



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
Schoolhouse Day Nursery at Princess of Wales Hospital
Coity Road
Bridgend
CF31 1RQ

Date of inspection: February 2012

by

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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

Schoolhouse Day Nursery at Princess of Wales Hospital is an English medium setting which meets in a building at the back of the hospital grounds. The nursery is one of several owned and run by Schoolhouse Daycare. Accommodation comprises a large open plan room shared with the toddler group including a dedicated fenced-off area for the pre-school children. Outside there are three interconnecting garden spaces providing a good range of opportunities for children to explore all areas of learning.

The setting serves a wide area, with children whose parents work in the hospital travelling from as far as Cardiff and Newport. The children are considered to come from a wide range of socio-economic backgrounds and over 80% speak English as their main home language. No children speak Welsh at home. The setting welcomes all children and makes appropriate provision for those with additional learning needs. One three year old has recently been identified as having additional learning needs. At the time of the inspection there were six three-year-olds on roll all of whom were in receipt of funded educational provision.

The nursery is open from Monday to Friday from 6.30am until 7.00pm to accommodate NHS shift patterns and takes children from birth to eight years. It also provides transport to and from local schools and wrap around care for local children before and after school.

The setting was last inspected by the Care and Social Services Inspectorate Wales in June 2011 and by Estyn in February 2006.

Summary

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

Current performance

Due to recent changes to staffing within the nursery the setting has gone through a difficult time but is now looking forward to a more stable structure. The overall judgement on the current performance of the provider, therefore, is that strengths outweigh areas for improvement.

Strengths:

- Children are happy and relaxed in the setting
- Good attention is paid to children's safety
- Relationships in the setting are good; and
- Children enjoy their learning and many become involved for age-appropriate periods of time in the activities provided for them

Areas for improvement:

- Staff working with the pre-school children need to access Foundation Phase training in order to fully understand the planning and evaluation procedures they have begun to put into practice; and
- Procedures for observation and assessment are still in the early stages of development

Prospects for improvement

The prospects for improvement of the setting are good because:

- There is a history of self-review in the setting with good evidence of working towards improvement
- Staff now supervising the pre-school group are very enthusiastic and keen to learn more in order to improve both their own knowledge and understanding and the provision for the children
- The monitoring processes in place by the parent company, together with the support provided by the Local Authority, ensure that the setting is fully aware of what it needs to do to improve; and
- The present nursery manager has a good understanding of the requirements of the Foundation Phase and is able to guide and support the newly appointed supervisors in the pre-school group

Recommendations

In order to improve the setting needs to:

- R1 Ensure evaluations of planned activities are clearly linked to learning intentions
- R2 Continue to develop and embed the planning process that has recently been put into place
- R3 Continue to develop and embed the recently established procedures for observation and assessment of children's learning; and
- R4 Develop provision for Welsh to encourage children to use independently the words and phrases they have learned

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?

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present over the course of the inspection was too few to report on without identifying individual children

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Staff work well together to plan a range of tasks which interest, stimulate and engage the children. As a result they make good progress towards the Foundation Phase outcomes.

Planning is still in the early stages of development. Learning experiences are focused on meeting the Foundation Phase outcomes and the activities generally build on children's existing knowledge, understanding and skills. Practitioners have begun to take into account children's ideas and suggestions when planning activities, for example the current topic on dinosaurs was chosen by the children. Learning experiences are effective in developing children's basic skills, including their creative and physical skills and their understanding of the need to care for living things. Planned focused activities are evaluated but these tend to be very general and do not reflect the learning intentions. The setting's outdoor area is used daily but planning does not yet provide for activities outdoors which support children's learning.

St David's Day is well used to enhance the children's knowledge and understanding of Welsh customs and traditions and during morning registration children sing in Welsh. Adults in the setting occasionally use incidental Welsh when speaking to the children but many opportunities to reinforce this are missed. Children have good opportunities to learn about other peoples and cultures through their celebrations of different festivals and are beginning to learn about sustainability when they recycle paper.

Teaching: Adequate

Practitioners do not yet have a sound understanding of the Foundation Phase but are experienced in working with young children and have a good understanding of children's development. They mostly provide appropriate activities for the level of development of individual children and know the children well. Where teaching is good practitioners ask questions which challenge children to think about their learning. There is a good mix of planned activities and opportunities for children to choose their own activities.

Observation and assessment of children's learning is still in the early stages of development. Information from observations is used to inform the completion of the local authority's 'Learning Journey' assessment documents which are updated fortnightly. Procedures are in place for parents to be enabled to see and discuss this documentation and a written report is provided when children are due to move on to mainstream education. Informal links with parents and carers are strong and there are good opportunities for the exchange of information when they bring and collect their children.

