



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

**Rocking Horse Day Nursery
21 Main Road
Broughton
Flintshire
CH4 ONP**

Date of inspection: July 2014

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

Rocking Horse Day Nursery is based in a converted house near to the village of Broughton. This English-medium setting is overseen by the owner with room leaders and practitioners who carry out the day-to-day running of the nursery.

The setting is open all year round and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 70 children.

Nearly all the children who attend the setting are British and use English as their first language. A few children have additional learning needs.

The setting receives support from the Flintshire Early Education Team. There were 13 funded three-year-old children on the first inspection morning and seven present on the second.

The last CSSIW inspection was in February 2014 and this is the second inspection by Estyn.

Summary

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

Current performance

The current performance of the setting is good because:

- all children make good progress from their starting points;
- practitioners use effective strategies to support the children's individual needs.
- teaching is good;
- care, support and guidance are good; and
- learning experiences are varied and interesting.

Prospects for improvement

The prospects for improvement are good because:

- the setting has made good progress since the last inspection;
- the setting makes good use of a range of visits and visitors to enhance the learning of the children;
- leadership and management of the setting are good; and
- the setting has identified strengths and areas for improvement.

Recommendations

R.1 Continue to develop outdoor provision and plan activities throughout the year.

R.2 Strengthen the assessment process.

What happens next?

'The setting will draw up an action plan that 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 achieve good standards and make good progress from their starting points. They are working at full capacity and are keen to learn. Nearly all are constantly thinking about tasks and making choices from the range of resources. They make an effort to concentrate and to persevere and most work together to help each other, for example when moving large blocks to create a stage and a balancing area.

All children develop effective skills in communication, numeracy and information communication technology needed to access the wider curriculum whilst in the setting. All children make their needs known, they listen and many can carry out complex instructions.

All children successfully develop literacy skills and show a good interest in books, stories and songs. Most use appropriate language in their play and like to experiment such as testing shapes that grow in water. Nearly all select and use mathematical ideas and terms effectively, for example when measuring the growth of their sunflower. They learn effectively about number, solve simple problems successfully and can sequence and count, for example when counting the butterflies they released into the garden. Many children use a range of technology well and control buttons and switches to operate equipment effectively such as a camera and an i pad.

Most make good progress in gaining skills in Welsh language. They enjoy stories and songs, being helpwr heddiw and most can follow basic instructions and use a good range of simple words and phrases about the weather. All understand more than they can speak.

Wellbeing: Good

All children are happy and feel safe in the setting and this helps them to settle well and quickly to the activities. Nearly all are developing positive attitudes to learning. They are busy and show a good interest in their work both indoors and out with lots to talk and laugh about.

All children demonstrate good behaviour and have successful relationships with each other and adults around them. A few are starting to help their friends, for example when tidying away the equipment or moving blocks. Nearly all are kind and considerate and all are courteous towards each other and readily share and take turns with equipment and resources.

They are confident, competent and independent learners and all enjoy what they are doing and their time spent in the setting. Nearly all show good levels of self-esteem and are motivated and engaged in their activities. All concentrate well and they take part enthusiastically in different learning experiences, for example forest school.

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

Although planning includes a good range of interesting learning experiences that successfully engages all children, planning for outdoor experiences is insufficient and not consistent throughout the year. Overall both the indoor and outdoor environments are used to develop skills successfully, and children make good progress towards meeting the Foundation Phase outcomes.

Good organisation ensures children settle very quickly to activities and learn successfully. Experiences effectively encourage children work together and co operate. They successfully form relationships with each other and with adults around them and show respect for all cultural backgrounds.

The curriculum builds appropriately on children's existing knowledge and understanding and provides opportunities to develop thinking skills across all areas of learning such as finding out what crushed lavender smells like. Skills in literacy and numeracy are embedded successfully into the experiences of the children although not always noted in the displays of the children's work. A good range of information communication technology including an i pad and a computer successfully ensure that the children develop effective skills.

Practitioners develop children's literacy skills by sharing books including those written in Welsh and by story telling. There are good opportunities to develop early mark making through a range of different medium and for children to recognise their own names.

All practitioners use a good level and frequency of Welsh and they encourage the children effectively both during circle time and throughout the session. As a result children respond well. They share traditions and festivals with their friends such as St David's Day and Chinese New Year.

Children have opportunities to learn effectively about caring for living things by observing caterpillars changing into butterflies, finding mini beasts and caring for plants in their garden.

Teaching: Good

All practitioners are well briefed and deployed. They have up to date knowledge of child development and the requirements of the Foundation Phase and as a result move all the children's learning forward. All practitioners are good language models and use successful questioning techniques to extend the progress of the children.

Practitioners successfully plan activities that meet the needs of the children. All practitioners know the children well and as a result there are high expectations. They make good suggestions and give feedback to the children to enable them to develop their play independently, for example changing the layout of blocks to make a stage. They are flexible in their approach and make good use of resources to enable the children to learn

Most practitioners use a good level of Welsh with the children and successfully encourage the children to listen and respond. Circle times are used effectively to share books and stories and to develop the Welsh language.

