



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

**A report on**

**The Park Pre-school Nursery  
Iscoyd Park  
Nr Whitchurch  
Wrexham  
SY13 3AR**

**Date of inspection: April 2016**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

The Park Pre-School Nursery opened in 2004 and serves the area of Iscoyd and the surrounding community. The setting is in the Wrexham local authority, but is very close to the Shropshire and Cheshire border. Nearly all children live in England. The setting meets for five days per week during term time from 8.00 a.m. until 6.00 p.m. The setting also runs a holiday club subject to demand. There are six members of staff employed in the setting, of which two are full-time and four are part-time. All are well qualified and experienced in working with young children.

The setting is registered to take up to 34 children and admits children from two to five years of age. At the time of the inspection, 14 children attended, of whom very few are aged three and funded by the local authority. All children speak English as their first language. The setting has identified that there are no children with additional learning needs.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in March 2015 and by Estyn in March 2008.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- Practitioners plan an interesting and engaging range of learning experiences
- There are beneficial opportunities for children to develop their communication and numeracy skills
- The setting promotes children's understanding of Welsh culture and heritage suitably
- Positive and caring working relationships enable children to settle quickly on arrival and to feel secure and happy
- Practitioners use open ended questioning effectively to extend and support children's learning
- The setting provides a safe and happy environment and has effective arrangements to support children's health and wellbeing
- Daily routines, such as snack time, provide worthwhile opportunities for children to develop important social skills such as co-operation and independence
- The setting makes effective use of all available space

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's leader establishes a clear vision based on delivering high quality learning experiences
- Practitioners actively seek out ways in which the setting can improve
- Practitioners understand their roles and responsibilities, work together successfully as a team and play an important part in moving the setting forward
- The setting has made good progress in taking forward national initiatives, especially in its use of outdoor learning to support the development of children's literacy and numeracy skills effectively
- A beneficial range of partnerships supports children's learning well and impacts positively on enriching their learning experiences
- The setting deploys practitioners effectively and resources are of a good quality and support the learning needs of the children well

## Recommendations

- R1 Increase opportunities for children to use and apply their problem solving skills
- R2 Improve provision and planning for developing children's information and communication technology (ICT) skills
- R3 Further develop children's understanding of other cultures
- R4 Ensure that all initiatives are measurable in terms of their impact on children's outcomes and improving provision

### **What happens next?**

The setting will draw up an action plan that 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?

N/A

**Standards: N/A**

**Wellbeing: N/A**

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 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**

Practitioners plan an interesting and engaging range of learning experiences, which build well on children's existing knowledge, understanding and skills. They use information from ongoing assessments well to plan a curriculum with a sound emphasis of learning through first-hand experiences. This enables most children to make good progress across the areas of learning. However, opportunities for children to apply their problem solving skills independently are underdeveloped.

Practitioners offer beneficial opportunities for children to develop their communication skills. They encourage the children to sing a range of songs and to talk about their learning and life outside the setting. Practitioners extend children's early reading skills well by sharing stories on a daily basis, and children learn to recognise their names through self-registration. There are worthwhile opportunities for children to develop early mark-making skills. They readily use a range of different media, such as pencils when writing shopping lists in the role-play area and chalk and water squirters to mark make outside.

Planning for supporting children's numeracy skills is developing well. There are regular opportunities for children to count and recognise numbers, for example when counting the number of children lining up to go outdoors and recognising numbers on the calendar. Planning to improve children's use of mathematical vocabulary is thorough. Children naturally use long and short or big and small when making dough insects linked to the topic on life cycles.

The setting promotes children's understanding of Welsh culture and heritage suitably through regular visits to the local area and celebrating national events such as St. David's Day. Practitioners use rhymes, songs and instructions throughout the session to promote children's understanding of Welsh successfully.

Planning for the development of children's ICT skills is at an early stage of development. However, there are regular opportunities for children to take photographs outside, which they enjoy looking at, and to record themselves naming the colours of fruits in Welsh.

The setting plans beneficial visits around its locality to support children's understanding of nature and the world around them well. Visitors to the setting, such as the police, a local vet and dental nurse, further extend children's knowledge of people who help us, how to care for pets and keeping healthy. There are appropriate opportunities for children to learn about sustainability and recycling. The setting recycles fruit and vegetable peelings to feed its rabbit and the owner's chickens.

### **Teaching: Good**

There are very positive and caring working relationships between practitioners and children. This enables children to settle quickly on arrival and to feel safe, secure and happy. There are clear rules and routines and practitioners manage children's behaviour effectively and in a positive manner through regular praise. All practitioners are good language role models and this contributes to the good standards of children's oracy skills and enhances their mathematical vocabulary effectively.

All practitioners demonstrate a sound understanding of Foundation Phase practice and interact purposefully with children, using open-ended questioning effectively to extend and support their learning. However, on a very few occasions activities are overly adult-led.

Practitioners assess children's progress regularly by observing and recording what they achieve. They use this information effectively to build a clear picture of what each child can do and to inform the next steps in their planning successfully. Parents have regular opportunities to discuss their child's progress. The setting provides useful information for parents on their website, via regular newsletters and through an informative end of year progress meeting. This helps parents to support their child's learning at home well.

### **Care, support and guidance: Good**

The setting provides a safe and happy environment and has effective arrangements to support children's health and wellbeing. All practitioners are good role models and treat one another and children with respect. Daily activities foster values such as fairness successfully. Practitioners encourage children to take responsibility for their actions and to look after and tidy up resources. They encourage children to share and take turns, for example when waiting to play in the water or sand.

