



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

**Newbridge on Wye 3+
Newbridge on Wye CIW
Newbridge on Wye
Llandrindod Wells
Powys
LD1 6LD**

Date of inspection: October 2012

by

Eifion R Morgan

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

Newbridge-on-Wye is a small village about 5 miles from Builth Wells on the road to Rhayder in Mid Wales. The setting was established in February 2010 and is located in the Newbridge-on-Wye Church in Wales Primary school. This is an English medium modern school occupying an attractive location in the village.

The setting is open on four mornings a week (Monday-Thursday) from 9.15 – 11.45 a.m. during term time. It is registered by the Care & Social Services Inspectorate Wales (CSSIW) to accommodate up to 16 children between the ages of 3 and 4 years. Children start at the setting in the term that they are 3 years old and move onto the next stage of their education in the term they are 4 years old. The majority of children come from the locality and all are from English speaking homes. The area is neither socially advantaged nor disadvantaged and currently 12 children attend, six of whom will proceed to the adjacent primary school next term. All children are funded.

There are currently no children from a minority ethnic background, neither are there any children identified with additional learning needs. The setting however, is well prepared to accept such children.

The setting meets in the community hall within the primary school building. This is a large hall that is warm and well ventilated. It is a multi-use building and this necessitates setting up and clearing away the play areas on each occasion.

Parents bringing their children to the setting use the school's main entrance and accompany their children into the hall. This enables them to meet the staff and settle their children down if necessary. There are toilet facilities and a small kitchen, which the setting uses, adjacent to the hall.

The setting benefits from using the many facilities provided by the school and the children benefit from knowing the school and its staff.

The setting was inspected by CSSIW in November 2011 and the few recommendations have been addressed. It has not previously been inspected by Estyn, it is monitored termly by the Local Authority Foundation Phase team.

Summary

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

Current performance

Good Features

- * The provision for ensuring children's health and wellbeing.
- * The provision for overseeing children's care, support and guidance.
- * The partnership arrangements, especially with the school.
- * Parental support.
- * Children's standards of achievement and progress.
- * The broad and balanced curriculum and the use made of the outside environment.
- * The leadership and use made of self-evaluation.

Prospects for improvement

Good features

- * The quality of professional support, especially that provided by the school.
- * The well-established record of self-evaluation and planning for improvement.
- * The team spirit evident in the setting and relationships with the school.
- * The constructive use of Local Authority professional courses and advice and the settings openness to new ideas.
- * The track record of improvement by the setting well focused on improved provision for the children.

Recommendations

The setting needs to:

- (i) further develop its assessment procedures so as to identify the individual children's learning skills and to pinpoint the next steps in children's learning.
- (ii) use the assessment results in planning so that tasks are challenging and wellmatched to children's ability and prior attainment.

What happens next?

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

Main findings

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

All children are making good progress towards meeting the appropriate Foundation Phase outcomes. They achieve well relative to their age and ability. All children are actively engaged during the sessions and show confidence to make choices, to work independently and to think about the tasks.

Virtually all children have good communication skills. They have a good and developing vocabulary and express themselves clearly. They enjoy singing songs and nursery rhymes. Children listen to stories and many show interest in books. Older and more able children hold books appropriately and are beginning to follow stories. These older children are beginning to use pencils, crayons and chalk to scribble and have a basic understanding of the functions of writing.

All children join in rote counting and many recognise numbers to 5 and beyond. Children recognise and name two-dimensional shapes including triangles, circles and squares and use shapes in their creative activities. Several children use mathematical language appropriately, such as smaller and taller.

All children are familiar with digital equipment, such as mobile phones. They use the computer mouse and keyboard and have access to the school's computers during weekly sessions.

Children enjoy outdoor activities, including woodland walks and growing seeds and plants. Their creative skills are developing through mixing paints and drawing. Their physical skills are developing well, particularly in association with music and movement activities.

Most children understand basic instructions in Welsh. They count in Welsh and recognise Welsh words for example, colours. Many repeat Welsh words and sing Welsh songs and rhymes.

Wellbeing: Good

All children enter the setting enthusiastically and are eager to be involved. The calm, supportive ethos evident in the setting successfully develops children's confidence and their ability to work and play independently. This is a notable strength of the setting.

