



*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**

**Bridgend College Day Nursery  
Cowbridge Road  
Bridgend  
CF31 3DF**

**Date of inspection: September 2013**

**by**

**Mary Dyas**

**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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## About the setting

Bridgend College Nursery was opened in 1992 when it occupied a space within the main college. In 1997 it moved into the present purpose built premises in the grounds of Heronsbridge School. The nursery is open five days a week from Monday to Friday between 7.00am and 6.00pm closing only for bank holidays. Fifteen children are currently registered in the pre-school room of which four are three year olds in receipt of funded educational provision. The parents of children attending the nursery comprise students at the college, staff at the college, families living in the neighbourhood or parents using the facility for childcare while they are at work. All children in the pre-school room come from homes where English is the main spoken language. There are no children from ethnic minority backgrounds.

The setting operates an Equality and Diversity Policy and the children are accepted regardless of race and religion. The nursery makes good provision for children with additional learning needs and is fully accessible to children and adults with physical disability.

The nursery is a purpose built single storey building with a dedicated outdoor area directly accessed from the rooms used by the older children. The pre-school rooms are set up with permanent areas to support continuous provision and are brightly decorated with examples of children's group and individual work.

The Care and Social Standards Inspectorate Wales last inspected the setting in September 2013 and Estyn in November 2007.

## Summary

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

### Current performance

#### Excellent features

- The dedicated staff team works closely together to create a dynamic and stimulating learning community;
- The highly creative, interesting and exciting curriculum planning is fully focussed on the needs of the children and thoroughly engages their interest;
- The innovative teaching is well balanced between adult led and child selected activities; and
- All children are enthusiastic learners, confident in the setting and behave very well. They form warm and caring relationships with one another and with the adults who care for them.

#### Good features

- All children enjoy their time in the setting and make good progress across the curriculum in relation to their starting points.

### Prospects for improvement

#### Excellent features:

- The management team is highly effective in its organisation, leadership and monitoring of the work of the setting and ensures that the needs of the children both as a group and as individuals are paramount;
- High expectations are shared by all staff;
- Self evaluation is firmly established throughout the setting and the information from this is used effectively to prioritise areas for development;
- The current, highly effective self-evaluation document is fully owned by both staff and managers and is honest and helpful in identifying targets for improvement;
- The systems in place for self evaluation and planning for improvement are robust and lead to improved outcomes for pupils; and
- The strong partnerships with the college, parents and the community contribute significantly to children's learning experiences.

#### Good features

- Arrangements for staff appraisal are effective and clearly identify staff training needs. and
- The nursery has a strong record of implementing change in response to self-evaluation.

## Recommendations

R1. Develop the start that has been made to provide more opportunities for children to begin to evaluate their own learning and to be aware of how they can improve by setting and sharing individual targets. This has been identified in the setting's development planning.

R2. Build on current practice to give children more opportunities to be involved in making decisions related to them and what they would like to learn about. This has been identified in the setting's development planning.

### **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?

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?

**Excellent**

#### **Learning experiences: Excellent**

The setting provides children with an exceptional range of interesting and innovative learning experiences that engage their interest and support their learning. Staff work together to plan an exciting and varied curriculum and children are actively involved in discussing what they will learn. Planning is detailed and clearly identifies the progression of skills across the areas of learning. Well focused activities provide high quality experiences to ensure all children are well challenged and actively involved. Practitioners work hard to provide carefully and imaginatively enhanced provision. Each topic offers interesting and intriguing activities for children to experiment with and investigate. For example, as part of the current topic a small building in the outdoor area has been transformed into the inside of an African hut complete with an artificial open fire and cooking pots, animal skin rugs and cushions. This highly effective practice not only ensures that the activities are meeting the identified learning intentions but also that any targets for individual children are being met. An outstanding feature of the setting is the way in which activities are co-ordinated to ensure that they not only engage the children but focus on specific skill development.

The provision to develop children's knowledge and understanding of the Welsh language, culture and traditions is good, including the celebration of St. David's day. Practitioners use incidental Welsh systematically throughout the session and this is beginning to impact on children's independent use of the language. Welsh is included in the planned focus activities each week.

## **Teaching: Excellent**

Staff have a very good knowledge and understanding of the Foundation Phase. They plan stimulating learning experiences using a wide range of resources and make learning fun. The local authority's skills ladders are well used to identify learning intentions for planned activities and these focus well on the progression of skills for all children. Planned focus activities are differentiated to the needs of children of all abilities.

Staff already know the children well as individuals and provide positive support. All encourage children to try and they give high levels of praise. They interact very effectively with the children throughout the sessions and demonstrate an exceptionally close understanding of the learning intentions for each activity and area of provision alongside the children's individual levels of development. All staff use questioning positively to challenge children to think and to assess their knowledge and understanding. They show a good understanding of when to intervene and when to stand back and allow children to explore for themselves. All staff are well prepared and know which areas they are working in. They model play positively with the children, for example when playing in Percy the Park Keeper's potting shed.

A strong feature of assessment in the setting is the conscientious high quality evaluation of every planned activity and the identification of the next steps for the group or for individuals or the need to repeat the activity to consolidate learning. An on entry assessment is made when children reach the pre-school room and a range of strategies is used to monitor their progress and development. The children's 'Learning Journey' profiles are regularly updated with information from observations to form the basis of the information to be passed on to the receiving primary schools. The setting encourages daily communication between staff and parents and carers to exchange information about their child and they are also offered a more formal opportunity towards the end of the summer term to speak to their child's keyworker and to see the evidence of their progress.

