their thinking skills and the flexibility of teaching meets pupils' individual needs well. Children have good opportunities to make decisions and choices about their learning and this promotes their independence and self-confidence well. Practitioners give children enough time to immerse themselves in their learning experiences, for example, when going out to play and exploring and they do not intervene unless there is an opportunity to extend learning. The children have continuous access to the outdoors and this enriches well their learning. Practitioners know and understand the children very well. They assess through observing the children at their learning experiences identifying significant things and discussing their findings with one another. Practitioners feed the information that is gathered into the next cycle of planning; the effect of this information is seen in good provision. They keep continuous records of children's attainments which include useful and thorough information that gives a clear picture of all children's achievements. Children's progress is measured regularly in all learning areas and practitioners use this information well to meet children's needs and interests. Parents receive a helpful report about their children when they leave to go to school.

Care, support and guidance: Good

Practitioners have created a homely atmosphere in the setting and children feel very comfortable and happy. All children are appreciated and practitioners show respect for their ideas and interests.

They develop children's awareness of the importance of eating healthily and of keeping fit by providing snacks of cereal and milk and by following the weekly

physical exercise programme 'Tic Toc.' Children's curiosity about their own lives and beliefs and those of other children are developed well through celebrating the Chinese New Year, going to a Chinese restaurant, cooking and eating Indian foods and through stories. Children say a prayer before having a snack and before going home. They develop a sense of awe and wonder about the world around them through the good opportunities they have to: visit the farm; the vet's surgery and to explore the campus and observe the frogs there.

Staff nurture well the morals and values they believe are necessary to the development of the child. The children learn about the importance of fairness, honesty and truth by following the staff's personal example and through valuable experiences such as visiting the elderly in the town. The provision enables the children to socialise well, to take responsibility, to display initiative and to develop a good understanding of living and sharing within their small community. They know well the difference between right and wrong in the context of their lives in the setting and have regular opportunities to make decisions and they enjoy every experience. The effective arrangements which exist to support children's health and wellbeing contribute well to their general development and wellbeing and support their learning. Learning experiences promote children's personal development well including their spiritual, moral, social and cultural development.

The setting has an appropriate policy for safeguarding children and staff are aware of it and know well the steps to be taken. Every practitioner has received child protection training and all necessary procedures for safeguarding are in place, meet regulations and ensure children's safety at all times. The provision for children with additional learning needs is good and children make good progress.

Learning environment: Good

There is a warm and inclusive ethos in the setting. Adults show great affection and kindness towards everyone and all children are valued. Practitioners know the children and their needs and interests well and they respond to these by using their good knowledge of children's backgrounds. All children have equal access to all aspects of the curriculum and practitioners place a clear emphasis on recognising, respecting and celebrating diversity. As a result of the affection and respect for the child and the values and standards shown by staff, children develop tolerance, positive attitudes towards their learning and very good behaviour. Children show interest in and kindness towards their peers, adults and visitors.

There is a good supply of resources of a high standard which is used effectively to support learning and teaching. The ratio of adults to children is good and staff are well qualified. They address the requirements of the Foundation Phase successfully and children have interesting experiences which respond well to their interests and their stage of development. The building is a purpose built nursery and has very good facilities. The room is sufficient in size for the number of children on the register. They have ample room to role play, paint, browse through books and all enjoy their outdoor experiences.

The setting has positive policies and procedures that are known to all for dealing with problems of aggressive behaviour, promoting equal opportunities and human rights. These are monitored and implemented effectively. The group is registered with the CSSIW and there were no recommendations in the last report.

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

The leader gives clear and firm direction to all of the setting's life and the improvement process and creates a positive and happy ethos. She co-operates well with the manageress and practitioners and they share clear principles and objectives which are based on a good knowledge of child development. These are seen to be implemented through the active learning experiences which are provided for children which are a good feature. They are seen also in the opportunities children are given to make decisions and choices concerning their learning, to develop self-confidence and independence and to make good progress.

All practitioners undertake their responsibilities effectively showing firm commitment to their role to the benefit of the children. The leader and manageress work well together to plan strategically for the setting's future. They share values, aims and objectives they wish to promote through personal example and regular discussion. They have high expectations of themselves, of staff and of children together with targets which ensure good standards of achievement. Progress towards achieving them is monitored regularly.

The manageress and leader are aware of everything that happens in the setting and they understand and undertake their roles effectively. They know the setting's performance well and use robust information to make effective decisions. They discharge their legal duties fully. Leaders fulfil national and local priorities according to the requirements of the Assembly and the authority, for example, the requirements of the Foundation Phase.

Improving quality: Good

The setting makes good use of its self-evaluation to identify strengths and areas for improvement. The self-evaluation report leads to strategies for improvement which ensure positive advantages for all children. The leader consults with staff, parents and carers to inform the self-evaluation. She uses information received from parents to gather opinion and identify areas to be developed. She also makes effective use of the support of the local authority's Foundation Phase advisory teacher and staff implement her recommendations effectively.

Following the self-evaluation process, a setting improvement plan is produced which shows a good awareness of the setting's performance and which, overall, focuses on raising standards through setting targets to improve provision. It includes, however, a few targets that are not wholly relevant to this.

Practitioners have an annual interview with the manageress to evaluate performance and identify professional development needs. They attend in-service training courses provided by the local authority and Mudiad Meithrin regularly in order to develop new teaching methods. The positive effect of this can be seen on teaching and children's wellbeing as they implement what they have learned. The leader has visited other settings in order to see good practice and staff attend training meetings with other practitioners which are organised by the local authority in order to discuss current developments.

Partnership working: Good

The setting co-operates well with others to present learning experiences. The leader works very closely and effectively with the local authority's Foundation Phase advisory teacher. Positive results of this partnership can be seen in the improvements in provision and standards.

The setting works closely with stakeholders, especially parents, and it is very willing to consult with them and receive suggestions from them. There is also a very good partnership with the schools which facilitates their transition when children leave.

Resource management: Good

Practitioners are deployed well in order to make the most effective use of their expertise and ensure good provision. Staff use indoor resources effectively in order to provide interesting experiences for children. They measure the effect of resources on learning and teaching and plan for resource needs in the future. They use the outdoors continuously to develop children's skills in every learning area and this is one of the strengths of the setting's provision.

Leaders make the best use of the setting's resources and of funding to offer the best provision and succeed in so doing. The setting prioritises its expenditure in order to respond to its targets for improvement. Financial decisions are evaluated effectively by the manageress in order to ensure positive outcomes in raising standards. The setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

There is no commentary on parent questionnaires as only a small number of responses were received.

Responses to discussions with children

All children are comfortable when talking to a visitor and they say that they are very happy in the group. They talk about their friends and say that they know what to do if they are unhappy or worried about something.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Branwen Llewelyn Jones	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.uk)

If available, the data report can be found on our website alongside this report.

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>

National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.