



*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**

**The Lily Pad  
RAF Valley Childcare Centre  
Caergeiliog  
Holyhead  
LL65 3NY**

**Date of inspection: May 2012**

**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:

| <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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**Publication date: 18/06/2012**

## Context

Lily Pad Day Nursery is a purpose built nursery situated on an RAF base in Caergeiliog on the island of Anglesey, in North Wales and cares for children from babies up to full time school age. The nursery is divided into areas for the different ages of children: babies, toddlers and pre-school. There are children in the pre-school room from the age of two. Outside; there are different spaces that provide good opportunities for a variety of outdoor activities for all the children.

The nursery was opened in May 2004, is a registered charity and the running of the nursery is carried out by a manager and practitioners.

The large nursery is open week days for 48 weeks a year from 8.00am to 6pm. The nursery is registered with the Care and Social Services Inspectorate Wales to provide full day care for up to 64 children. Nursery education is offered every morning. On both mornings of the inspection there were two children present aged three. The nursery also provides care for children who attend part time school. The last Care and Social Services Inspectorate Wales inspection was in November 2011 and this is the second inspection by Estyn, the first being in 2006.

The nursery is English speaking, with some Welsh, providing care and education for children from families for whom nearly all English is their first language. The early education group 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, but gives priority to children from families who are in the RAF. The area served by the nursery is considered to be disadvantaged and children attending come from a range of socio-economic backgrounds.

Lily Pad Day Nursery receives support from Anglesey Early Education.

## Summary

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|--|-------------|
| <b>The Setting's current performance</b>       | <b>Good</b> |
| <b>The Setting's prospects for improvement</b> | <b>Good</b> |

### Current performance

The current performance of the setting is good because:

There is a good range of learning experiences including ICT.  
Care, support and guidance for the children are good.  
Teaching is good.  
Children are confident, independent, happy learners.

### Prospects for improvement

Prospects for improvement are good because:

There is a strong sense of leadership and management in the setting.  
Partnership working is effective.  
There is a good working relationship with the early education teacher.  
There is an ethos within the nursery of moving forward and developing the provision.

## Recommendations

R.1 Develop the outdoor provision to provide a greater range of challenging activities.

R.2 Review the way in which focussed activities are planned and include outdoor play.

R.3 Strengthen the assessment process by more effectively recording observations of the children and clearly link this to planning.

### What happens next?

The setting will form an action plan showing how it will address the recommendations.

## Main findings

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| <b>Key Question 1: How good are outcomes?</b> | <b>N/A</b> |
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### Standards:

### Wellbeing:

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.

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| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
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### Learning experiences: Good

There is a range of interesting activities and experiences both indoor and outdoor across all areas of learning. These effectively contribute to the children making good progress towards the Foundation Phase outcomes, particularly in ICT in both English and Welsh as a computer with bi-lingual programmes is accessed by the children during each session.

Planning is carried out every month and then broken down into weekly planning to include themes and topics. Although focussed activities have an observation and evaluation included and there is also space to record any extra activities undertaken these need to be further extended.

Outdoor provision also needs to be developed by better focussed planning, to provide a greater range of challenging learning experiences.

Practitioners enable the children to learn about the world around them through experiences such as looking in detail at a lobster. The children discover how lobsters are caught by investigating the properties of a lobster pot and then tasting the lobster when cooked. Activities such as this extend and effectively develop the children's knowledge and understanding of the world.

Learning experiences enable children to build relationships with each other and show respect and tolerance for people from a range of cultural backgrounds.

Children are becoming confident, mature and independent learners and are developing a range of skills. The Welsh language is used effectively particularly during story and circle time and children learn about the culture and traditions of Wales.

An ICT programme introduces children to re-cycling and rain water is used by the children to care for the plants and fruit they grow.

### **Teaching: Good**

All practitioners are qualified and have high expectations of the children. They have good knowledge of the Foundation Phase methodology and child development and make effective use of resources to enhance learning both indoor and outdoor. An excellent circle time was observed with children looking in close detail at a fresh lobster and discussing a large crab shell.

Practitioners are good role models for the children and use questioning well to challenge the thinking of the children. They manage behaviour well and use appropriate groupings both indoor and outdoor. Practitioners provide helpful feedback to the children to help them to improve.

There are visitors to the setting including the health visitor and the police. The children visit the nearby school at least once every week for 'sing and sign' sessions.

Practitioners use the Welsh language effectively both formally and informally throughout the session, particularly during circle time, with stories, singing songs and rhymes.

Although practitioners carry out assessment and observations of the children this needs to be more effective with sufficient evidence to support decisions that link clearly to planning.

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

The nursery fosters good values, for example fairness and honesty and encourages the children to differentiate between right and wrong. Behaviour is good and children willingly follow simple rules and instructions.

