



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

**St Paul's Church Nursery
Llantrisant Road
Pontyclun
CF72 9DQ**

Date of inspection: March 2015

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

St Paul's Church Nursery is a non-maintained English medium setting situated in Pontyclun in Rhondda Cynon Taff local authority. It is registered to provide day care for up to 32 children from two to five years of age and provides morning sessions from Monday to Friday during school term time.

At the time of the inspection there were 36 children on roll. This includes 26 three year olds of whom 18 are funded by the local authority for part-time education.

Nearly all the children attending are English speaking and British born. A very few are from ethnic minorities. No families speak Welsh at home, a very few speak English as a second language and no children have additional learning needs.

There are six qualified practitioners, including two managers, who have run the setting since September 2014. An outdoor area for learning and play has been developed recently.

The Care and Social Service Inspectorate for Wales last inspected the setting in June 2013 and Estyn in February 2009.

Summary

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

Current performance

Performance is good:

- Nearly all children make good progress and achieve high standards
- A very strong emphasis is placed on personal development and wellbeing
- A wide range of imaginative learning experiences is well planned
- Teaching is well focused and effective use is made of assessments
- Children benefit from quality care and support within an inclusive ethos
- The setting is a well resourced, happy and vibrant learning environment

Prospects for improvement

Improvement is good:

- The setting is very well organised and leadership has high expectations
- All practitioners conscientiously undertake specific responsibilities
- A strong teamwork ethos and sense of purpose are well established
- Short-term goals are well understood and result in improved provision
- There is evidence of improvement following previous inspections
- Partnerships with parents and a wide range of community organisations are effective

Recommendations

- R1. ensure practitioners regularly receive training in safeguarding
- R2. embed procedures for self-evaluation and monitoring
- R3. formalise forward planning to meet future resource needs

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress

Main findings

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

Most children begin the Foundation Phase with well-developed skills for their age and stage of development. Nearly all achieve well and make very good progress in all areas of learning. They enthusiastically explore their surroundings, try out new experiences and become confident, independent learners.

Competence in literacy and numeracy is good. Nearly all have well developed speaking, listening and thinking skills. They spontaneously begin conversations, for example when selling tickets for the circus. They ask and answer questions, express themselves clearly and use a wide vocabulary. Most readily engage in extended conversations with adults about what they are doing. With few exceptions children enjoy listening to stories and enthusiastically recite familiar rhymes. Most handle books as readers and successfully develop early reading and writing skills. They understand text conveys meaning, begin to recognise letters and sounds and a few form letters when mark making.

In numeracy nearly all develop increasing accuracy when counting and ordering numbers to at least 10. A few have a good understanding of one-to-one correspondence. Children's wider mathematical development is also good. For example, nearly all confidently name and talk about the properties of a wide range of two-dimensional shapes. Furthermore, they confidently use a wide range of mathematical terms when sorting and comparing objects and exploring capacity.

Most children's competence in using a range of information and communication technology (ICT) is developing well.

Most children's competence in Welsh is increasing. For example, many confidently use familiar vocabulary in structured activities and a few spontaneously speak some Welsh in play.

Wellbeing: Good

Nearly all children have positive attitudes to keeping healthy and safe. They enthusiastically participate in a wide range of activities, often showing great enjoyment. Most sustain interest and concentration well and with few exceptions behaviour and attitudes to learning are very good.

Nearly all children develop high self-esteem and gain in self-confidence. Children are encouraged to express their feelings and preferences within the setting and most do so with increasing confidence. Children have very good relationships with each other and with adults. They increasingly show consideration and courtesy, such as when sharing resources and during snack time. With few exceptions children work and play very well together, but on occasions play becomes over boisterous.

Most children express their preferences and feelings and they contribute to decision making about activities, but opportunities for them to take simple responsibilities are less evident. With few exceptions children readily help with tidying resources at the end of sessions.

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

A wide range of imaginative learning experiences successfully meets the needs of children and the community. The Foundation Phase is embedded and very well structured planning effectively ensures progression in line with children's needs. All areas of learning are well represented.

Carefully chosen themes provide relevant contexts for learning, such as activities linked to the Circus. Long and short-term planning provides an effective framework that is implemented flexibly. A good range of indoor and outdoor activities build well on children's prior knowledge and skills. Adult led tasks and the continuous activities offered are well defined with clear learning objectives.

