



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

**A report on**

**Toy Box  
Coleg Cambria  
Kelsterton Road  
Connah's Quay  
Flint  
CH5 4BR**

**Date of inspection: March 2016**

**by**

**Anne Manning  
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:

<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

Toy Box Nursery is based on the Coleg Cambria site in Connah's Quay Flintshire. The nursery is a converted building on the campus and has sole use of the premises. This English-medium setting is over seen by a responsible individual who is also the college principal. A nursery manager and practitioners carry out the daily running of the group.

The nursery is open daily apart from bank holidays from 8.00am until 5.45pm, 51 weeks of the year.

The setting is registered with the Care and Social Services Inspectorate Wales for 106 children. Approximately 60 of the 120 children on roll have parents who attend Coleg Cambria to gain a qualification.

All the children who attend are British and use English as their first language. A very small percentage of children have additional learning needs. There are nine funded three-year-old children; however these were not all present for the inspection. The children who attend mostly live in the local area and come from a range of backgrounds.

The setting receives support from Flintshire local authority and is an exemplar of good practice. The nursery is a member of the National Day Nursery Association and the Wales Pre-school Providers Association.

The last CSSIW inspection was in February 2015 and the last Estyn inspection was 2011.

## Summary

<b>The Setting's current performance</b>	<b>Excellent</b>
<b>The Setting's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The current performance of the setting is excellent because:

- practitioners work highly effectively together to plan a range of innovative and exciting learning experiences for the children;
- experiences outdoors provide an excellent level of challenge for the children and build well on their existing knowledge and skills;
- practitioners are well qualified and experienced and high quality resources are well matched to the needs of the children and the Foundation Phase curriculum; and
- the nursery integrates highly effectively any children with disabilities

### Prospects for improvement

Prospects for improvement are excellent because:

- leadership and management are exceptional;
- highly effective self-evaluation is well established and links into the college business plan;
- practitioner appraisal is very effective. Training is evaluated successfully which has proved of exceptional value for the benefit of the children.
- a small outdoor area has been developed into a forest school. This is a superb feature of the setting; and
- high quality resources support the provision effectively

## Recommendations

- R1 Further develop partnerships with local schools to ensure good transition arrangements for the children when they leave the setting.
- R2 Always show clearly the specific outcomes for the children in the self-evaluation action plan.

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

N/A

#### 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?

Excellent

#### Learning experiences: Excellent

Practitioners work highly effectively together to plan a range of innovative and exciting learning experiences for the children such as camping week where the children bring their tents. Planning takes good account of the interests of the children and clearly shows how literacy and numeracy will be developed effectively through activities. All the children are highly successfully engaged in their learning particularly when outdoors in the forest school. Planning links successfully to the Foundation Phase outcomes and is highly flexible for children's differing learning needs and styles.

Experiences provide an excellent level of challenge for the children and build well on their existing knowledge and skills. Learning experiences encourage children to become independent learners who take responsibility for their own learning well. For example they give out plates or cups without being asked by practitioners. They have opportunities to select tasks and so develop self-confidence. They all show the utmost respect for resources and help their friends.

Practitioners develop children's literacy skills by sharing books including those written in Welsh and by story telling. There are very good opportunities for the children to mark make with a variety of medium and to recognise their names as they self-register with their parents. A superb range of activities particularly outdoors such as counting legs on a spider develop children's numeracy skills well.

By using a good range of Information Communication Technology equipment this ensures that children learn how technology works and how it can help them in their work.

Children have high quality experiences which develop their physical and creative skills effectively. Practitioners show the children successfully how to handle mini beasts with care and respect.

Children have good opportunities to hear and use the Welsh language through planned and incidental opportunities and they celebrate the festivals of Wales such as St David's day and Santes Dwynwen. They make biscuits with the Welsh bear Ticw and take part in daffodil workshops to extend their knowledge and understanding of some of the traditions of Wales.

Visitors to the setting such as the fire service and the ice cream van when the children buy ice creams ensure that the children's experiences are rich and varied.

### **Teaching: Excellent**

All practitioners are exceptionally well briefed and have an excellent knowledge of the Foundation Phase curriculum and how children learn. There are exceptionally high expectations of the children and these are realised in practice. The robust key worker system effectively ensures that practitioners have an excellent in depth knowledge of their children.

There is an excellent balance of adult directed and child led activities and practitioners are all highly skilled at knowing when to intervene in children's play and when to let them discover independently, for example when in forest school children find out what happens when water is mixed with mud and how various combinations make a difference to the finished product.

Children have superb opportunities to experiment at their individual level with practitioners facilitating their learning through play. Practitioners introduce new ideas and problems to solve highly effectively. All are highly motivated and enthusiastic and understand well how children learn. They are very clear about the development opportunities and expected outcomes from each activity.

Practitioners are excellent role models. They use questioning exceptionally well to develop the children's thinking skills and challenge the children's ideas effectively to ensure high quality learning opportunities. They make excellent use of spontaneous experiences such as when finding a dead spider in a corner of their shelter the practitioner held it gently so that they could observe its structure closely.

Practitioners make useful regular observations of the children and use these effectively when planning activities. Children's next steps are identified successfully and parents are made aware of the progress of their children and how they can help them at home.

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

The day to day activities and learning experiences effectively promote the health and wellbeing of the children including their spiritual, moral, and cultural development. All children's social development is good. They are starting to form relationships with each other and with adults around them. They interact well together and help their friends. A few are starting to show concern for others. Children have good opportunities to develop physical skills outdoors and are becoming increasingly aware of keeping healthy and looking after their environment.

