



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

**Wyngarth Nursery
3 Tan y Marl Gardens
Llandudno Junction
Conwy
LL31 9LY**

Date of inspection: October 2013

by

**Wil Williams
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

Wyngarth is a privately owned registered day care nursery, which was established approximately five years ago to provide pre-school education for the children of Llandudno Junction and the surrounding area. The setting meets in a converted private house in Llandudno Junction.

Children of all ability and background are admitted to the setting. Very few children have additional learning needs or speak English as a second language. There is no child from minority ethnic groups. English is the main language spoken at home by nearly all the children.

The setting runs five mixed-age morning sessions per week during school terms for children aged three and four, each providing a maximum of eight places. Currently, there are five three-year-old children attending the setting, three of whom receive funding by the local authority.

A qualified leader and practitioner support children's learning.

The setting was last inspected by the Care and Social Services Inspectorate Wales in December 2012. This is its first Estyn inspection.

Summary

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

Current performance

Current performance is good because:

- exciting and interesting activities challenge children in all seven areas of learning;
- provision for developing children's communication and numeracy skills is good;
- teaching is good and children's learning is assessed effectively;
- children are helped to develop self-respect and to foster values such as honesty and respect for truth;
- the setting is an inclusive community, where all children have equal access to all the areas of learning and activities provided; and
- the classroom provides a stimulating environment for teaching and learning.

Prospects for improvement

Prospects for improvement are good because

- there's a clear sense of purpose to the setting's work and an ethos that promotes and sustains improvements;
- the positive relationships with children and parents creates a sense of community;
- effective self-evaluation processes have resulted in positive gains for children;
- partnership activities makes a strong contribution to children's achievement and wellbeing;
- the setting is developing well as a strong learning community; and
- the setting provides good value for money.

Recommendations

R1 Create more opportunities for children to use Welsh in the setting.

R2 Make more use of assessment information for future planning.

R3 Provide more problem-solving activities in the learning areas.

What happens next?

The setting will form an action plan showing how it will address the recommendations.

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 at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Good quality planning challenges children with exciting and interesting activities in all seven areas of learning of the Foundation Phase. In both the focus tasks and in the continuous provision, the activities provided engage the interest of all children and encourage them to take risks and to become independent learners. Each theme builds systematically upon previous themes, which ensures there is progression and continuity in learning. Visits to the early years exploration centre and travelling by train to the nearby town of Llandudno, make a significant contribution towards engaging children's interest and developing their observational, literacy and numeracy skills. Daily session in the setting's outdoor area fosters children's personal, physical and creative skills well and raises their awareness of the need to treat living things with care and respect.

Provision for developing children's communication, numeracy, information, communications technology (ICT) and thinking skills is coherent and of good quality. During circle time, children are encouraged to share their feelings and ideas with their peers and to listen politely to the contributions of others. Practitioners integrate many skills very successfully during role-play situations, for example, when children have to enact the role of a clerk in the station ticket office. Children experience 'reading' a range of story and picture books and are encouraged to share a book with other children or adults. Recent initiatives have given children better opportunities for experimenting with mark making and for beginning to understand the different functions of writing.

During circle time at the start of each session, children are encouraged to greet each other in Welsh and to join in singing a range of number songs and rhymes. However, they have few opportunities to experiment with using Welsh during their tasks in the different learning areas. This affects both their confidence and the standards they achieve.

The traditions and celebrations of the cultures of Wales, particularly St. David's Day, feature annually in the setting's calendar of events. Collecting for good causes and

supporting charities promote children's understanding of their place in the wider world appropriately.

Teaching: Good

The lead practitioner has a secure knowledge and understanding of the Foundation Phase and has high expectations for children's learning. She provides stimulating learning experiences across all areas of learning and uses a good range of teaching strategies which ensure the engagement, and interest of children of all abilities. Timely and purposeful intervention in learning encourages children to challenge themselves and to increase their knowledge and understanding. Intelligent use of both focus task and the continuous provision activities ensure there is a good balance between activities initiated by the child and those, which are under the direction of adults. Imaginative use is made of a variety of resources, both indoor and outdoor, to appeal to children's interest and improve learning. There is a clear focus to the lead practitioner's support, which makes a significant contribution to the quality of children's learning.

