



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

A report on

**Caego and Berse Private Day Nursery
'New House'
Berse Road
Caego
Wrexham
LL11 6TP**

Date of inspection: June 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

Caego Children's Day Nursery is an English medium setting in the village of Caego, in Wrexham local authority. It opens daily from 7.30am to 6.00pm for 51 weeks of the year and provides funded early education provision every morning during the Spring and Summer terms.

The setting is registered to admit up to 78 children between the ages of two and four years old. The pre-school room, located in a converted church hall, is registered to admit up to 26 children. During the inspection, 19 children were funded by the local authority to receive early years education and nearly all of these were three years old. Most children speak English as their first language. There are very few children with additional learning needs.

The setting employs three full-time and two part-time practitioners. All are suitably qualified and experienced in working with young children.

The setting was last inspected by Estyn in March 2011, and by the Care and Social Services Inspectorate Wales (CSSIW) in April 2015

Summary

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 consistent progress from their starting points
- Most children develop worthwhile literacy and communication skills
- Most children develop their physical skills well
- Most children display positive attitudes and enthusiasm for their learning
- The setting provides a wide range of interesting learning experiences indoors and outdoors
- All practitioners are good language role models and question children well to support deeper thinking and learning
- Arrangements for care, support and guidance are effective
- The setting has a strong, inclusive, family ethos

Prospects for improvement

The setting's prospects for improvement are good because:

- The proprietor and leader manage the setting well
- Practitioners work together effectively to fulfil the aims of the setting
- There is a culture of continuously looking for ways to improve performance
- Leaders consider the views of practitioners, parents and children and act on them purposefully
- The setting has a good track record of making improvements as a result of self-evaluation and action planning
- The setting has a strong partnership with parents and carers
- There is a plentiful supply of good quality resources that support children's learning well

Recommendations

- R1 Improve children's early writing skills
- R2 Ensure that planning covers all the skills in the Foundation Phase Framework
- R3 Improve provision to ensure that children develop numeracy skills effectively across the curriculum
- R4 Improve links with external agencies to provide effective support for children with additional learning needs

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?

Good

Standards: Good

During their time in the setting, most children make good progress from their starting points in line with their stages of development. Most recall previous learning quickly and demonstrate effective knowledge and understanding for their age, across most areas of the Foundation Phase.

Most children develop worthwhile literacy and communication skills. They speak clearly and are confident to talk to visitors about their learning. Nearly all join in confidently with a wide range of songs and rhymes. They concentrate well when they listen to practitioners and express their thoughts in full sentences effectively. Nearly all children listen carefully to stories and enjoy joining in to repeat familiar phrases, such as in the story of the three little pigs. Most children are developing early reading skills successfully. They select books independently from the box and handle them skilfully, turning the pages as readers. A few children engage readily with opportunities to develop their early writing skills. They make marks confidently on the vertical board outdoors and talk about their drawings successfully. A very few children make good attempts to write their own name. However, in general, children do not practise their early writing skills regularly enough.

Most children are beginning to develop suitable early mathematical skills. They use appropriate mathematical language during their play. For example, they discuss and choose the 'big' and 'small' googly eyes successfully when they make faces in play dough. A few children recognise and name a range of shapes including oval and star confidently. A very few children recognise numerals in their surroundings and match these successfully during a game with a practitioner.

Nearly all children respond enthusiastically and effectively to Welsh words and commands. They listen carefully to Welsh stories told by practitioners and relate well to the props practitioners use to support understanding. Most children join in with a range of simple Welsh songs throughout the session. Around half of children say 'diolch' regularly at snack time.

Most children develop their physical skills well. They use soft play equipment enthusiastically and nearly all children climb onto and down from the equipment with ease. Nearly all children are confident to ride on wheeled toys and can pedal and control the bikes effectively.

Children's ICT skills are developing well across the curriculum. A few children use the camera skilfully to take photographs, especially in the nature garden. They are able to show practitioners the photographs they had taken and talk about the images. A few children develop their thinking and problem solving skills well across a range of contexts. For example, they move a pile of sticks from the den building area using a wheelbarrow instead of carrying them in their hands.

Wellbeing: Good

Nearly all children settle well as soon as they arrive at the setting. They are happy to see the practitioners and separate from parents with ease. Most children are keen to learn and readily discuss what they are doing in the setting with visitors. Nearly all children demonstrate exceptionally good behaviour. They pay attention to instructions given by the practitioners and respond positively. Nearly all children demonstrate a strong understanding of the rules and expectations of the setting and follow the routines well.

