



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Brambles Day Nursery
Rogers Lane
Summerhill
Wrexham
LL11 4SG**

Date of inspection: June 2011

by

Anne Manning

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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Context

Brambles Day Nursery is privately owned and was established about 15 years ago. The small nursery stands in its own grounds of approximately one acre and is located about two miles from Wrexham town centre in 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 entrance has information for parents to view when they drop off or collect their children. Inside, the pre school room is divided into areas for play and outside; the garden around the building provides good opportunities for different outdoor activities.

The nursery is open all year and is registered with Care and Social Services Inspectorate Wales to provide full day care for 36 children.

The last CSSIW inspection was in August 2010 and this is the first inspection by Estyn.

There were nine children present aged three who were eligible for funding during this Summer Term.

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

The majority are all White British and no children have additional needs.

The nursery has an equal opportunities policy and an admission procedure that welcomes all children. The area served by the nursery is considered neither to be advantaged nor disadvantaged.

Most children attending the nursery are from the local area and within a ten mile radius and come from a range of social backgrounds.

Brambles Day Nursery receives support from Wrexham Early Education.

Summary

The nursery's current performance	Good
The nursery's prospects for improvement	Good

Current performance

Children make good progress
Children are confident learners
There is a range of interesting activities

Prospects for improvement

There is a good working relationship with Early Education
There are clear targets for improvement in the self evaluation.
Improvements have already been carried out.
There is an ethos embedded within the nursery of moving forward and developing.

Recommendations

Strengthen the planning and assessment
Develop links with the local community
Provide more child initiated activities that let children find out and discover for themselves.

What happens next?

The provider will produce an action plan that shows how the setting will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All children make good progress and achieve well.

Children match colours and mugs to plates.

All children enjoy stories in both English and Welsh. Many understand the functions of writing and take notepads into different areas of learning. Although a very few can write their name and ask for letters to put into cards they have made there are too few opportunities for the children to recognise their names.

Many know the names of different fish, for example swordfish, and how crabs move.

Children are able to make a range of different sounds with their voices and know how to 'bellow' like a sea lion.

Nearly all are involved in making choices about what they want to do. Children take responsibility and can switch the CD player on and off. The majority use technology confidently for example a mobile phone and a cash till.

Children are good communicators they make their feelings known and nearly all carry out instructions.

They use appropriate language in their play.

They achieve well and have good concentration and perseverance skills and make an effort to develop their play and learning.

Children use mathematical language and concepts in their play.

Wellbeing: Good

All children feel safe and are happy in the nursery. All settle well and quickly to the activities.

Nearly all are developing positive attitudes to learning and show interest in what they are doing, for example 'fishing'. The majority co-operate and work together well.

Nearly all sustain concentration and engage well in tasks. They understand about being healthy and that certain types of food are good for them and their bodies such as milk and toast.

All show good behaviour and are polite and show care and respect.

The majority understand the need to share equipment and take turns such as the bikes and when matching cards.

The children show respect for the toys and equipment and handle them carefully.

They relate well to adults around them and each other and often help their friends.

Key Question 2: How good is provision?

Good

Learning experiences: Good

There is a good range of interesting activities and experiences both indoor and out across all areas of learning. Learning experiences effectively contribute to the children making good progress towards the Foundation Phase outcomes. The garden is divided into exciting areas for the children in which to experience different types of play, for example the bug garden.

Planning is based on continuous, enhanced and focussed tasks and communication ICT and numeracy are embedded into the experiences provided. Although planning and organisation ensure challenge continuity and progression it does not always show where it has taken into account individual learning needs.

Children are confident and independent learners. They find out about re-cycling and re-using with rain water in the troughs. They have had the experience of caring for the nursery rabbit and other animals.

Practitioners encourage the use of Welsh at all times during the session, both in an informal and more formal way, for example through songs and stories. Children are confident to choose their own songs. A Helpwr Heddiw is chosen each day to support the other children and to carry out tasks such as feeding the birds.

Children are involved in Chinese New year experiencing Chinese music, food and a dragon dance.

Children develop thinking skills across all areas of learning, they enjoy the challenge of new activities, for example painting with socks and flip flops.

The children grow their own herbs, potatoes, tomatoes, and strawberries.

They have posted letters and met the postman.

Although there is a range of interesting activities the nursery does not make sufficient use of the local community or visitors to the setting.

Teaching: Good

The practitioners have a good knowledge of the Foundation Phase methodology and child development.

Practitioners make good use of resources to enhance learning.

Although practitioners are mostly aware of when to intervene in activities, for example card games, there is sometimes too much adult direction and there are insufficient opportunities provided to let the children explore and discover for themselves.

All practitioners have high expectations of the children. They observe and assess.

A few activities are well evaluated and have observations that effectively improve the teaching and learning.

Progress and achievement are tracked but information is not formally noted in a way that plans the next steps for individual children.

