



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 - Three Year Old Setting
Newbridge-on-Wye C in W School
Newbridge-on-Wye
Llandrindod Wells
Powys
LD1 6LD**

Date of inspection: March 2017

by

**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 Three Year Old Setting meets in the community hall of Newbridge-on-Wye Church in Wales School, in Powys local authority. The setting opens for four mornings a week between 9.15am and 11.45am.

It is registered to admit up to 16 children at any one time from the term after their third birthday. At present, there are 17 children receiving education funded by the local authority at the setting.

Nearly all children are of white British origin and speak English as their home language. A minority of the children have additional learning needs.

The leader established the setting in February 2010. There are two full time practitioners and they are both suitably qualified and experienced in working with young children.

The setting was last inspected by Estyn in October 2012 and by Care and Social Services Inspectorate Wales (CSSIW) in January 2014.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress from expected and occasionally higher than average starting points
- Most children develop effective literacy and numeracy skills
- The majority of children listen well and engage in tasks and activities promptly
- Practitioners provide an interesting curriculum, which targets children's interests well
- Practitioners intervene thoughtfully in children's play and question children purposefully
- Procedures for assessing children's achievements are accurate and useful
- Practitioners foster values such as honesty and fairness successfully
- It is an inclusive community, promoting a caring ethos through its daily activities

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader succeeds in bringing about improvements in positive and supportive ways
- The self-evaluation process is well established and identifies useful targets for improvement
- Practitioners benefit from effective training and professional development
- Successful partnerships with parents and external agencies support the next steps in children's learning well
- The partnership with the school is beneficial to developing the setting further
- The leader uses resources, including the community hall appropriately
- The governing body prioritises expenditure against targets in the development plan effectively

Recommendations

- R1 Improve children's listening skills to ensure better participation in tasks
- R2 Ensure that practitioners challenge all children in line with their abilities
- R3 Ensure that children understand the purpose of every focus activity to maintain their interest in their learning
- R4 Organise and manage the indoor learning environment effectively so that it engages children purposefully in their learning
- R5 Ensure that the governing body's monitoring practices are rigorous and robust

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

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make good progress at the setting, from expected and occasionally higher than average starting points. They discuss their work and activities confidently and many of them work well together to develop effective literacy and numeracy skills.

Many children speak clearly and confidently using suitable language patterns and phrases without adult prompting. A few children use sophisticated language consistently. This happens in both informal play and during focus tasks. The majority of children respond enthusiastically to practitioners' questions when listening to stories and whilst building houses using straw, twigs and blocks. However, a minority of children do not always listen consistently to practitioners' instructions and requests.

Many children handle books in the library area as effective early readers. They show an interest in books and understand the purpose of pictures and text. Many children discuss familiar characters confidently, such as identifying the wolf as dangerous to others in the story of the three little pigs.

Many children make marks purposefully when experimenting with different media. They persevere well with early writing experiences and use chalk confidently when attempting to write their names on the floor of the yard. Many children recognise their own names successfully and a majority of children use marker pens to overwrite and form letters on whiteboards with precision. Many children explain the purpose of writing in the correct context, such as when taking orders from others in the role-play café.

Most children use mathematical language purposefully in their play, to discuss shapes drawn by themselves with chalk and crayons. They also match toys to numbers, such as dinosaurs, in the correct sequence. Most children recognise, name and count numbers to five without adult support. Many of them count to ten and beyond correctly when sorting shapes, blocks, toys and utensils in the café.

Many children use numbers well in practical activities. This is evident when stacking three-dimensional shapes during wall building tasks with large blocks, and when counting masks during role-play scenarios in the woodland area. Most children understand differences in size when examining twigs and pieces of wood with a magnifying glass. They explain sensibly whether objects or body shapes are 'big' or 'small', 'wide' or 'narrow' and 'tall' or short'.

Most children are developing their use of Welsh suitably, considering their linguistic background. Many children follow instructions given in Welsh appropriately and a few use Welsh occasionally when counting and identifying colours. Many children sing nursery rhymes and songs in Welsh enthusiastically with adult direction.

Most children use information and communication technology (ICT) well when using electronic toys and tablets independently during tasks. They use educational software to develop their thinking and ICT skills proficiently. Many children handle and use electronic tablets with confidence.

Nearly all children develop their physical skills well when they move to lively music indoors and climb, hang and crawl on adventurous outdoor apparatus. Many children choose equipment and materials effectively to solve practical problems. Examples include using glue and natural materials to construct different types of houses and kneading and forming dough into shapes to create pigs' faces.