Care, support and guidance: Good

Good procedures are in place to ensure children's health and wellbeing and these contribute well to the children's overall development. All children enjoy their time in the nursery. Values, such as honesty, fairness, respect and an understanding of what is right and wrong are fostered through the day-to-day activities.

Induction into the group is effective in ensuring that children settle happily and is dependent on the individual needs of each child. The setting is experienced in working with children with additional learning needs and works well with external professionals to ensure children are well supported. When necessary they access funding to provide one to one support.

A good range of policies to ensure the children are safe is in place and appropriate risk assessments have been carried out. The setting has procedures and an appropriate policy for safeguarding. Staff have all had recent training in safeguarding and know their responsibilities and how to respond. Procedures for keeping children safe are particularly good. Attention is given to healthy eating and children enjoy a wide range of healthy meals and snacks from the nursery kitchen. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Learning environment: Good

The setting provides a caring, supportive environment where all children are treated equally. As a result, most children are confident and show high levels of wellbeing. The setting makes good provision for children's skills development and almost all children are successfully developing early literacy, numeracy and ICT skills.

The bright and airy pre-school section is set out so that children are able to help themselves to resources. Accommodation is suitable and effective and the outdoor area is beginning to be used positively to support the planned activities indoors. Colourful displays and attractive exploration areas stimulate the children and develop their learning. Visits outside the setting, including around the grounds of the hospital, and visitors to the setting from the community enhance children's understanding of the world around them.

There are sufficient well trained practitioners to meet the needs of the children but, due to recent changes in staffing, they are not currently fully trained in the requirements of the Foundation Phase although plans are in place to rectify this. The nursery is well resourced with good quality equipment which is well used to support the planned activities.

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

Staff fully understand their roles and responsibilities and work together well as a team, sharing values, aims and objectives. The two part-time supervisors work closely together to share ideas and expertise. There is a positive ethos and a commitment to provide the best possible experiences for all children. The manager of the nursery is aware of the need to support the newly appointed supervisors in the pre-school group and is well qualified to do so.

A particularly strong feature of the setting is the support provided by the parent company which organises training and undertakes setting inspections which are followed up with close monitoring of the work done to secure improvement.

There is a well-established management structure in place with a clear definition of duties. The parent company has taken good account of relevant legislation and guidance and they meet legal requirements in full. The nursery has taken good account of national priorities, including implementing the Foundation Phase curriculum.

Improving quality: Good

The setting has a history of self-review and action plans have been prepared and reviewed. The current self-evaluation document follows a process recommended by the Local Authority and provides a very honest picture of the strengths of the setting and areas for improvement. The nursery is committed to valuing the views of all. Practitioners reflect together weekly, albeit informally, to evaluate the planned provision and to plan for the next week. The outcomes of these discussions identify issues for further improvement.

Practitioners have attended training offered by both the local authority and the Wales Pre-school Providers Association. They are very enthusiastic about the setting and are keen to work together towards improving the provision and the learning environment. There are good opportunities for practitioners to meet with others from the different settings owned by the parent company for relevant training.

Overall the setting has made good progress since the last inspection. Provision for Welsh was addressed in the years following the last inspection but with the recent unavoidable changes in staffing the current practitioners have not yet received training and are lacking in confidence.

Partnership working: Good

There are good relationships with parents and a notice board keeps them up to date with what is happening in the pre-school group. The link teacher from the Local Authority has worked effectively with the setting to provide support and training and practitioners value the support they receive and are keen to respond to advice and guidance.

Due to the nature of the families which use the setting, children move on to a number of different schools, often in different authorities, which makes it difficult for the nursery to develop links.

The setting is a member of the Wales Pre-school Providers Association and has achieved the National Day Nursery Association's Quality Counts award. It also holds Investors In People Gold status.

Resource management: Good

Resources are used well. There is a good range of resources that contributes well to the children's progress. Practitioners are well deployed and make appropriate use of all the areas both indoors and outdoors.

The budget for the setting is entirely controlled by the parent company. The nursery manager has a day to day petty cash allocation but larger items have to be requested from the Director of the company with an explanation of how this would benefit the provision. The setting provides value for money.

Appendix 1

There is no commentary on the parent questionnaires due to the small number of responses received.

Due to the small number of children present in the setting there is also no report on discussions with children.

Appendix 2

The reporting inspector

Mary Dyas	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 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>

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.