There are thorough and effective procedures for assessing and tracking children's learning across all seven areas of learning. The setting has recently begun using the outcomes of assessment to plan children's next step in their learning, however, this practice is in its early stage of development. The setting ensures that parents are aware of their children's progress and what they can do to help them improve.

Care, support and guidance: Good

The setting promotes children's health and wellbeing effectively and has appropriate policies and practices which ensure these aspects are firmly embedded in its daily routines. Children are encouraged to eat healthily during breakfast and lunch times and to partake in daily physical exercise. Effective induction arrangements ensure that children settle quickly into the setting. Practitioners help children to manage their feelings and to develop self-awareness and self-respect. Visits to the wildlife area help children to develop a sense of awe and wonder about the world in which they live. The fostering of values such as honesty and respect for truth helps children to distinguish between right and wrong. Practitioners encourage children to show initiative, to understand simple rules of behaviour and to take some responsibility for their own actions.

When the need arises, practitioners know how to access professional support and advice from the local authority, the social services and other specialist agencies.

There are effective arrangements for the early identification of children who may have additional learning needs. Practitioners conduct regular reviews of children's progress and ensure that the setting offers children with additional learning needs full access to all areas of learning.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is an inclusive community, where all children have equal access to all the areas of learning and activities provided for them. There is a strong emphasis on developing tolerant attitudes and ensuring that children and staff are free from harassment. The setting has enough practitioners, who have sufficient knowledge and expertise to teach all aspects of the Foundation Phase curriculum. The lead practitioner succeed in creating a stimulating environment in which every child is able to take full advantage of learning experiences and to develop positive values and attitudes.

There is an ample supply of good quality resources for all areas of learning. Practitioners use the setting's outdoor area as well as resources in the wider community imaginatively to support learning in the classroom.

Accommodation is of good quality and is accessible to most children and parents. However, wheelchair users presently cannot access the Foundation Phase classroom, which is on the first floor of the building. The classroom provides a comfortable and stimulating environment for teaching and learning.

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

Leaders, which include the manager and the lead practitioner, have developed a clear sense of purpose to the setting's work and have created an ethos that promotes and sustains improvements. The setting has clear aims and policies that focus on children's needs and are understood and implemented diligently by all staff. The setting manages learning and teaching well, and expectations for children's achievements and the quality of provision, are high. Leaders have a clear understanding of their role and responsibilities and collaborate closely in decision-making processes. Relationships with children and parents are positive and contribute significantly to a sense of community.

Procedures for monitoring and appraising staff performance and identifying individual and whole-setting training and developmental needs are thorough and appropriate. They have a positive impact on the development of the Foundation Phase in the setting.

Improving quality: Good

Leaders have established robust and effective self-evaluation processes which they use continuously to identify the setting's strengths and areas for development. They draw on first hand evidence of the quality of teaching and learning and take account of the views of children, parents and the local authority support teacher. .

Leaders use the information from self-evaluation purposefully to draw up a development plan which prioritises the matters which they wish to improve. Clear targets and strategies for improvement are set for each term and their effect on outcomes and provision are continuously evaluated. This practice has resulted in positive gains for children especially in establishing the Foundation Phase, and has

been instrumental in maintaining good practice and implementing change in areas that require improvement.

Partnership working: Good

A wide range of partnership activities makes a strong contribution to children's achievement and wellbeing. Through monthly newsletters, parents receive regular information about all aspects of the setting's work. The leader takes advantage of every opportunity to include parents in their children's learning. There are appropriate links with the numerous primary school to which children transfer when they leave the setting.

There are close links with a number of organisations in the local community. Regular visits, reports and professional advice by the local authority support teacher have a very positive impact on the setting's development. If additional support is required for children, practitioners know whom to contact and when.

Resource management: Good

Through effective collaborative working, the setting is developing well as a strong learning community. Members of staff have regular opportunities to update their professional knowledge, understanding and skills. They value the opportunities provided for them to share good practice with colleagues from other settings. This has been a key factor in securing improvements in the setting.

The manager exercises effective budgetary control. This ensures that children have enough learning resources and that the best possible use is made of staff's time, expertise and experience. Provision for securing the best possible outcomes for children is good. The setting, therefore, 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

Mr Wil Williams	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>

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.