Parents are kept informed verbally about the progress of the children their wellbeing and development.

Practitioners manage behaviour well and use appropriate groupings indoor and outdoor.

They provide helpful feedback to the children to help them to improve and children are encouraged to do things for themselves.
They use Welsh formally and informally throughout the session with good use of Ticw the Welsh bear, particularly during circle time, singing songs and rhymes.

Care, support and guidance: Good

The nursery effectively develops a sense of curiosity about the world in which the children live, for example the role play area has become a Hawaiian Tiki hut. The practitioners have included a range of different music and to support this Hawaiian music was playing.
The nursery fosters good values for example fairness and encourages the children to differentiate between right and wrong. Behaviour is good and children can follow simple rules.
Practitioners are child protection trained and all staff know how to respond appropriately if a challenge arises.
A parent pack contains a range of policies and procedures to support the service.
The nursery has used a persona doll to ease the stay of a child whilst in hospital.

There are no children with additional needs but there are systems in place to work alongside parents and other professionals.
There are opportunities to learn about and care for living things for example the birds who have any left over toast from breakfast and the nursery rabbit.
The learning experiences promote moral, social, and spiritual development of the children.
The nursery promotes respect for diversity of belief and attitude.

Learning environment: Good

The nursery has established an environment where all children and adults are valued.
An equal opportunities policy ensures that all children are treated on an individual basis and the rights of the child are promoted.
Activities toys and equipment are easily accessed by the children both indoors and outdoors.
There is equality of access by all children to the curriculum and the provision.
The room is set out so that children can see what resources are available and help themselves. The children are confident and competent learners.
There are 3 practitioners working with the children and all are qualified to level 3.
The resources and accommodation are used effectively.

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

The nursery owner understands her role and responsibilities.

The practitioners and children are well managed and supported.
There is an annual newsletter for parents but information is also given verbally or displayed as and when needed.

Areas of good practice that have been identified in the pre-school have been adopted in the rooms of the younger children.

The owner creates a positive ethos and there are high expectations.

There is a sense of purpose that promotes and sustains improvement.

Policies and initiatives are effectively implemented.

Leaders ensure that the Foundation Phase is successfully delivered and outcomes for the children are good.

Improving quality: Good

Nursery has monthly quality assurance reports and this identifies what has changed and improved.

The nursery is preparing a time capsule.

Practitioners have input into the setting self evaluation and this effectively identifies strengths and areas for improvement.

Action is taken to then make those changes. Information is well used to prioritise the areas for improvement.

Practitioners can see how positively the nursery has changed and the impact that this has had on the standards, quality of provision and learning for the children.

There is a very positive culture of self evaluation throughout the setting. Changes in the rooms have impacted well on the rest of the nursery.

Practitioners effectively share ideas and expertise with one another.

Partnership working: Good

A good range of effective partnerships effectively contributes to the learning of the children, their achievements and wellbeing. A good working relationship with the local school, where most children from the nursery will transfer, ensures that teachers have visited the nursery to look at ideas and the nursery practitioners have visited the school.

Students on placement from the local college and from school on work experience add to the richness of the curriculum and extend the learning of the children.

The nursery is involved with fundraising and charity work and children have carried out a sponsored bounce.

There is an effective relationship with the local council and the nursery has been visited by the mayor, the MP and a local councillor.

Parents are invited to a coffee evening and they are able to talk to practitioners at the end of the session or when they drop their children off at the nursery in the morning.

A notice board outside and a newsletter effectively informs parents of what is happening in the nursery.

The nursery has a good working relationship with the Early Education teacher, they appreciate the support and guidance.

The nursery is a member of NDNA.

Resource management: Good

A good range of resources are used well both indoor and outdoor to develop children's skills across all areas of learning. They motivate the children and help them to learn.

There is a good understanding of budget matters and financial decisions are evaluated to ensure that the resources have a positive impact on standards.

The nursery effectively plans for the future and practitioners are able to purchase the resources they need.

The nursery fund raises and gives good value for money.

Appendix 1

Stakeholder satisfaction report

N/A

Responses to parent questionnaires

100% parents strongly agreed with all the statements on the inspection questionnaire

Including:

I am satisfied with the setting.

My child likes this setting.

My child was helped to settle in well when he or she started at the setting.

My child is making good progress at the setting.

Children behave well in the setting.

Teaching is good.

Staff treat all children fairly and with respect.

My child is encouraged to be healthy and to take regular exercise.

My child is safe at the setting.

I am kept well informed about my child's progress.

I feel comfortable about approaching the setting with questions, suggestions or a problem.

I understand the setting's procedure for dealing with complaints.

My child is well prepared for moving on to school.

There is a good range of activities including trips or visits.

The setting is well run.

Responses to discussions with children

Children are happy at Brambles. They like the staff and enjoy the activities.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Anne 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.uk)

If available, the data report can be found on our website alongside this report.