



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

Clebran Day Nursery

24 Vicarage Road

Llandudno

LL301PT

Date of inspection: March 2011

by

Mr Alan Walters

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

Clebran Day Nursery is a private setting serving a wide catchment area around the town of Llandudno. The service operates in a large detached Victorian property on the outskirts of the town

The private setting serves both a rural and urban area that is considered as neither economically advantaged nor disadvantaged. The children who attend come from a full range of backgrounds with the majority having English as their home language.

The setting is open from 7.00 am to 6.00 pm throughout the year apart from bank Holidays. It is registered for 40 children of nursery age. At the time of the inspection 16 three and four year olds were on roll with one funded by the Early Years Partnership. These children attend between 9 and 11.30 daily.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in February 2011. It is the setting`s first inspection by Estyn.

Summary

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

Current performance

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

The setting is good because:

- all children are happy to come to the setting, enjoy learning and take full part ;
- it provides a wide range of interesting activities and experiences that motivate children to learn; and
- there are warm, caring relationships between children and staff.

Prospects for improvement

The prospects for improvement are good because:

- the leader and staff are positive in their attitude towards improvement;
- the Foundation Phase methodology is having a positive impact on children's development; and
- systems for self-evaluation and planning for the future are being well used and developed in order to bring about improvements.

Recommendations

In order to improve the setting needs to:

R1 continue the positive strategies to improve provision for Welsh language development;

R2 continue to develop the self evaluation procedures with a clear focus on the standards achieved by children;

R3 continue to refine the assessment for learning recording so that targets and outcomes can be more effectively tracked and reported upon.

R4 continue to develop further opportunities in education for sustainable development

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	
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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 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

The setting provides all children with interesting and stimulating learning experiences that cater for children's needs and interests across all areas of learning. Practitioners work well to plan a wide range of activities that encourage children to learn effectively and make progress. The learning opportunities encourage children to experiment with new experiences and become confident explorers of their environment.

Practitioners work together to ensure that provision for skills is planned for across the areas of learning. Both the indoor and outdoor provision allows children to access learning experiences that develop literacy, communication, numeracy, ICT and thinking skills daily.

Practitioners know the children well and respond to their varying needs and abilities spontaneously and appropriately during activities as well as planning for specific needs of individual children.

Practitioners show a very positive attitude towards Welsh language provision and some are themselves learners of the language. They encourage children to use the Welsh language at appropriate opportunity in their learning and are sensitive to the children's starting points. Practitioners effectively develop children's knowledge and understanding of the traditions and celebrations of the cultures of Wales. Children are provided with appropriate opportunities to experience out of setting learning.

Children are provided with opportunities to learn about sustainability and recycling. However, these experiences are at an early stage of development and highlighted by the setting as an area for further development.

Teaching: Good

The quality of teaching is good. Practitioners have a good understanding of the requirements of the Foundation Phase and understand the importance of providing opportunities for children to learn through play and active involvement. A good feature of the setting is the way that practitioners succeed in planning a good balance between child-selected and practitioner led or directed activities that meet children's needs flexibly. Questioning is used effectively to challenge children.

Practitioners provide helpful oral feedback to children as they learn. Adult support within the setting is well focused. Practitioners assess children regularly and record observations and assessments in order to plan future activities which meet the needs and interests of the children. However, the system does not allow tracking of learner outcomes sufficiently. Parents and carers are kept well informed about children's achievements, well being and development through daily contact books and parental meetings.

Care, support and guidance: Good

Provision for health and wellbeing is good. The setting has an appropriate policy and procedures for safeguarding. All staff receive relevant training and understand their roles and responsibilities well. Children are happy and secure in the company of adults at the setting and are willing to ask for help and support. Appropriate risk assessments are in place and are updated when necessary.

Learning experiences at the setting promote children's personal development well, including their spiritual, moral, social and cultural development.

At present there are no children with additional learning needs (ALN) attending the setting, but the leader is aware of identification and monitoring arrangements for ALN and of the support that is available from external agencies.

There are good induction arrangements to ensure that children settle quickly into the setting. Links with other local providers and primary school are also effective.

Learning environment: Good

The setting provides a welcoming environment for the children. There are clearly marked areas of learning. There is a variety of children`s work on display along with photographic evidence of the wide range of activities. The setting is fully inclusive with all children having equal access to all areas of provision.

The setting employs sufficient practitioners to meet the needs of all children. Practitioners are appropriately trained and continually undergo a good range of external courses. A strong aspect is the way the leader and practitioners place a clear emphasis on using training well to create a stimulating environment for learning. The setting provides varied resources that are well matched to the children`s needs and interests. Good use is also made of the community to enrich the curriculum and the well maintained accommodation is used extensively.

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

The setting proprietor and management create a positive ethos where staff and children feel valued and respected. Their sense of purpose and clear vision for improvement are having a positive impact on the progress the setting is making and are clearly focused on children`s needs. They are well supported by other experienced staff. There is a developing culture of self-reflection and self-improvement amongst practitioners that helps to develop the good work of the setting.

The proprietor and management use the information about the performance of the setting to monitor progress well. Relationships with children, parents/carers and the community are positive and contribute well towards a strong sense of community. The setting has an appropriate appraisal system in place to support and improve staff.

Practitioners respond positively to relevant national and local priorities. They are fully involved in training and developments to make sure that the Foundation Phase is successfully delivered.

The setting has recently received the Investors in People award.

Improving quality: Good

Practitioners know their setting well. Self-evaluation is ongoing and practitioners consult parents and children in order to identify issues for improvement and help modify planning, activities and resources.

The self-evaluation report as it stands is a useful document that identifies many of the setting's strengths and areas for development. Self-evaluation of specific areas is being targeted following training by the Local Authority. The document identifies appropriate targets for improvement, but does not always explain clearly how practitioners measure the success of these improvements in terms of outcomes for children.

The setting proprietor and other experienced staff are open to new ideas and willing to try out different ways of working. They are fully engaged in professional development and share their knowledge within the setting. Practitioners reflect well on their own practice.

Partnership working: Good

A good range of partnership working contributes to children's progress and wellbeing. Practitioners involve parents/carers in the life and work of the setting and keep them informed about all aspects of the setting's work through daily informal discussions and by displaying dates and information on a notice board.

The setting has good links with a number of local primary schools and very close positive links with the local authority Foundation Phase advisory teacher who works effectively with the setting. Practitioners value the support they receive and are keen to respond to advice and guidance. Practitioners work well together, share information about children and know who to contact when and if additional support is required for children. Good partnerships exist with the local community and the proprietor represents the sector on a number of high level Local Authority strategic groups. Feedback from parental questionnaires is positive about partnership working.

Resource management: Good

The proprietor and managers ensure that the setting is appropriately staffed to teach the curriculum effectively and the developmental needs of all staff are appropriately met. All practitioners are fully and effectively deployed and they ensure that all resources are used effectively to motivate children to learn, both indoors and outdoors. The setting makes good use of the funding it receives and provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

One parents/carer completed the questionnaire and expressed positive opinions about the setting and strongly agreed with the statements, e.g. that their child likes the setting, has settled well and that the teaching is good , that they are kept well informed about their child's progress and that their child is safe in the setting.

Appendix 2

The reporting inspector

Mr Alan Wyndham Walters	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)