Nearly all children make choices confidently about where they would like to play. Most are busy and interested in their learning, particularly in activities they choose for themselves. Nearly all children concentrate well and focus effectively on tasks that interest them. For example, a few children persevere until they succeed in making slides for teddy bears out of planks of wood. A few children demonstrate strong self-awareness skills and will happily sing on their own in front of the larger group, or choose to remain indoors to play when most go out.

Most children are developing beneficial self-help skills. They put on coats before going outdoors independently and around half put their own socks and shoes on. Without exception, children wash their hands before snack and when returning indoors, and most children do this without help from the practitioners.

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

Practitioners provide a wide range of interesting learning experiences, indoors and outdoors, that help children progress towards meeting Foundation Phase outcomes. These often reflect the children's interests and ideas purposefully, ensuring that they engage well with the activities. However, practitioners are less successful in providing opportunities for children to develop all the skills in the Foundation Phase Framework systematically over time.

The setting provides many valuable opportunities for children to experiment with new experiences, take risks and develop their physical skills. These include providing logs for children to step across in the nature garden, encouraging children to balance safely. There are many worthwhile opportunities for children to learn to treat all living things with care and respect. For example, practitioners encourage children to leave apple cores for the horse in the nearby field. The setting uses visits and visitors well to enhance children's learning experiences. Practitioners are flexible in their approach to planning and respond quickly to children's interests. For example, they plan worthwhile follow-up visits to the supermarket when children ask to go shopping again.

There are plenty of worthwhile opportunities for children to develop their speaking and listening skills across a range of contexts. Practitioners share books with the children regularly, helping them to develop their early reading skills well. They provide appropriate opportunities for children to practise their early writing skills outdoors. However, there are not enough opportunities for children to mark make regularly indoors.

There is an attractive maths area in the setting. It includes good quality resources for sorting and matching, which practitioners change regularly to maintain the children's interest. However, in general, there are insufficient opportunities for children to develop their numeracy skills systematically across all areas of learning.

Practitioners plan purposeful activities that develop children's ICT skills effectively while helping to strengthen their speaking and recall skills. These include taking photographs using digital cameras and encouraging children to talk about the images.

The setting provides appropriate opportunities to develop children's Welsh language skills. Practitioners model greetings and phrases at snack time effectively and read Welsh stories regularly. Children have worthwhile opportunities to learn about their Welsh heritage. For example, they dress up to celebrate Saint David's Day and taste traditional Welsh foods.

There are suitable arrangements for developing children's understanding of cultural diversity, including a comprehensive range of books and role play equipment.

Teaching: Good

All practitioners have a sound knowledge and understanding of Foundation Phase practice. They have very good working relationships with the children and engage with them fully throughout the session. They know the children well and manage behaviour successfully through consistent routines and regular use of positive praise. This supports children to develop confidence, self-esteem and perseverance in order to complete tasks. There is a suitable balance between practitioner led and child directed play, with strong emphasis on learning through first hand experiences. For example, children experiment with making giant bubbles from cornflour, warm water and washing up liquid. As a result, learning experiences are successful in engaging all children well.

All practitioners are good language role models and question children skilfully to support deeper thinking and learning. They use a wide range of approaches to promote successful engagement and participation. The lively use of songs and chants throughout the session to capture children's interest is a strength.

The setting makes good use of the Foundation Phase Profile to assess children on entry to the setting. They record children's achievements in the different Foundation Phase areas of learning regularly to help measure progress. However, assessments do not focus well enough on the skills the children are developing to enable practitioners to plan the most appropriate next steps.

The setting keeps parents well informed about their child's progress. Parents appreciate the informal daily feedback, informative end of year reports and photograph journals of their children's 'treasured time' in the nursery that the setting provides.

Care, support and guidance: Good

The setting provides a warm, loving and nurturing environment where children feel safe, settled and happy. All practitioners foster values such as honesty, respect and fairness skilfully and they help children to distinguish right from wrong effectively.

The setting has effective arrangements to support children's healthy eating and drinking. Practitioners encourage children to choose a substantial portion of fruit from a selection and to pour their own milk or water independently from small jugs. Practitioners plan worthwhile opportunities to promote children's physical wellbeing. For example, the setting provides daily access to a range of physical equipment and activities both indoors and outdoors. This helps children to develop their physical skills confidently.

Practitioners offer suitable experiences to develop children's understanding of sustainability and cultural development. For example, they encourage children to engage with and respond to music played in the book area. They plan a worthwhile range of opportunities to develop children's sense of awe and wonder effectively. For example, children learn about growing vegetables and express delight when they pull radishes up from the soil.