Children are well behaved and motivated to learn. They co-operate well when working together and show concern for one another.

Children learn to take responsibility, such as “helpwr y dydd” and in activities during snack time. Snack time is a good social occasion and impacts well on children’s understanding of how they can maintain a healthy life style.

Overall, the setting provides children with a safe working environment free of physical or verbal abuse.

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

Planning to meet the needs of learners is based on the Framework for Children’s Learning and provides for the 7 areas of learning to be developed progressively.

Activities set out as part of the continuous learning for children successfully engage and motivates all children and provides a balanced and relevant curriculum.

However focused tasks are not always sufficiently differentiated to meet the needs of children of different ages and ability and to challenge them. There is a good balance between adult-directed and child-initiated learning and planning ensures that the rich diverse outdoors is well used.

Planning is well focused on developing children’s skills. Listening and speaking is fundamental to the daily activities and practitioners are skilled at using questioning to develop children’s oracy. Staff are good listeners and this helps children’s speech and to express themselves.

Many children, particularly the older ones, are taking opportunities to scribble and make marks. All children enjoy listening to stories and the more able are interested in looking at books.

Planned daily activities incorporate the use of number, shapes and mathematical language. Children have access to digital equipment and use the school’s computers regularly.

Good provision is made for children to develop their Welsh language, mainly through oral work. The planning incorporates knowledge and understanding of Wales; its customs and traditions, such as St. David’s Day.

Children are beginning to understand about recycling. Waste foods are collected and recycled through the school facilities daily.

Teaching: Good

The interaction between staff and children is very good and is a notable feature of the setting. Staff respect children as individuals and are sensitive to their needs. They provide children with affection when needed, support them when appropriate, but allow them time to work individually. Staff know when to intervene and when to allow children independence. Tasks and activities engage all children and they have opportunities to make choices. At times, however, the tasks are not sufficiently differentiated so as to challenge children and extend their learning. In such instances tasks are not sufficiently matched to children's ability and prior attainment.

Practitioners work well as a team and provide children with a good range of activities, including working outdoors.

Children are assessed regularly and observations recorded. This provides a good measure of children's progress. Assessment notes are useful in that they indicate what each child has achieved during the week. However, observations do not focus sufficiently on what skills children have achieved and the next steps in children's learning are not always identified. Assessment outcomes are not used sufficiently in planning future activities so as to meet the needs of children and to challenge them. Nevertheless, staff are well aware of children's achievements and ability and use questioning well to challenge and extend children's thinking.

Parents are satisfied with the information they receive about their children and report that their children are making good progress.

Care, support and guidance: Good

The provision for promoting children's health and wellbeing, including children's spiritual, moral, social and cultural development is good and often very good.

Daily activities promote good behaviour and a positive attitude to learning. Children's personal and social skills are effectively promoted. Values, such as honesty, respect and fairness, are intrinsic in the work of the setting and helps children distinguish between right and wrong.

Children learn about the culture and traditions of Wales and of other cultures, such as in celebrating the Chinese New Year.

Practitioners are vigilant in identifying any child suspected of having any form of additional needs. Specialist services are available and the close liaison with the school ensures that children's needs are fully supported. Whilst no child at present has been identified as having additional learning needs, the setting is prepared should such need arise. The arrangements comply with the accepted code of practice.

Appropriate policies and procedures are in place in respect of safeguarding children. The leader is the responsible person and staff have received appropriate professional training. Safeguarding procedures feed directly into the school procedures where the settings' responsible person (the deputy head) is the person involved. This is a particularly good arrangement with clear demarcation of duties. Overall procedures reflect the All Wales Child Protection Procedures 2008.

Learning environment: Good

The setting has a calm, supportive ethos where every child is valued as an individual and whose needs are recognised. All children have equal opportunities and take part in all activities. The setting promotes children's self-confidence and staff and children are free from any form of harassment or oppressive behaviour.

The setting is suitably resourced to meet the needs of the curriculum and benefits from using the school's facilities, such as the outside play and activity areas. Whilst activity areas need to be set up and cleared for each session, the setting enjoys the use of a large hall and adjacent facilities.