The learning experiences promote the moral, social, and spiritual development of the children. The nursery actively supports respect for diversity of belief and attitude. A

parent pack contains a range of policies and procedures that effectively support the service.

There is an appropriate policy and procedure in respect of safeguarding that links to the All Wales Child Protection Procedures. Practitioners are child protection trained and know how to respond appropriately if a challenge arises and there is a senior member of staff who takes responsibility for any issues.

The nursery provides good guidance and although there are no children with additional needs, there are systems in place to work alongside parents and other professionals to directly support the children and their families.

The setting effectively develops a sense of awe and wonder about the world in which the children live and there are opportunities to learn about and care for living things, for example, the vegetables, fruit and herbs that the children grow.

### **Learning environment: Good**

There are three experienced practitioners with appropriate and relevant qualifications working with the children. The nursery has established an inclusive environment where all children and adults are valued and one that takes effective account of and respects diversity of background.

An equal opportunities policy ensures that all children are treated on an individual basis and the rights of the child are promoted. The setting offers equal access to the curriculum and policies and procedures support the running of the provision, for example, the behaviour policy and complaints procedure.

Resources and accommodation are suitable and sufficient to address the requirements of the Foundation Phase, they are used effectively and activities, toys and equipment are easily accessed by the children both indoors and outdoors. The room is set out so that children can see what resources are available and help themselves, developing the children into confident and competent learners.

The local school and immediate environment outside the setting are used well to enhance the existing facilities in the nursery.

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

The nursery manager understands and fulfils her responsibilities and the practitioners and children are well managed and supported. Values, aims and objectives are shared, a positive ethos has been created and there are high expectations for all.

There is a clear direction and purpose in the nursery that promotes and sustains improvement and the nursery is fully focussed on the needs of the children attending.

Policies and initiatives are very effectively implemented and leaders ensure that the Foundation Phase is successfully delivered and outcomes for the children are good.

Verbal and written information for parents keeps them effectively informed and up to date with what is happening in the nursery and parents are encouraged to support the learning of their children.

Practitioners are encouraged to improve their practice and National and local priorities are taken into account such as Designed to Smile and the Anglesey Healthy Pre-school Scheme.

### **Improving quality: Good**

There is a positive culture of self-evaluation throughout the setting. This information is used well to identify strengths and prioritise areas for improvement in the nursery. This results in positive gains for the children.

Practitioners have input into the setting's self-evaluation and action is taken to make changes. Practitioners can see how the provision has improved and this process has had a very positive impact on standards, quality of provision and outcomes for the children.

Practitioners effectively evaluate, share ideas and their expertise with one another. Practitioners have undertaken training with the local authority regarding aspects of the Foundation Phase, and they effectively evaluate and share ideas with one another.

Practitioners work closely with the nearby school and pool resources with them. As well as contributing equipment, expertise is also shared making an effective impact on the standards achieved by the children.

### **Partnership working: Good**

A good range of successful partnerships with a good level of trust and communication between all parties contributes to the learning of the children, their achievements and wellbeing.

There is a very good partnership with the local school and children visit the school at least once every week to 'sing and sign' with the nursery children. They are also involved in Sports Day, a sponsored sing and a Christmas concert. Good transition arrangements are in place for the children moving on to school and resources are lent to the school for projects and in turn the nursery is able to borrow extra resources from the school.

There is a good relationship with parents who are able to talk to practitioners at the end of the session when they collect their children or when they drop them off at the nursery in the morning. Parents are involved in making decisions regarding their children and are also welcomed as visitors to talk to the children about the job they do, for example, a dental nurse.



There is an effective working relationship with the early education teacher from the local authority. The teacher regularly visits the setting and any suggestions are quickly acted upon and the support and guidance to develop the provision is appreciated by all in the nursery.

**Resource management: Good**

There is a good range of resources in the nursery that are used well to motivate children and help and encourage them to learn. Resources that are borrowed are used actively to develop and progress the children.

Practitioners supplement the resources in the nursery, for example, bringing in a lobster to show the children.

Leaders deploy resources effectively and use the funding they receive well.

Future resource needs are well planned for and overall the nursery gives good value for money.

## Appendix 1

### **Responses to parent questionnaires**

There is no commentary on the parent questionnaires due to the small number of responses received. (This is because there were only a small number of relevant children at the time of the inspection.)

### **Responses to discussions with children**

Children are happy and enjoy coming to the nursery. They like all the staff and the activities particularly playing outside and going to over to school to sing.

## Appendix 2

### The reporting inspector

|              |                     |
|--------------|---------------------|
| Anne Manning | Reporting Inspector |
|--------------|---------------------|

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

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

## Glossary of terms

|   |  |
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| <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 partnership's 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>   |

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| <b>National Childminding Association (NCMA)</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 (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.  |