The setting has many effective processes to identify and support children with additional learning needs. Practitioners ensure that children with additional needs are fully involved in all the setting's activities. However, the setting is not always proactive enough about seeking support from specialist services.

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

Learning environment: Good

The setting is very welcoming and all practitioners are approachable. All practitioners lead by example in encouraging children to show tolerance towards one another, and make sure that all children have equal access to all areas of learning. The setting has a strong, inclusive, family ethos and, as a result, children feel safe and valued.

The setting takes great pride in ensuring that the building and resources are well maintained and very clean. All resources are good quality and stored within clearly defined areas of provision. There is plenty of space both indoors and outdoors. This allows children to leave their building work with large blocks out while they have their snack, showing them that adults value their work. Displays are bright and attractive and support children's learning appropriately. However, there are few examples of children's own work on display.

The setting uses the outdoor space well to enrich children's learning experiences. There is direct access to an outdoor patio area that offers a good range of learning opportunities, which contrast well with those indoors. This allows children to make purposeful choices about where they would like to play and practise their skills. There is an interesting nature garden, which is used particularly well for story sessions and to help children develop their problem solving skills. For example, a few children worked out how to make a 'house of sticks' stay upright successfully, using sticks of different lengths to hold up a large piece of fabric.

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

The proprietor and leader manage the setting well. They have a clear vision for the setting and share this with practitioners and parents effectively. They create a positive ethos and involve all staff in this effectively. They communicate high expectations to all staff and challenge underperformance robustly.

All practitioners have specific job descriptions and understand their roles and responsibilities. They work together effectively to fulfil the aim of the setting, which is to promote high quality childcare in a safe, stimulating and caring environment, giving priority to the children's physical, emotional and intellectual needs.

There are appropriate processes to manage the performance of practitioners. Leaders use these well to identify training needs and areas for improvement. There is a culture of continuously looking for ways to improve performance.

The setting has made suitable progress in meeting the recommendations from the previous inspection. Leaders pay good attention to local and national priorities and there is a suitable focus on developing children's literacy, numeracy and Welsh language skills.

Improving quality: Good

The setting has suitable procedures for self-evaluation. Leaders consider the views of practitioners, parents and children and act on them. The self-evaluation process identifies accurately most of the setting's strengths and areas for improvement, but it tends to be over generous when judging how much progress children make, particularly in relation to improving early writing and numeracy skills.

Actions for improvement arise directly from the self-evaluation process. The action plan is an effective working document that sets out areas for development, planned activities, success criteria, cost implications, timescales and persons responsible. A suitable evaluation is made of the impact of actions. The setting has a good track record of making improvements as a result of self-evaluation and action planning.

Partnership working: Good

The setting has a strong partnership with parents and carers. Parents and carers value the quality of care and concern shown by practitioners towards their children. The setting keeps parents well informed about the activities that take place through noticeboards, social media and detailed newsletters.

Practitioners make effective use of support from the local authority advisory teacher to seek advice and to access training. They act on this advice to improve the provision for children in the setting.

The setting feeds a large number of local schools and arranges a session where teachers can visit the setting to observe the children prior to transfer. This means that there are good opportunities to share useful information before children move to the next stage in their education.

There are useful partnerships with local businesses. For example, the setting has visited a local supermarket to find out about different foods. The supermarket provided transport for the visit.

Resource management: Good

The setting has an appropriate number of suitably qualified staff to meet the needs of the children. Through the setting's processes for performance management, practitioners identify areas for training and development and leaders and managers act to ensure that they meet these needs.

The proprietor and administration officer manage the budget effectively and ensure that the setting has a plentiful supply of resources of good quality.

In view of the standards children achieve and the quality of provision, 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.	10	7 70%	3 30%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	10	9 90%	1 10%	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.	10	9 90%	1 10%	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.	10	10 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	10	7 70%	3 30%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		71%	28%	1%	0%		
Teaching is good.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	9	9 100%	0 0%	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.	10	8 80%	2 20%	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.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		84%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	10	5 50%	4 40%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	10	4 40%	6 60%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		

	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 feel comfortable about approaching the setting with questions, suggestions or a problem.	10	9 90%	1 10%	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.	10	7 70%	3 30%	0 0%	0 0%	0	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.	10	7 70%	3 30%	0 0%	0 0%	0	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	10 100%	0 0%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	18%	1%	0%		

Appendix 2

The inspection team

Vikki Curtis	Reporting Inspector
Jane Rees	Team Inspector

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.