Activity areas include a reading corner, number tables, writing and scribbling areas, creative areas and play stations. The hall also provides suitable large areas for physical activities, such as music and movement. Children have opportunities for role play and outside to plant seeds. Very good opportunities are available to study the natural world in the adjacent woodland. Play opportunities are available in the school playground.

A notable feature is the safety provided by the facility. Entrance is via the locked school entrance and no one can enter or leave the setting unannounced.

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

Staff understand their roles and responsibilities and the setting displays a clear sense of purpose. It successfully promoted and sustained improvement. Staff share values and aims well focused on providing the best provision for the children. Staff work together well creating a positive ethos. Staff have attended numerous relevant professional training courses. Parents are encouraged to support their children's learning.

Since the setting's establishment in 2010 it has had high expectations and has established very effective links with the adjacent primary school and with the parents.

Overall, the setting is well managed and has taken account of relevant legislation. It has also taken good account of national and local priorities.

Improving quality: Good

The setting has well-established self-evaluation and monitoring procedures which have impacted well on the setting's quality of provision.

Since 2010 when the setting was established, improvement planning has been realistic and achieved. This has resulted in the current provision which is well focused on providing children with a curriculum that is based on the Foundation Phase for children's learning. In this period, areas for improvement were prioritised, strategies implemented and the developments monitored.

The setting also makes good use of professional support, including visits to other settings that illustrate good practice. Valuable support has also been provided by the Local Authority through its support teacher. This has provided the setting with an accurate evaluation of its progress and identified the way forward.

The professional support provided by the school, notably by the Foundation Phase co-ordinator who is the school's deputy head and the setting's responsible person, has been and continues to be very valuable and is highly influential in moving the setting forward.

Partnership working: Good

There are strong and effective partnerships in place that benefit the children. A particularly good aspect is the close links with the primary school and the Foundation Phase in particular. The teacher involved is a frequent visitor to the setting and the children know her well. Of particular significance is her knowledge of the transferring children as well as being aware of their individual needs.

Overall, the smooth transition is an ideal situation and essentially the impact on the children is minimal since, in their view, they are coming to the same school. The setting also benefits substantially through using many of the school's resources and play facilities.

The setting has very good links with the parents who are fully supportive of the setting. Parents bring their children to the setting each of the four mornings and have opportunities to speak to the staff. This enables staff to be aware of any issues that might arise. This is also an occasion when parents can view what their children have achieved since the setting has a pictorial scrap-book of the week's activities.

There are good links with the local community and children visit local amenities. Visitors to the school help children to become aware of people in the community that help them.

Resource management: Good

Practitioners work well together and make the best use of their many talents. They have the ability to capture children's attention and to motivate them. Both staff members have attended a good range of relevant, professional training courses and implemented ideas into their teaching. Resources are used purposefully to support children's learning and the outdoors is well used to develop children's curiosity and thinking.

Good use is made of all resources and the setting provides good value for money.

Appendix 1

Ten Parental Questionnaires were received.

The Questionnaires comprised 16 statements and parents were asked to respond in terms of strongly agree, agree, disagree, strongly disagree or don't know. Excluding "don't know" responses were in either to strongly agree or agree categories.

The results were as follows:

Respondents indicated 100% strongly agree to the following statements:

"Overall I am satisfied with the setting"

"My child likes this setting"

"Teaching is good".

More than three quarters (75%) indicated strongly agreed to the following statements:

"My child is making good progress at the setting".

"Children behave well in the setting".

"Staff treat all children fairly and with respect".

"My child is encouraged to be healthy and to take regular exercise".

"My child is safe at the setting".

"I feel comfortable about approaching the setting with questions, suggestions or a problem".

"I understand the setting's procedure for dealing with complaints".

"My child is well prepared for moving on to school".

"The setting is well run".

Comments were very positive indicating

"staff warm, friendly and welcoming" and

"can't speak highly enough of the setting".

Children's Responses

Children said they enjoyed coming to the setting. They enjoyed the different activities, such as writing. Children enjoyed playing together, even asking the Inspector to join in with their play!

Appendix 2

The reporting inspector

Mr Eifion R Morgan	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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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 partnership's conditions of registration.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.