Wellbeing: Adequate

Many children are confident learners and work independently during play activities. This is evident when many of them discuss sensibly their favourite activities and the practical tasks that interest them the most, both indoors and outdoors.

Many children relate well to adults and visitors as they arrive and leave the setting. A few children find it difficult to organise their personal belongings as they leave at the end of the session. This results in slightly unruly behaviour.

Many children enjoy the activities in the areas of learning and they share and work sensibly with other children. The majority of children demonstrate positive attitudes towards new experiences, such as experimenting with paint at an easel, malleable dough and with footballs on the yard. They show interest in their learning and concentrate well during tasks. However, a minority of capable children lose concentration easily. They do not listen well at times and as a result do not engage in tasks and activities immediately. This occasionally results in some children chasing around the large hall and woodland area aimlessly, which tends to disrupt the focus and lessens the impact of the teaching.

Most children are polite and many of them behave well, most of the time. Generally, they respond to adults and each other with respect. The majority of children listen carefully to adults, such as when they put on their outdoor clothes. After using the toilet, messy play and outdoor activities, nearly all children wash their hands thoroughly without too much prompting from practitioners.

The majority of children are beginning to express their opinions and personal preferences well. This is evident when they decide to continue at a specific task or to begin a new activity of their own choice. However, a minority of children often need support and encouragement from practitioners to make decisions. This has an adverse effect on the pace of the sessions.

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

Practitioners provide an interesting curriculum, which reflects the ethos of the Foundation Phase well. The daily learning experiences target children's interests and needs effectively. They provide positive opportunities for independent learning

during planned play activities. They allow children to choose suitable equipment to resolve practical problems related to the current theme. This includes encouraging them to build houses for the three little pigs using three-dimensional blocks and dough as cement.

The setting plans well to develop children's literacy, numeracy, ICT and thinking skills. Practitioners work together effectively to prepare purposeful activities, both indoors and outdoors. They make sure that literacy and numeracy tasks are prominent in all areas of learning.

Practitioners plan effective opportunities for children to develop their creative and expressive skills well through role-play in the café and bakery area and when playing hide-and-seek in the school's woodland. They focus on investigative skills effectively in the mathematical area, such as providing opportunities for children to experiment with sequencing numbers, shapes and patterns. Such activities challenge children to improve their skills successfully.

The setting recognises that most children's Welsh language skills are at a low level on entry. Practitioners address this effectively by modelling words, numbers, colours and simple phrases regularly. As a result, many children's understanding of the language is developing appropriately. The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating Saint David's Day and Saint Dwynwen's Day and baking traditional cakes.

Practitioners plan effective opportunities for children to practise using ICT equipment such as tills, electronic toys and tablets and a compact disk player. There are regular opportunities for children to develop their ICT skills fully, by using educational software purposefully.

The setting makes beneficial use of visitors to enrich children's learning experiences, often as part of joint visits to the school. For example, members of the emergency services, the local vicar, representatives from supermarkets, a dentist and health visitors teach children successfully about the roles of people in their community.

Practitioners make good use of the school grounds. However, their use of the village and its resources to promote children's understanding of the community is less well developed.

Teaching: Adequate

All practitioners have up-to-date knowledge of child development. They are familiar with the requirements of the Foundation Phase and work together effectively.

Practitioners provide interesting opportunities for children to learn through play and practical experiences. They greet children enthusiastically as they arrive and this enthusiasm continues throughout the session. Practitioners aim to manage children's behaviour positively and safely. However, they do not always succeed in engaging children and managing their movements around the large hall and woodland area effectively.

Practitioners have high expectations for most children. They intervene thoughtfully in children's play and question children purposefully in order to develop their communication, number and thinking skills. However, they do not challenge the more able children to perform at their best at all times.

Practitioners discuss activities well with groups and individual children and the introductions to focus tasks are generally concise and stimulating. However, practitioners do not always ensure that children understand the purpose of all focus activities. This means that a few children do not engage successfully in the tasks and this occasionally limits their learning.

Procedures for assessing children's achievements are accurate and useful. All practitioners record daily assessments regularly and consistently. They discuss sensibly with children what they need to do to develop their work further. Practitioners record daily evaluations effectively in children's files. They match the evidence well to individual children's outcomes, using the Foundation Phase Profile successfully. This leads directly to planning tasks that target the next steps in children's learning well.

Practitioners share useful information informally with parents and carers at the end of the session. The setting provides them with informative reports when their child leaves the setting to go to school.

