



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

**New Hedges Day Nursery
7 Knightson Close
New Hedges
Tenby
SA70 8TL**

Date of inspection: 5 November 2013

by

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Reporting Inspector**

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

New Hedges Nursery is situated in an annexe attached to the proprietor's home which was purpose built as a nursery. It was opened twenty-four years ago and is situated in New Hedges near Tenby. It is registered as a private nursery under the Children Act 1989. The leader is also the registered person. The setting is affiliated to the Wales Preschool Providers Association.

The setting provides care for children from the local community and surrounding areas for five days a week between 8.00 a.m. and 5.30 p.m. Children of two years of age and upwards attend the nursery and leave when they begin their statutory education in local primary schools. The area is recognised as one which is neither advantaged nor disadvantaged.

The setting consists of three rooms and a very small kitchen. There are good toilet facilities for young children and an attractive, secure outdoor area which is accessed through the back door. Entrance to the nursery is gained through a safe system.

Fifty children were registered at the time of the inspection seven of whom are funded. Nearly all the children come from homes where English is the main language with the exception of two who speak English as a second language. At the time of the inspection no children of three years of age were identified with additional learning needs. Children from different ethnic backgrounds are welcome at the nursery.

Eleven members of staff are employed including the leader and all work with the children. All have appropriate qualifications and experience in early years education and the leader has qualified teacher status. All have received training for the Foundation Phase, child protection and safety and in first aid.

The last inspection by Care and Social Services Inspectorate Wales was conducted on January 29, 2013 and the setting was last inspected by Estyn in October 2007.

Summary

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

Current performance

The setting's current performance is good because:

- children make good progress from their starting point;
- they feel safe and happy in the setting;
- relationships between adults and children are very good;
- children are actively involved in their learning;
- the standard of teaching is good, and
- assessment through observation is used effectively to plan the next steps.

Prospects for improvement

The setting's prospects for improvement are good because:

- there is a developing culture of professional reflection which is founded in self-evaluation;
- the standard of leadership is good;
- there is a clear commitment to continuing professional development, and
- the practitioners work well as a team.

Recommendations

R1. Improve the use of the outdoor area to promote the development of children's skills in all areas of learning

R2. Improve the provision for spiritual development

R3. Ensure that the teaching and organisation are not over-directed

R4. Extend the use of open and extended questioning to develop further children's thinking and problem-solving skills

R5. Refine the setting improvement plan (SIP) to ensure a sharper focus on targets 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

Standards: Good

Every child makes good progress from their starting point and all achieve well according to their stage of development. Standards in Welsh are good. Although they have no Welsh when they begin in the setting, all learn words, everyday phrases, rhymes and songs, understand simple instructions and sometimes use Welsh words when they play. The majority develops a wide vocabulary which they use with the encouragement of adults.

All make good progress in developing communication, numeracy and information technology (ICT) skills. They love to listen to stories and handle books like readers. They choose favourite stories and join in enthusiastically with parts they know. All enjoy making marks both indoors and outdoors which demonstrate a good knowledge of the purposes of writing. Their numeracy skills develop well and they count to ten using their fingers and enjoy mark-making with numbers during role play. All children's number skills develop well when they play number games. They use the computer confidently, for example, when playing number games. They use the computer and compact disk player confidently and this helps them to develop good early ICT skills.

Wellbeing: Good

All have a positive and enthusiastic attitude to learning and take an active and energetic part in their experiences both indoors and outdoors behaving well. All make decisions and choices about their learning and almost all are very confident. All concentrate and persevere with their activities and play enthusiastically. They are all very happy in the setting and enjoy their experiences there. The close and warm relationship between the adults and the children makes them feel safe and contented. The self-confidence and happiness 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 like one another.

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

They all enjoy their visits to the community when they visit the village, shops and green. They children benefit also from these and the visits made to them by members of the community such as people from the fire and police services as well as parents who come to speak to them about their work.

