



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**The Highway Day Nursery
115-117 The Highway
Hawarden
Flintshire
CH5 3DN**

Date of inspection: February 2016

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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Publication date: 07/04/2016

Context

The Highway Day Nursery is privately owned and was established in September 2001. The nursery is located in Flintshire, North Wales. The nursery is managed by the owner and the general day to day running is carried out by the owner and the management team.

The nursery is open all year apart from bank holidays and operates from 7.30am to 6pm Monday to Friday. The Highway Day Nursery is registered with Care and Social Services Inspectorate Wales to provide full day care for 65 children.

There were four children present aged three who were eligible for funding during this spring term.

The nursery is English speaking, providing care and education for children from families for whom almost all this is their first language.

No children have additional needs.

Most children attending the nursery are from the local area and come from a range of backgrounds.

The last CSSIW inspection was in November 2015 and the previous inspection by Estyn was in April 2011.

The Highway Day Nursery receives support from Flintshire Early Education.

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:

- skills in literacy and numeracy are embedded successfully into the experiences of the children;
- all teaching is good;
- there is a good range of interesting learning experiences both indoors and out; and
- the setting effectively promotes the health and wellbeing of the children

Prospects for improvement

Prospects for improvement are good because:

- leadership and management of the setting are good;
- practitioners effectively reflect on their practice and make immediate changes to benefit the children;
- self-evaluation effectively identifies areas for improvement; and
- the setting has made good progress since the last inspection.

Recommendations

R1 To visit places in the local community and to have more visitors to extend the children's experiences

R2 To continue to develop the appraisal system by monitoring and evaluating both appraisal and training to show the impact on the children's learning

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?	N/A
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Standards: N/A

There is no report on children's progress, standards in their skill 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.

Wellbeing: N/A

There is no report on children's progress, standards in their skill 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
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Learning experiences: Good

Planning includes a good range of interesting learning experiences that successfully engages all children. Indoors and outdoors are used imaginatively to develop skills effectively. The setting is very well organised and resources can be accessed easily by the children to develop their play and learning. This means that children make good progress towards meeting the Foundation Phase outcomes and develop appropriate skills. They settle quickly to activities and learn successfully because they have good opportunities to experiment and problem solve. Experiences effectively encourage children to form relationships with each other and with adults around them and to 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. Skills in literacy and numeracy are embedded successfully into the experiences of the children and a good range of information communication technology including a computer with simple effective programmes, remote control cars, cameras and programmable toys 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 such as mud and gloop and for children to recognise their names. There are good opportunities for the children to develop their number skills by counting, sorting and matching and make patterns.

All practitioners use a good level and frequency of Welsh and they encourage the children effectively both during circle time with Ticw the Welsh bear and throughout

the session. As a result the children are confident and keen to respond. They celebrate traditions and festivals such as St David's Day and those of other cultures including Chinese New Year when they have good opportunities to taste a range of different foods.

Children have opportunities to learn effectively about caring for living things, for example by observing and caring for wild life outdoors in their garden and by growing their own vegetables, which are used in the nursery by the cook.

The local environment is not sufficiently used to develop the children's learning, and there are not enough visitors to the setting to successfully increase their understanding of the world of work.

Teaching: Good

All practitioners including students on placement 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. They make good use of informal learning opportunities such as sitting with the children at snack time to discuss their homes and families. All practitioners use language well and make good use of every opportunity to develop the language skills of the children, for example when tasting Chinese food. They are consistently good role models for the children and employ positive strategies to encourage the children to learn, join in and to share equipment well.

Without exception practitioners are skilled at knowing when to intervene in children's play and when to let them discover independently. Practitioners successfully plan imaginative activities and use indoors and outdoors well to meet the needs of the children.

All practitioners know the children well and as a result there are high expectations. They extend children's play successfully using an effective range of teaching strategies that promote independent learning and provide challenge. Adult support is well focused and makes a good contribution to the quality of the children's learning.

All practitioners use a good level of Welsh with the children and successfully encourage the children to listen and respond, which they do with enthusiasm. Circle times are used effectively to share stories, re-cap on the session and listen to the views of others.

Practitioners carry out useful observations of the children that inform assessment records and parents are appropriately involved in supporting the learning of their children. Observation opportunities are utilised well but do not always clearly identify the next steps.

Care, support and guidance: Good

The setting has a good range of policies and procedures to support the children which effectively promotes their health and wellbeing, including their moral, social and cultural development. Practitioners promote children's spiritual development by singing a thank you song before lunch.

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 and successfully learn to distinguish right from wrong. The setting successfully fosters values such as honesty, fairness and respect and effectively develops an understanding of living and sharing with others. Children are highly confident learners who have good opportunities to take responsibility and show initiative, for example when helping to collect plates during snack time.

The children are starting to develop a sense of awe and wonder about the world in which they live by growing plants in the garden, observing living things and by using a range of technology. Children are starting to be involved in caring for their environment with simple opportunities for re-cycling such as putting waste food into a bin to compost.