The setting promotes children's awareness of healthy living well. Children understand the importance of washing their hands before eating food or after playing outside. This helps them to become responsible for their personal hygiene. At snack time, children eat fruit and other healthy snacks and drink water or milk. Regular planned physical activities, such as the use of wheeled toys, gardening activities and walks around the parkland grounds, promote children's physical fitness successfully. Practitioners encourage children to develop a suitable sense of awe and wonder through daily outdoor learning opportunities. Children observe wildlife and the pigs from the park and watch caterpillars change into butterflies. The setting celebrates festivals from other cultures such as Chinese New Year. However, planning to develop children's understanding of other cultures is underdeveloped.

Daily routines, such as snack time and lunchtime, provide worthwhile opportunities for children to develop important social skills, such as co-operation and independence when pouring their milk or water. Caring for a pet rabbit and growing their own plants and vegetables encourage children to look after living things successfully.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. The setting has identified that there are currently no children with additional learning needs. However, there are clear procedures to support children with additional learning needs and an effective network of contacts with external agencies, should the need arise.

### **Learning environment: Good**

The setting is a warm and inclusive community where children feel valued and have equal access to all areas the curriculum. There are plenty of resources of good quality, which match children's needs and interests closely.

Practitioners make effective use of all available space. They divide the class bases into areas of learning successfully, including mark making, construction, creative and role-play. Children access resources easily and the environment is bright and stimulating. There are good quality displays of children's work and teaching aids. The accommodation is secure and well maintained.

The setting has access to a range of outdoor areas, including an enclosed play area, wildlife area and the adjacent extensive parklands for nature walks. Practitioners use these well to develop a range of skills across the areas of learning, in particular children's communication and numeracy skills and their sense of awe and wonder when considering nature.

Practitioners encourage children to think of others who are less fortunate than themselves by raising money for a variety of charities, such as a local children's hospice.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting's leader establishes a clear vision based on delivering high quality learning experiences and learning through studying nature. She communicates the setting's aims effectively to practitioners and parents. Practitioners seek out ways in which the setting can improve actively and respond quickly to any guidance from the advisory teacher. Clear and up-to-date job descriptions are in place. As a result, all practitioners understand their roles and responsibilities, work together successfully as a team and play an important part in moving the setting forward. Regular staff meetings ensure that all staff are aware of the setting's priorities for improvement.

Practitioners share responsibility for key areas, making them feel valued and accountable. The setting has made good progress in taking forward national initiatives, especially in its effective use of outdoor learning to support the development of children's literacy and numeracy skills.



The setting makes appropriate use of a system of appraisal to support and challenge practitioners well. Targets link suitably to training needs and areas in the setting's improvement plan. The setting makes beneficial use of meetings to discuss children's achievements and progress and to inform future planning.

### **Improving quality: Adequate**

All practitioners demonstrate a clear commitment to continuous improvement. The setting has appropriate systems for identifying its strengths and areas for development. Regular meetings allow the setting to address day-to-day issues quickly and the leader monitors agreed processes, and feeds her evaluation back to practitioners quickly. Recent initiatives have led to improvements in children's Welsh oracy skills and in the use of the outdoors to support children's numeracy skills. The setting leader gathers a range of suitable evidence to inform self-evaluation and improvement planning. This work includes observations of children's work and an appropriate attention to data. This helps to ensure that there is a regular focus on the setting's agreed priorities for improvement.

The setting takes suitable account of the views of parents through annual questionnaires and has included more trips as a result of their suggestions. Practitioners seek the views of children appropriately in an informal way. They ask about what they like to learn and adapt planning accordingly.

The setting's self-evaluation report is brief, but generally accurate in identifying priorities for improvement. It identifies processes and actions but does not always focus well enough on the impact of initiatives or training on the outcomes that children achieve and on improving provision. The setting improvement plan links to self-evaluation outcomes and outlines suitable targets and steps to achieve these priorities. However, leaders do not always identify costings clearly enough.

The setting has made sound progress in addressing the recommendations from the previous inspection.

### **Partnership working: Good**

The setting has a beneficial range of partnerships, which support children's learning well and impact positively on enriching their learning experiences.

There is a close partnership with parents and carers who value the quality of care and concern shown by practitioners towards their children. The setting keeps parents well informed about what their children are learning through daily informal chats, social media and the setting's useful website. As a result, parents feel knowledgeable about the setting's day-to-day work.

A valuable partnership exists with local primary schools. Teachers visit the setting in the summer term and attend concerts. This promotes a smooth transition for children from the setting to the next stage in their education successfully.

There is a worthwhile partnership with the local authority advisory teacher and practitioners welcome this advice and support. Practitioners benefit from this support in developing and improving the quality of the learning environment outdoors and in assessing children.

The setting has beneficial partnerships with the community. The involvement of a local supermarket contributes well to developing children's understanding of healthy eating through tasting a variety of healthy foods. A visit to a local theatre successfully promoted children's story telling skills.

**Resource management: Good**

The setting deploys practitioners effectively and resources are of a good quality and support the learning needs of the children well. Practitioners are suitably qualified and experienced in working with young children. The sharing of ideas and professional knowledge amongst staff supports good quality teaching successfully.

Practitioners take every opportunity to improve their professional expertise. Recent training on using the outdoors to support children's literacy and numeracy skills is having a beneficial effect on improving provision and promoting independent learning.

The leader is well aware of resource needs and has a sound understanding of budget matters. The setting is beginning to identify expenditure linked to areas for development in the setting improvement plan. An example is the recent purchase of a tablet computer, a child friendly camera and a recording device. These are beginning to have a positive impact on developing children's opportunities for using ICT and improving their oracy skills.

In view of the good quality teaching observed, the interesting and engaging provision, and effective leadership, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

Mrs Susan Davies	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](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.