Practitioners carry out useful observations of the children and next steps for learning are identified. However observations are not always carried out consistently and the next steps are not always dated. Parents are involved in the achievements of their children and they are actively aware of their progress.

Care, support and guidance: Good

The setting has a good range of policies and procedures to support the children and effectively promote their health and wellbeing including their moral, social and cultural development. There is safe recruitment, children are protected and there are appropriate policies and procedures in respect of safeguarding and the practitioners have undertaken training. The setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

Children learn very effectively about simple rules such as sharing in their games and successfully learn to distinguish right from wrong. The setting successfully fosters values such as honesty, fairness and respect and effectively develops a good understanding of living and sharing with others and as a result children are confident learners who are happy to ask for help. Children have good opportunities to take responsibility and they help each other effectively when working together in the garden.

The children are starting to develop a sense of awe and wonder about the world in which they live by observing living things such as their caterpillars changing into butterflies and using a range of technology. Children are enthusiastically involved in caring for their environment with opportunities to grow and care for their plants and recycling paper.

The setting actively provides guidance and because practitioners know the children they respond effectively to their needs. They provide consistency and support with successful strategies to assist any children with additional learning needs and work highly effectively with parents and other professionals. As a result all children achieve well and make good progress in the nursery.

Learning environment: Good

The setting has effectively developed a well established ethos that is inclusive and values the diversity of the children's backgrounds. The setting actively promotes tolerant attitudes through a range of different learning experiences and good day-to-

day practice. Equal access to the curriculum is offered to all and there is an effective range of policies and procedures that actively support the children, and promote their health and wellbeing. There are highly valued practitioners with relevant and appropriate qualifications and experience of working with young children.

Without exception practitioners create a stimulating environment for learning indoors and out and are well informed about what they need to do to help the children to succeed. There are good opportunities for safe outdoor play and resources are used that successfully provide experiences for the children’s learning. They are appropriate and suitable and effectively address the requirements of the Foundation Phase and support well the needs of the children attending.

Accommodation is of good quality, used effectively, secure and well maintained. The local environment and visitors to the setting enhance the facilities at the setting and support the learning of the children.

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

Practitioners and children are valued. The setting is well managed and the core staff have worked successfully in the setting for many years and as a result outcomes for children are good. The practitioners take ownership and this means that there is a positive ethos, clear direction and sense of purpose that effectively promotes and sustains improvement. Values, aims and objectives are shared and all are working for the benefit of the children. There are high expectations and the focus is on the children making progress in their learning.

Learning and teaching are organised well and established links with parents successfully support the learning of their children and they are fully aware of their progress and achievement.

The leader is well informed about the performance of the setting and relevant legislation and guidance are taken into account and information is used effectively to make beneficial decisions. Leaders are aware of initiatives and are involved in working towards national and local priorities such as The Healthy and Sustainable Pre-school and Healthy Eating.

Improving quality: Good

The setting has made good progress since their previous Estyn inspection and has satisfactorily addressed all the recommendations. The owner and practitioners are able to evidence how the provision and standards of children’s achievement and wellbeing have improved and how the setting has developed.

Self-evaluation involves all practitioners and they know the setting well and as a result strengths and areas for development are recognised and action is taken to maintain good practice and make effective changes and improvements for the benefit of the children.

Practitioners are engaged in professional development and attend courses such as those organised by the early education team that effectively raise standards and support the well being of the children.

There is a positive culture of self-evaluation and practitioners are open to new ideas and are willing to try different ways of working. They successfully share their expertise and knowledge to benefit each other and ensure a positive impact on the setting.

Partnership working: Good

The setting works effectively with partners for the benefit of the children. There is a good level of trust and clear communication between all. A range of successful partnerships makes a valuable contribution to the progress of the children and their wellbeing.

The practitioners have an effective working relationship with parents to support the learning and achievements of the children. There is good communication between parents and the setting, for example through newsletters and by taking the Welsh bear home and they are involved in decisions about their children. Parents are actively informed of their child's progress by speaking to the practitioners and by an on going assessment record.

There is a successful relationship with the local school and the setting has good transition arrangements to support children moving on.

There is a positive relationship with the local authority advisory teacher who visits the setting, providing valuable support and guidance, which impacts positively on the progress of the children and effectively develops the provision.

The setting has an effective partnership with other professionals to ensure a good level of support for any children with additional learning needs. Practitioners work well together as a team, are well briefed and effectively share information for the benefit of all the children.

Community links are used well to support the children's learning and to effectively enhance the work of the setting, such as visits to the local shop and library. Visitors, for example the police and the fire service successfully provide experiences from the world of work.

Resource management: Good

A good supply of high quality resources is well matched to the stages of development of the children and meets effectively any additional learning needs. The setting makes successful use of a range of resources to motivate and encourage the children to learn. The outdoors is used successfully to develop the skills of the children across all the areas of learning.

The practitioners, experienced and well qualified are effectively deployed and move successfully around to support and facilitate the learning of the children.

Leaders and managers have a good understanding of budget matters and future resource needs are well planned for. They ensure that any purchases will develop the provision and have a positive impact on the progress and wellbeing of the children.

The funding that is received is used well and the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector

Mrs Anne Elizabeth Manning	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)

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 partnership's 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.