An effective key worker system ensures that practitioners have maximum observation opportunities. The setting provides a good level of guidance and because practitioners know the children well they respond effectively to their needs and as a result children are happy and feel secure.

Practitioners employ positive behaviour strategies using effective explanations and good levels of praise that encourage the children to successfully take turns and listen. All practitioners know the children well and treat all of them on an individual basis with a good level of care and concern. There are no children with additional needs however there are good systems that enable practitioners to work with parents to provide children with personal and specialist support, for example individual progress plans.

Children celebrate festivals which are relevant and meaningful and promote their cultural development, for example St David's Day and Chinese New Year. They enjoy simple activities including tasting new foods.

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 develops tolerant attitudes through a range of different learning experiences and good day to day practice. Equal access to the curriculum is offered and practitioners actively promote equality and diversity through the activities. There is an effective range of policies and procedures that actively support the children, and promote their health and wellbeing including equal opportunities and complaints.

There are sufficient, valued, qualified and experienced practitioners to deliver the Foundation Phase Curriculum. Without exception practitioners create a stimulating environment rich in learning opportunities both 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 play both outdoors and in the Garden Room and resources are used effectively, giving children maximum choice. The new Garden Room has brought the outdoors inside and so effectively develops children's learning. Resources are of high quality and sufficient to address the requirements of the Foundation Phase and successfully support the needs of the children in all areas of learning. The accommodation is used very effectively, secure and well maintained to support the learning of the children.

The local community, for example the library or the shops are used insufficiently well to enhance the facilities at the setting and enrich the experiences of the children.

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

The setting is well managed and 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. Practitioners are well deployed and their roles and responsibilities are clearly defined. There are high expectations and the focus is on the children making progress.

The leaders fully understand their roles and are effectively informed about the performance of the setting. Relevant legislation and guidance are taken into account and leaders are involved in national and local priorities such as healthy eating, language and numeracy, Designed to Smile and the Healthy and Sustainable Pre school scheme, that impact very positively on the progress, health and wellbeing of the children. Children are settled, happy and busy and as a result they learn well and make good progress..

Learning and teaching are organised well with good parental links to support the progress of the children. An effective training programme and appraisals ensure that practitioners are aware of what they need to do and can improve their knowledge and practice.

Implementation of policies and initiatives is effective. Leaders have high expectations for improvement and development and ensure that the Foundation Phase is successfully delivered.

Observations of the practitioners working with the children feed into the appraisal system, however monitoring and evaluating outcomes from this process and evaluating the impact of training on children's learning are in the early stages.

Improving quality: Good

The setting has made good progress since their previous Estyn inspection. Practitioners, the registered person and local authority teacher are able to evidence how the provision and standards have been improved, for example by the development of the construction area and the Garden Room. There is effective leadership, and as a result the children have continuity of care and settle quickly and learn successfully.

Self-evaluation effectively identifies areas for improvement. Practitioners know the setting and the children well and as a result strengths and areas for development are recognised. Action is immediately taken to implement good practice and make changes that result in positive gains and successful improvements for the children. For example, the changes to the outdoor area including the Garden Room have enabled more independence and further skill development opportunities for the children such as improved messy play opportunities. Although positive gains are a result of the process, the self evaluation, on a few occasions does not always show clear links to improved outcomes and standards for the children.

There is a positive culture of self-reflection and practitioners are open to new ideas and immediately confident to try different ways of working. All practitioners are engaged in professional development and attend courses that effectively raise standards and highly successfully support the wellbeing of the children. They actively 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 and a range of partnerships makes a strong contribution to the progress of the children and their wellbeing and successfully enhances and supports their learning. The setting has successful relationships with a local college whereby they have students on placement who bring fresh ideas and different experiences to the children's learning.

There is clear communication between parents and the setting, for example newsletters and as a result they have information about the setting and are involved in supporting the learning of their children. Parents are also successfully informed of their child's progress by speaking to the practitioners and by an on going assessment record.

There is a developing relationship with the local schools to ensure an effective transition to support the children. There is an effective partnership with the local authority advisory teacher who visits the setting, providing guidance, which impacts positively on the achievements of the children and enhances the work of the setting.

Partnerships within the local community and visitors to the setting however are too few to successfully add another dimension to the children's learning.

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

Resource management: Good

All practitioners are effectively deployed and manage a good range of resources successfully to motivate and encourage the children to learn. There are good opportunities for a range of learning experiences both indoors and in the outdoor

environment where the children are able to access resources to effectively develop different skills. A good supply of quality resources is well matched to the stages of development of the children and meets any additional learning needs.

There is a good understanding of budgets and accounts are audited. Future resource needs are well planned for and prioritised to develop the provision and improve outcomes and the wellbeing of the children.

Overall the nursery provides very 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.wales)

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>

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.