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

The quality of planning at all levels is good. Practitioners plan well a range of interesting experiences which ensure that all children enjoy their learning. Activities meet their interests well because the adults ask the children what they would like to find out about and do and they use this as their starting point. As a result, the provision engages children for extended periods in activities which are meaningful to them. Long, medium and short term planning are based on the areas of the Foundation Phase and ensure that children are often actively involved in their learning. Adults work well together to make sure that planning reflects the child-centered philosophy of the Foundation Phase. Practitioners use interesting themes based on children's interests to make learning relevant and to build steadily on what they know, can do and understand. They work together effectively as a team to implement planned activities.

Children choose from the range of interesting activities provided and this develops well their self-confidence and independence. It also ensures that the children engage equally well in directed activities because they have opportunities to make choices. Adults develop children's literacy; numeracy and ICT skills well in every area of learning and ensure that all make good progress towards the Foundation Phase outcomes. Practitioners give children good opportunities to develop their creative skills but physical skills and an understanding of living things is underdeveloped because of the limited use of the outdoors. Adults know the children very well and they plan focused activities to meet their differing needs and abilities and help them make good progress.

The provision to develop children's knowledge and understanding of the Welsh culture and traditions and for the Welsh language is good. Practitioners encourage the children to speak Welsh and develop their vocabulary, phrases and language patterns well through rhymes, songs and stories.

Teaching: Good

The experienced and well qualified adults use a range of strategies to encourage the children to learn. The teaching meets well the requirements and philosophy of the Foundation Phase because it is child-centred, flexible and interesting. Adults have a very sound understanding of the children which enables them to meet their high expectations of them. Practitioners manage behaviour in a sensitive way by gentle reinforcement and being sensitive to their different personalities. Although they support children's learning well on a one to one basis, practitioners' use of open-ended and extended questions is underdeveloped and as a result, children's thinking skills are not as well promoted as other skills. The organisation is flexible at times giving children opportunities to make decisions and choices about their learning and promoting well their independence. It is, however, over-directed at other times.

The quality of assessment is good. Children's achievements and progress are assessed thoroughly and all assessment is based on observations of the children.

These are recorded informally and then used to inform provision and children's individual assessment records. Observations are discussed on an on-going basis and in staff meetings and then used to help decide the next steps in planning. Parents receive a very comprehensive report about their children's progress and achievements in all the areas of learning when they leave. Practitioners are always ready to speak with parents or carers to discuss their child's progress before and after sessions.

Care, support and guidance: Good

Adults have created a caring and supportive environment and they guide children sensitively in all things. Practitioners have a positive influence on children's moral, social and cultural development. They help children learn about the importance of fairness, honesty and truth by modelling these themselves. They give the children good opportunities to socialise at snack times and this helps children develop a good understanding of the importance of respect for others. All children know the difference between right and wrong in the context of their lives in the setting and they have opportunities to make decisions and choices about their life in the nursery. Children are encouraged to take responsibility, show initiative and to behave well. Provision for children's spiritual development is, however, less well developed. Children are not given sufficient opportunities to look at and think about the wonders of the natural world around them because use of the outdoor area is underdeveloped. Adults develop well children's awareness of the importance of eating healthily and of keeping fit by providing healthy snacks and through regular physical exercise and dance sessions. Although the children collect waste food for recycling, their awareness of sustainability and the impact they have on the environment is well promoted.

Children are given time to settle in gradually when they begin and this helps them settle well. There are good, well-established arrangements with local professional support and services to provide children with specialist support when needed. Although there were no children registered with additional learning needs at the time of the inspection, appropriate arrangements are in place to identify such children and practitioners know well how to respond to them when the need arises. The setting draws on the expertise of professional bodies when required such as speech therapy services. All children have access to all that goes on in the setting. Parents are involved well with their children's education.

Appropriate policies and procedures are in place for safeguarding children. Risk assessments are carried out when needed and all practitioners are trained in first aid. The leader is the child protection officer and all practitioners have received recent training and know what steps to take. The procedures reflect the All Wales Child Protection Procedures (2008).

Learning environment: Good

There is a warm family ethos in the setting and adults show affection and kindness towards each child. Practitioners know the needs and interests of the children well

and they respond to them with sensitivity using their thorough knowledge of the children's backgrounds. Each child has equal access to every aspect of the curriculum. As a result of the affection and respect for the child and the values and standards displayed by the staff, all children develop tolerance, positive attitudes towards their learning and good behaviour. All children show concern and kindness towards their peers, adults and visitors.