Children have a good understanding of right and wrong and all children behave well. The setting fosters values of honesty fairness and respect. Visitors and visits in the locality successfully develop a sense of curiosity and extend and enrich the children's learning.

The nursery provides high levels of quality support for the children and their families and any children with disabilities or additional learning needs are integrated well. There are suitable arrangements such as target setting to help the children to achieve. Practitioners have appropriate strategies for children who need extra help with their learning and there are good links with an appropriate range of external professionals so children make good progress.

There is safe recruitment, there are appropriate policies and procedures in place for child protection and safeguarding and practitioners have undertaken training. The setting is secure and very comprehensive risk assessments have been carried out particularly to keep the children safe in the forest school environment. All practitioners have a current First Aid certificate to care for children appropriately. As a result the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

### **Learning environment: Good**

There is a positive ethos and the setting effectively provides equality of access to the curriculum for all the children. Practitioners know the children exceptionally well and as a result respond successfully to their needs. The setting provides a supportive environment where children successfully display a tolerant attitude to each other.

An effective range of policies and procedures, well known to all, supports the children and their families well. The nursery integrates highly effectively any children with disabilities and additional learning needs and a policy successfully reflects and promotes this ethos.

Practitioners are well qualified and very experienced and high quality resources are well matched to the needs of the children and the Foundation Phase curriculum.

The accommodation is safe, secure and well maintained. It is used effectively and the local environment and college grounds are used well to support the learning of the children.

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

There is outstanding leadership in the nursery which has developed the provision, improved outcomes and wellbeing for the children. All practitioners have an excellent understanding of their responsibilities. As a result they all fulfil their roles highly effectively and meet the children's needs. Experiences such as those in the forest school are innovative and of exceptionally high quality.



There is a clear direction and a sense of purpose. The manager works in conjunction with other senior staff in the college and this ensures a highly effective approach to strategic planning and moving the setting forward.

Highly professional practitioners share values, aims and objectives and show a superb understanding of children and how they learn.

There are effective procedures for inducting new practitioners. Supervision sessions include peer observation and inform annual appraisals which successfully identify training needs so that practitioners can update their knowledge and know what to do to improve. The deputy manager has undertaken forest school training and as a result this has had a superb impact on the outcomes for the children and provided them with outstanding outdoor learning experiences.

The practitioners have made excellent use of an area at the side of the sports track turning it into a forest school. The way in which this very small piece of ground has been made into a forest school in such a simple way is exceptional.

Leaders pay effective attention to meeting local and national initiatives such as literacy, numeracy, Designed to Smile and healthy eating.

### **Improving quality: Excellent**

The nursery has made outstanding progress since the previous inspection. For example the setting has developed a small patch of ground and transformed it in to a superb forest school area for the children to learn in an outdoor environment.

The setting consistently well identifies and builds successfully on strengths. Areas for improvement within the self-evaluation process develop well and link effectively to improved outcomes and well being for the children. Action plans to develop the service are in place however on a few occasions these do not always show clearly how specific outcomes for the children can be improved.

Self evaluation involves all practitioners, parents and children which in turn links highly effectively to the overall college business plan. It includes on going developments such as decoration and innovative developments such as the forest school. Each of the rooms in the nursery carries out its own evaluation which takes into account usage of particular areas so that practitioners can monitor how often children use a learning area. This means that practitioners can be highly flexible in meeting the children's needs because they can adapt not only activities but also learning areas to ensure their full potential for the children's progress.

Practitioners are fully involved in professional development and they contribute superbly to in house training to improve the knowledge and skills of others. The impact of external training is evaluated highly effectively and measured in terms of the progress and wellbeing of the children. Practitioners have visited other sites to share good practice.

### **Partnership working: Good**

The setting is an exemplar of good practice for the local authority and visitors have been to the setting to observe the practitioners at work.

The setting works closely with the local authority and there is a highly effective partnership in place. The setting is quick to make changes that have a positive impact on the children and obtain new resources such as number games as a direct result of a training course.

There is a very good partnership with parents and nine parent questionnaires returned expressed great satisfaction with the nursery and the education provided for their children. They spoke of being fully informed about the work of the nursery and the progress of their children. A Christmas concert results in a DVD for parents so they can talk about the experience with their child at home and so consolidate learning.

An effective key worker system ensures that parents know who is working with their child and that practitioner has an in depth knowledge of their child.

A developing partnership with local schools ensures effective transition arrangements for the children.

The nursery is a member of both the National Day Nursery Association and the Wales Pre school Provider Association. Both organisations provide good support for the setting to improve the children's wellbeing.

### **Resource management: Good**

The setting manages its own resources effectively. Resources of high quality motivate the children to learn and as a result they make good progress and are keen and enthusiastic to learn. Resources meet the needs of the children attending and the Foundation Phase curriculum. The facilities for the children are excellent, for example the forest school. Indoors and out are used well to develop children's skills across all areas of learning.

The setting is well staffed by experienced and qualified professionals who are deployed effectively, they move round the areas of learning to where they are needed, to help and support the children in their learning. Practitioners are engaged in professional development and have good opportunities to learn from others by visiting other settings to share good practice and observe other ways of working. Training undertaken by the practitioners is effectively evaluated and links successfully to the progress and wellbeing of the children.

Future resource needs are well planned for and expenditure is monitored to ensure the best possible outcomes for the children. Leaders are aware of budget matters and accounts are audited.

Overall the nursery provides excellent 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](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 child minders 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.