Care, support and guidance: Good

The setting provides purposeful opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group discussions around the snack table thoughtfully to encourage children to consider each other's feelings. This promotes values such as honesty and fairness towards each other effectively. It allows children to reflect, discuss feelings and to say thank you successfully. Practitioners succeed in creating a calmer environment at snack time, supporting the children to sit and listen to each other and the adults. As a result, many children take turns politely as they eat their snacks.

There are efficient arrangements to support children's health and wellbeing, including effective systems to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise are good for them. Practitioners provide regular opportunities for children to re-cycle paper, card, plastic goods and food. This develops children's understanding of sustainability effectively.

The setting is safe and secure within the school environment. Practitioners take good care of the children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

The setting records children's starting points accurately on entry to the setting using the Foundation Phase Profile. Practitioners review children's progress regularly. They set targets that meet children's additional learning needs effectively, including behaviour management and speech and language needs. Practitioners make good use of advice from outside agencies to make sure that they promptly provide appropriate support for children with additional learning needs.

Learning environment: Good

The setting is an inclusive community. It promotes a caring ethos through its daily activities. Practitioners place a positive emphasis on recognising, respecting and celebrating diversity. The setting achieves this effectively by using moral tales from Africa and by celebrating festivals from around the world, such as Diwali and the Chinese New Year.

Practitioners know all the children well and generally target their needs effectively. They make sure that all children have equal access to the well-resourced areas of learning. They understand and respond to children's requests for support promptly. Practitioners guide children positively, carefully and sensitively to help them progress in their learning.

The setting uses its resources successfully to meet most of the children's needs and the requirements of the Foundation Phase. The setting uses the wide range of resources purposefully in continuous activities, focus tasks and opportunities to enrich learning. Practitioners allow children to access resources independently, which contributes helpfully towards promoting their sense of responsibility.

The indoor learning environment is clean and generally well maintained. The hall is a large space that is difficult to arrange purposefully. However, practitioners succeed in creating a stimulating learning environment on a daily basis. The lay out encourages children to move regularly from one area of learning to another, providing them with a suitable variety of experiences. However, practitioners do not always manage this well enough. As a result, children are not fully engaged in their activities and noise levels are high at times.

The outdoor areas are engaging and exciting. They include growing and planting opportunities, the use of the school's yards, and climbing and adventurous equipment in the woodland area. Practitioners use the outdoor areas regularly to enrich children's experiences, providing worthwhile outdoor learning opportunities. However, their use of the local environment to enhance children's learning experiences is less well developed.

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

The setting's aims and objectives, plans and policies focus purposefully on ensuring that the provision meets children's needs. As a result, most children make good progress. The leader approaches tasks and activities positively, supporting other practitioners and most children effectively. She provides a purposeful sense of direction for the setting and promotes effective improvements consistently. Recently, these have included developing the use of the Foundation Phase Profile, improving children's Welsh and numeracy skills, and recording the outcome of staff meetings more effectively.

The leader supports practitioners to work well together as a team. Her vision ensures that children's skills, the planning of activities, the care of the children and

the partnership with the school are all of good quality. The setting focuses purposefully on working towards national priorities including developing children's literacy, numeracy and ICT skills effectively.

The leader shares information about the setting's practices appropriately with the school's governing body, which assures the quality of the setting's work. Practitioners understand their roles and work as a conscientious team. However, the governing body has not established regular supervision, appraisal, and monitoring practices well enough yet to support their work fully.

The leader keeps the governing body well informed about the setting's work. The governing body discusses the setting's finances appropriately and is supportive of its role within the school. However, it does not challenge the setting rigorously and robustly enough to improve daily practices and to develop areas that require improvements, such as behaviour management.

Improving quality: Good

Self-evaluation of the setting's work is an established process. The leader uses consistent practices to monitor children's standards and the standard of provision. Practitioners make good use of the local authority's scoring system and work together constructively to identify the setting's strengths and areas for development well.

Practitioners note suitable areas for improvement efficiently. The self-evaluation processes are generally accurate and lead to helpful improvements. For example, through its quality assurance processes, the setting has identified shortcomings with managing increasing numbers of children in a large hall. The leader has acted on this appropriately, making the most of its strong partnership with the school to negotiate moving to a smaller space.

The setting leader takes good account of advice and support from the local authority link teacher. As a result, the setting has made useful progress over time, such as ensuring that assessment practices target the next steps in children's learning effectively.

The self-evaluation processes take into account the views of practitioners, parents and carers and the local authority successfully. These feed into the setting's development plan sensibly. The leader, supported by the school's governing body, prioritises expenditure well in line with the identified actions for improvement. She agrees the targets with practitioners and the school's headteacher and they work together well to implement the changes.