The setting has positive policies and procedures for dealing with any problems of aggressive behaviour and to promote equal opportunities and the rights of the child. These are known to all and are monitored and implemented effectively. The nursery is registered by the Care and Social Services Inspectorate Wales and there were no recommendations made in its last report.

The ratio of adults to children is good and each practitioner has appropriate qualifications. Practitioners address the requirements of the Foundation Phase well and the children receive interesting experiences which respond well to their specific needs. The building is adequate in size for the children's activities and the fenced garden outdoors provides adequate space for the children to enjoy their learning experiences.

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

The children and their wellbeing are at the centre of all the setting does and the leader and her staff create a very positive and happy ethos to support this. The leader gives clear direction to the life of the setting and the process of improvement. These are evident in the aims and objectives which are set together with the provision. She and the practitioners work together well and share principles and objectives which are based on a good understanding of child development. These are seen to be implemented in the active and interesting learning experiences which the children receive and the system of organisation which allows children to make decisions and choices about their learning, to develop self-confidence and independence and to make good progress.

All practitioners fulfil their responsibilities effectively and demonstrate a strong commitment to their role in the interests of the children. All contribute to the strategic planning of the setting. They share the values they wish to promote by personal example and through discussion. The leader has high expectations of the staff and of the children together with targets which ensure good provision and high standards of achievement. Progress towards achieving them is monitored regularly. The setting's improvement plan is derived from the results of the setting's self-evaluation process and gives positive direction to the life and work of the setting.

The leader is well informed about everything that happens in the setting and she fulfils her role well. She and her staff meet regularly to discuss the setting's performance. They make good use of sound information to make effective decisions. The leader fulfils national and local priorities according to the requirements of the Welsh Government and the local authority, for example, the requirements of the Foundation Phase.

Improving quality: Good

The setting makes effective use of its self-evaluation to identify strengths and areas for improvement. Following the self-evaluation process to which all contribute, 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, some targets which though important, are not wholly relevant to this. The leader consults with parents and care-givers to inform the self-evaluation. She uses the information collected from parents' questionnaires to identify areas for improvement. The setting makes very good use of the support of the local authority's advisory teacher during the self-evaluation process and implements effectively her recommendations.

All practitioners have an annual appraisal interview with the leader in order to identify their continuing professional development needs. They attend training courses regularly and the positive impact of this is seen in children's wellbeing and in aspects of teaching, in particular the Welsh language, as practitioners implement what they have learned.

Partnership working: Good

The setting works well with others in order to provide learning experiences. The leader works effectively with the local authority's Foundation Phase advisory teacher in order to improve provision and wellbeing and to raise standards. She draws also on the expertise of the WPPA to improve provision. Practitioners work closely with parents and are willing to consult with them and to implement their suggestions. There are very good partnerships with the schools to which children transfer.

Resource management: Good

Practitioners are well deployed in order to make the most effective use of their expertise and to ensure good provision. They use resources indoors effectively to provide interesting experiences for the children. They consider the effect of resources on learning and teaching and plan for future resource needs to some extent. Although they make good use of the setting's resources indoors, practitioners do not use the outdoors sufficiently to develop children's skills in all areas of learning. The leader manages the budget effectively to offer good provision. Overall, the setting provides good value for money.

Stakeholder satisfaction report

Responses to parent questionnaires

Fourteen replies were received to the parent/guardian questionnaire. Nearly all said they are happy with the setting's provision. Any strengths or areas for development identified in the questionnaires by individual parents were considered during the inspection. Discussions with a large selection of parents during the inspection confirmed that they are happy with all aspects of the setting's provision.

Responses to discussions with children

During the inspection children were happy to come to the nursery. Their relationships with their friends and adults are very good and they are all very happy in the setting. The welcoming and inclusive ethos ensures they all feel happy and secure. They enjoyed speaking to adults, including visitors, and asked and answered questions confidently. All children show a very strong sense of trust and they know that the practitioners are there to help them.

Appendix 2

The reporting inspector

Branwen Llewelyn Jones

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>

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.