Strong emphasis on developing skills in literacy, numeracy and communication is evident, such as in imaginative role-play activities. Similarly, children's numeracy skills are developed well, for example when matching numbers. The emphasis on skills in ICT is developing well.

A strong focus on improving provision for Welsh language development is having a positive impact and provision to celebrate Welsh traditions is good.

Teaching: Good

Practitioners have a good understanding of the Foundation Phase. A collaborative approach to planning ensures a good balance of child selected and practitioner led activities. All practitioners provide good models of language and skilfully promote learning through play. They have high expectations of behaviour and achievement. Effective use is made of indoor and outdoor activities. Practitioners skilfully use a good range of strategies to challenge and support children to achieve their best. For example, questioning is used well to develop children's mathematical understanding. Children are given plenty of time to complete tasks and practitioners intervene appropriately.

Practitioners keep parents well informed about their child's progress. They conscientiously implement a good range of assessment procedures. Day-to-day and focused assessments are recorded and informative records compiled. This information is used very effectively to focus the next steps in learning. Individual assessment records provide a detailed record of progress and achievements are further exemplified in annotated profiles of work.

Care, support and guidance: Adequate

The overall provision for health and wellbeing is effective. Strong emphasis is placed on children's spiritual, moral, social and cultural development. The provision for personal development is a distinctive feature.

Children are positively encouraged to develop a sense of curiosity about the natural world and to reflect on their experiences. Guidance in distinguishing between right and wrong is consistent and social skills, such as sharing resources and showing consideration for others are well promoted. Opportunities to learn about different cultures by celebrating festivals, such as Chinese New Year, are imaginative.

Provision to promote awareness of sustainability is insufficiently developed.

Procedures to identify and support children with additional learning needs are well implemented. Practitioners' work closely with specialist services to ensure information and guidance is available when needed.

The setting has an appropriate policy for safeguarding, but practitioners have not received recent training in safeguarding. This long-standing omission is a cause for concern.

Learning environment: Good

The setting has a vibrant and inclusive ethos. Practitioners treat children with respect. They successfully foster positive relationships and take good account of children's backgrounds. This helps to ensure children feel safe and free from undue anxiety.

Practitioners encourage sensitivity and understanding towards others and use positive strategies to manage behaviour to good effect. Equal opportunities are well promoted. However, policies do not include details of steps to ensure that future children with disabilities do not experience less favourable treatment.

There are sufficient qualified and experienced practitioners for the number of children. A good range of age appropriate learning resources provides well for the Foundation Phase. The accommodation is well maintained and provides a safe and secure environment. The setting is very well organised and practitioners create a stimulating environment. Effective use is made of the available indoor and outdoor space. Resources in the community, including volunteers and occasional visitors are used particularly well to enrich the curriculum.

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

Leadership: Good

Managers skilfully ensure the setting is well led and organised. Practitioners have a shared sense of purpose and a strong ethos of teamwork. Policies and procedures are generally implemented consistently and practitioners understand and fulfil their roles effectively.

Leadership enthusiastically communicates clear vision for improvements in the short term and strongly promotes high expectations. A clear focus on children's needs and making best use of individual practitioners' expertise successfully ensures a high standard of professionalism across the setting. Practitioners work closely with parents to encourage them to support their children's learning.

Managers maintain appropriate oversight of the playgroup. Long-term strategic planning and procedures for monitoring are being developed. Much has been achieved in a short time, including updating policies and refining planning. Personnel records are up to date and appropriate arrangements for appraisal and staff development are implemented.

The setting enthusiastically embraces national and local priorities. The Foundation Phase philosophy and approach is embedded.

Improving quality: Adequate

Recent initiatives to secure improvements in resources and the learning environment are successful. There is purposeful discussion of short-term targets among practitioners and a culture of self-improvement is developing well. The setting takes account of the views of parents and children as much as possible, but has yet to formally seek the views of community partners.

The setting's self-evaluation report does not clearly identify strengths in provision or areas to improve. However, managers work closely with an advisory teacher to identify targets for improvement and develop plans of action. The targets agreed are relevant and achievable, but it is too soon to judge their impact.