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

Good arrangements are in place to ensure children's health and wellbeing and these have a positive impact on children's development. The nursery is taking part in a healthy eating and sustainability scheme recommended by the local authority and the children show a good understanding of making healthy choices. They are actively involved in recycling. The setting provides a warm and safe environment for children to grow and learn. The interesting and enjoyable activities encourage children to want to find out more because their learning is fun. Good emphasis is laid on the importance of being kind and thoughtful to others and all children understand what constitutes unacceptable behaviour.

Good procedures are in place to ensure that children settle quickly when they start in the pre-school group. The setting feeds into a large number of schools and has helpful arrangements to ensure the transfer of necessary information.

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

Learning experiences promote children's personal development well, including their moral, social and cultural development. The setting effectively identifies children's specific learning needs and play plans identify appropriate targets for improvement. These are shared with parents and are reviewed regularly. The co-ordinator for children with additional learning needs tracks the progress of pupils receiving targeted support carefully and all children make good progress.

### **Learning environment: Good**

The setting is attractive and welcoming. It provides a bright and inviting environment which is enhanced by large, colourful displays of children's work that support the current planned activities. There is a warm and caring ethos where all children are valued members of the group. All children are fully included in all activities and are treated equally. The outdoor area is well equipped and fully supports and enhances the indoor activities. The setting also makes good use the Forest School initiative in Bridgend.

A good ratio of well-trained and experienced practitioners meets the needs of all children. They are very well aware of the needs of the Foundation Phase curriculum and highly committed both to their continued professional development and to providing the best possible learning environment for the children in their care. Resources are of a very good quality and quantity.

The children's learning experiences are enhanced by a good range of visits to the locality and beyond and by visitors including a music specialist who provides an enjoyable weekly session that helps to ensure continuity and progression in developing pupils' musical skills.

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

The nursery is exceptionally well managed by the nursery manager who is supported by two supervisors, one of whom leads the pre-school room. Roles and responsibilities are clearly laid out and understood and the low turnover of staff is a strong indication of the job satisfaction found by the practitioners.

The manager is passionate about the need for high quality provision and she has high expectations of herself and her staff and of the children. This is communicated to all staff working in the nursery. All take on individual responsibilities and support



one another very successfully towards a common goal of providing the best possible environment for the children.

There is a clear and effective system of staff observations by the nursery manager which take place four or five times a year. These observations are considered in appraisal and are used to direct target setting and identification of future training. Staff in the pre-school room are highly committed to what they are doing and strive to provide a stimulating learning environment for the children. They attend many courses to improve their knowledge and understanding and are quick to implement good ideas which they review to ensure that they are having a positive impact on the children. A well established induction programme is in place for new staff.

The nursery is currently working towards the Health and Sustainability Pre-school Award which is an initiative supported by the local authority.

### **Improving quality: Good**

Self-evaluation involves all staff and takes into account their views, experiences and expertise and the views of parents are sought through annual questionnaires. The setting manager and her senior assistants routinely monitor teaching and learning. The current self-evaluation document is honest and realistic and the setting is working positively towards meeting its targets. Managers identify strengths and areas for improvement. Development plans are effective in building on strengths and tackling areas for improvement consistently and innovatively. Progress is monitored regularly and success measured against the impact on children's learning.

All staff benefit from attending training offered by the Local Authority. Managers routinely measure the impact of training in terms of its effect on children's progress and wellbeing.

### **Partnership working: Excellent**

The setting has developed a broad range of effective partnerships that widen the educational experiences available to the children. These have a very positive impact on pupil outcomes.

The nursery has built up close relationships with parents and carers through daily contact, often since the children were small babies. This is enhanced by high quality newsletters that give helpful information about planned activities in the different areas of learning and specific suggestions as to how parents can help their children's learning.

The setting is highly regarded by the local authority and representatives from several settings within the authority have been brought to visit to see the good practice that is

in place. Additionally, the local authority has made a video of a focus task session to show at training days. The setting takes good account of the advice given by the local authority and is quick to act on advice and implement new ideas. Staff have been involved in a number of county working parties such as devising small assessment steps for additional learning needs and putting together the self evaluation documents.

The nursery has built up excellent mutually beneficial partnerships with other providers of education nearby. They welcome a large number of students from both the college and secondary schools throughout the year that impact positively on the children providing them with additional support and fresh ideas. The development of their shared outdoor area with Y Bont, a family centre providing care and support to children with a disability and their families, enables children from both settings to benefit from the provision and is a particularly innovative link. Children from Y Bont also integrate with the nursery for two short sessions during the week, which is proving to be successful and is enjoyed by children from both settings.

### **Resource management: Good**

The nursery makes effective use of its staffing and financial resources. The manager monitors her budget carefully and ensures that spending decisions relate to identified priorities. Staff uphold the budget by searching for bargains to support their planned activities. Staff in the setting are very reflective and are constantly seeking to improve the provision. They actively seek new ideas to implement to help the children in their care and regularly attend a range of courses offered by the local authority. In addition to welcoming visitors from other settings they have also visited a setting within the authority to share good practice and gain new ideas.

The setting is very well resourced with a wide range of good quality equipment which is readily accessible by the children. Practitioners reflect informally on the impact of training and new equipment.

Staff are informally deployed during the sessions and ensure that all areas of learning are appropriately supported. They make good use of their individual areas of expertise in planning and setting up activities to provide good learning experiences for all children. As a result of the good standards most children achieve during their time in the setting, the nursery provides good 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 Mary Elspeth Dyas

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))

## 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 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>

<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.