Partnership working: Good

The setting has a range of purposeful strategic partnerships. It works well with partners to improve provision and children's standards. Practitioners take active steps to include parents and carers in the life of the setting. The setting informs parents and carers about all aspects of its work through newsletters and information provided by the school. It encourages them to offer their opinion on issues to improve the setting through questionnaires and daily, informal discussions.

The partnership with the school is strong and supports children's transition arrangements successfully. The setting leader values the regular dialogue with the headteacher and the setting uses the school's outdoor environment effectively. Arrangements for transferring personal information and assessments are effective and benefit the children as they settle into primary education. The setting works successfully with specialist agencies, such as speech therapists, to support individual children's needs at an early stage. Practitioners benefit from the strong partnership with the local authority. They regularly attend training provided by the local authority, including recent training to help them use the Foundation Phase Profile appropriately.

The setting's links with the community includes fundraising events and bids for additional funding through the school. These help fund useful resources, which support children's learning well. In addition, the setting supports local and national charities, which fosters care and kindness among the children.

Practitioners contact and work with a wide range of other partners who make positive contributions to improving provision. These include agencies that support the setting with training in First Aid, food hygiene courses, developments in the Foundation Phase, child protection training and risk assessments.

Resource management: Good

The leader focuses directly on improving the setting's work by allocating resources well. She ensures that the setting has sufficient qualified practitioners, who have received relevant training, to meet children's needs.

Established leadership practices enable practitioners to develop and share their professional knowledge well. As a result, effective co-operation between practitioners and other partners supports the setting's work on a daily basis, such as the local authority's support in developing the assessment practices. In general, the leader ensures that children have access to enough interesting resources to support their learning effectively, which include stimulating ICT equipment and investigative apparatus in the outdoor area.

Performance management systems are appropriate and ensure that children benefit from interesting learning experiences. However, these systems are not fully effective in assuring the quality of children's engagement in all activities, teaching practices and the organisation and use of the community hall.

The setting's budget, controlled by the school, prioritises expenditure against targets in the development plan effectively. It uses its funds wisely to improve provision and children's standards.

Due to the progress in children's skills from their start points, the effective learning experiences and the positive leadership practices, overall the setting provides 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. | 11 | 10 91% | 1 9% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r lleoliad yn gyffredinol. |
| | | 79% | 20% | 0% | 0% | | |
| My child likes this setting. | 11 | 8 73% | 3 27% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn hoffi'r lleoliad hwn. |
| | | 84% | 15% | 0% | 0% | | |
| My child was helped to settle in well when he or she started at the setting. | 11 | 10 91% | 1 9% | 0 0% | 0 0% | 0 | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad. |
| | | 86% | 14% | 0% | 0% | | |
| My child is making good progress at the setting. | 11 | 7 64% | 3 27% | 0 0% | 0 0% | 1 | Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad. |
| | | 81% | 19% | 0% | 0% | | |
| Children behave well in the setting. | 11 | 7 64% | 3 27% | 0 0% | 0 0% | 1 | Mae plant yn ymddwyn yn dda yn y lleoliad. |
| | | 72% | 28% | 1% | 0% | | |
| Teaching is good. | 11 | 8 73% | 2 18% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 80% | 19% | 0% | 0% | | |
| Staff treat all children fairly and with respect. | 11 | 8 73% | 3 27% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 83% | 16% | 0% | 0% | | |
| My child is encouraged to be healthy and to take regular exercise. | 11 | 8 73% | 3 27% | 0 0% | 0 0% | 0 | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 76% | 23% | 0% | 0% | | |
| My child is safe at the setting. | 11 | 9 82% | 2 18% | 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. | 10 | 9 90% | 1 10% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 72% | 27% | 1% | 0% | | |

| | 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 | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I am kept well informed about my child's progress. | 11 | 8 73% | 2 18% | 1 9% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 63% | 31% | 5% | 1% | | |
| I feel comfortable about approaching the setting with questions, suggestions or a problem. | 11 | 10 91% | 1 9% | 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. | 11 | 7 64% | 3 27% | 0 0% | 0 0% | 1 | Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion. |
| | | 65% | 31% | 3% | 1% | | |
| My child is well prepared for moving on to school. | 11 | 8 73% | 2 18% | 0 0% | 0 0% | 1 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol. |
| | | 73% | 26% | 1% | 0% | | |
| There is a good range of activities including trips or visits. | 10 | 4 40% | 4 40% | 0 0% | 0 0% | 2 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 63% | 32% | 4% | 1% | | |
| The setting is well run. | 11 | 9 82% | 1 9% | 1 9% | 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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| Nicholas Jones | 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.wales)

Glossary of terms

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| 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. |