There is evidence of improvement since the last inspection, but key elements of self-evaluation and planning for improvement are not sufficiently developed. Managers are quick to address the issues raised by external monitoring and the results are clearly evident in practice. However, the setting has yet to formally monitor and evaluate the impact of initiatives.

Partnership working: Good

The setting has effective partnerships with parents and a wide range of community organisations that impact well on children's learning. Parents are provided with a good range of information about the setting, including details about events and the curriculum. Friendly relationships promote well the exchange of information about

children and more formal consultations are arranged to discuss children's progress before they transfer to school.

The strong support of community organisations helps facilitate initiatives that benefit the children. The setting's partnership with the local primary school is also well developed.

Practitioners take opportunities to share good practice with other settings, through attending training events. They have received visitors to observe their good practice in the organisation of activities. Furthermore, practitioners visited another setting to learn more about outdoor provision.

The partnership with the local authority and other agencies, including the Wales Pre-school Providers Association, is beneficial in the provision of training and guidance. The impact of support and quality assurance provided by the local authority is appropriate.

Resource management: Good

The deployment of practitioners and the use of learning resources are efficiently organised. Sessions are well structured and established routines ensure the effective use of indoor and outdoor facilities. The strong emphasis placed on practitioners' professional development is a particular feature. This impacts well on the quality of children's learning experiences. Practitioners undertake appropriate training to improve their qualifications and share good practice with other settings through training events and visits.

Managers implement appropriate procedures to monitor income and expenditure. Arrangements are in place to audit accounts annually and grants recently obtained were well directed to improve provision. However, planning for future resource needs and to evaluate their impact is insufficiently formalised.

The setting deploys its own resources and the funding received for part-time education, to good effect. This impacts well on children's outcomes and represents good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| Overall I am satisfied with the setting. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r lleoliad yn gyffredinol. |
| | | 80% | 20% | 0% | 0% | | |
| My child likes this setting. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn hoffi'r lleoliad hwn. |
| | | 85% | 15% | 0% | 0% | | |
| My child was helped to settle in well when he or she started at the setting. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad. |
| | | 86% | 13% | 0% | 0% | | |
| My child is making good progress at the setting. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad. |
| | | 80% | 18% | 0% | 0% | | |
| Children behave well in the setting. | 14 | 11 79% | 2 14% | 0 0% | 0 0% | 1 | Mae plant yn ymddwyn yn dda yn y lleoliad. |
| | | 69% | 26% | 0% | 0% | | |
| Teaching is good. | 14 | 11 79% | 2 14% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 79% | 18% | 0% | 0% | | |
| Staff treat all children fairly and with respect. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 82% | 15% | 0% | 0% | | |
| My child is encouraged to be healthy and to take regular exercise. | 14 | 11 79% | 1 7% | 0 0% | 0 0% | 2 | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 73% | 22% | 0% | 0% | | |
| My child is safe at the setting. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn ddiogel yn y lleoliad. |
| | | 85% | 15% | 0% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs. | 12 | 8 67% | 2 17% | 0 0% | 0 0% | 2 | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 64% | 25% | 1% | 0% | | |
| I am kept well informed | 14 | 8 | 5 | 1 | 0 | 0 | Rwy'n cael gwybodaeth |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| about my child's progress. | | 57% | 36% | 7% | 0% | | gyson am gynnydd fy mhlentyn. |
| | | 63% | 30% | 5% | 1% | | |
| I feel comfortable about approaching the setting with questions, suggestions or a problem. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem. |
| | | 80% | 18% | 1% | 0% | | |
| I understand the setting's procedure for dealing with complaints. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion. |
| | | 62% | 29% | 3% | 1% | | |
| My child is well prepared for moving on to school. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol. |
| | | 70% | 24% | 1% | 0% | | |
| There is a good range of activities including trips or visits. | 14 | 7 50% | 3 21% | 0 0% | 0 0% | 4 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 62% | 30% | 4% | 1% | | |
| The setting is well run. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae'r lleoliad yn cael ei redeg yn dda. |
| | | 82% | 17% | 1% | 0% | | |

Appendix 2

The reporting inspector

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| Mr Michael T Ridout | 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 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> |

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|---|--|
| 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. |