



*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**

**Bright Start Day Nursery  
Pembrokeshire College  
Haverfordwest  
Pembrokeshire  
SA61 1SZ**

**Date of inspection: March 2012**

**by**

**Branwen Llewelyn Jones**

**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 Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Bright Start Day Nursery is a private setting which is registered under the Children Act 1989. It is a full day care nursery which is run by Pembrokeshire College of Further Education and has charitable status under the 1992 Education Act. It was opened in December 1993. It is open to staff and students of the college and to the general public and is used by parents from a wide geographical area. The nursery is sited in the grounds of the college campus. It is an open plan design and opens onto a garden which is used daily by the children.

The nursery provides care for children for five days a week from Monday to Friday between 8.00 a.m. and 6.00 p.m. for fifty weeks in the year. Children attend from the age of a few months and they leave full time care when they begin school. At present the number of children registered at the nursery is as follows: Twelve children up to the age of two and twenty-six between the ages of two and five. The setting is registered to provide for a maximum total of thirty-eight children. At the time of the inspection only one child was funded.

The area is recognised as one which is neither advantaged nor disadvantaged.

It is an English medium setting in which children are also introduced to the Welsh language. English is the first language of all but two children; one is from a Welsh speaking home and the other from a home where the main language of the family is Greek. At the time of the inspection there were no funded children with additional learning needs.

Nineteen members of staff are employed including the leader. All have appropriate qualifications in early years education including NVQ levels 2 and 3, NNEB, BTEC and the leader is studying for a degree in early years education. All practitioners have received training for the Foundation Phase. The setting is led on a daily basis by the Day Nursery Officer and its senior manager is the Director of Learner Services who is also the responsible individual. The nursery has close links with the department for Child Care at the college and receives students from the department on placement.

The last inspection by Care and Social Services Inspectorate Wales was conducted on 15h October 2011 and the nursery was inspected by Estyn in March 2005.

## Summary

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

### Current performance

The provider's current performance is good for the following reasons:

- children achieve well and make good progress from their starting point;
- they are happy and safe in the setting;
- children receive interesting experiences which match well their interests;
- the teaching is of a consistently good standard;
- effective use is made of observational assessment to plan the next steps,  
and
- practitioners work well as a team.

### Prospects for improvement

The provider's prospects for improvement are good for the following reasons:

- the culture of professional reflection which is based on self-evaluation;
- the good standard of leadership;
- the setting's commitment to continuous professional development, and
- the excellent partnership with the college.

## **Recommendations**

In order to maintain and improve provision and achievements practitioners should:

R1 make the self-evaluation report more manageable by having a sharper focus on the main areas for development and prioritising these.

### **What happens next?**

The setting will produce an action plan which sets out how these recommendations will be met.

## Main findings

### Key Question 1: How good are outcomes?

There is no report on children's progress, standards in the development of their skills, the Welsh language or wellbeing because there are too few of three years of age to report on without identifying individual children.

### Key Question 2: How good is provision?

**Good**

#### Learning experiences: Good

Practitioners work well together to plan a wide range of activities which stimulate, engage and challenge children to learn effectively. Planning meets the needs of individual children well and ensures that all make good progress towards the outcomes of the Foundation Phase. It builds well on children's knowledge, understanding and skills. Practitioners plan together using assessments they have made and the evaluation of the previous week's provision to ensure it meets the needs and interests of the children. Practitioners make valuable contributions to the planning from their observations of those children for whom they are key workers.

Practitioners know the children very well and provide experiences which respond appropriately to their needs, abilities and interests. Learning experiences enable children to develop communication, numeracy and ICT skills every day.

The opportunities provided for the development of children's Welsh language skills are good. Practitioners give instructions in Welsh regularly and feed the children with vocabulary, rhymes and songs. They celebrate the Welsh culture enthusiastically through stories and celebrating Dydd Santes Dwynwen and Dydd Gŵyl Dewi.

Practitioners give children good opportunities to develop as enthusiastic, confident and independent learners who develop good skills in all areas of learning. Children have very good opportunities to learn through their natural environment when exploring their living garden where they help plant and tend vegetables. They learn about sustainable development by putting waste food in a bin to make compost for their garden and by sorting plastic and tins for recycling. Visits to places linked to the theme such as Llŷs-y-Frân and Tesco enrich well children's learning experiences.

Children develop good relationships with others and they demonstrate respect and tolerance towards everyone including people from different cultural backgrounds.

## **Teaching: Good**

Practitioners have a good knowledge of child development and current developments in the field. They understand well the requirements of the Foundation Phase and have high expectations of children according to their stage of development. Behaviour is managed positively in a sensitive manner and as a result, children learn lifelong dispositions including the importance of showing respect and kindness towards others.

Practitioners use well a variety of interesting teaching strategies to stimulate the children to learn and make well-judged interventions to extend their learning. They use well open-ended questions to extend children's learning and thinking skills. The flexible organisation ensures good opportunities for the children to make their own decisions about their learning and develops well their independence and self-confidence.

Practitioners know and understand the children very well. They assess through observing the children while they engage in their experiences noting significant things and discussing their observations. The information gathered is fed into the next stage of planning. They track children's progress regularly and record it in all areas of learning. This information is used effectively to meet children's individual needs and interests. Parents receive a full and informative report about their children when they leave to attend school.

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

Practitioners create a family atmosphere in the setting where children are happy. Each child is valued and respect is shown for their ideas and interests.

Practitioners develop well the children's awareness of the importance of healthy eating, physical exercise and dental hygiene. Children's curiosity about their lives and beliefs and those of others is developed very well, for example, through visits from the Christian and multi-faith chaplains, taking part in a nativity play at the college, celebrating Mothering Sunday, Easter, Diwali, Eid and Ramadan. Practitioners enable children to develop a sense of awe and wonder about the world around them through the extended opportunities they have to explore their natural environment in the living garden.

Practitioners nurture well the morals and values they believe are necessary to the holistic development of the responsible child. Children learn about the importance of fairness, honesty and truth and know well the difference between right and wrong in the context of their young lives in the nursery. Provision enables the children to socialise well, to take responsibility, to display initiative and to develop a good understanding of living and sharing within their community. They have regular opportunities to make decisions and all enjoy their learning.

The relationship between the setting and the schools to which children go is good and ensures a successful transfer to school for all children. All practitioners have received training in child protection. All the necessary procedures for child protection are in place and they reflect the requirements of the All Wales Child Protection Procedures 2008.

There were no children identified as having additional learning needs during the inspection. Every child has access to all areas of learning and the rich experiences provided and all make good progress.

### **Learning environment: Good**

Practitioners have created a warm and positive ethos in the setting. Adults show affection and kindness towards each child. Practitioners know the needs and interests of the children very well and they respond to them with sensitivity using their thorough knowledge of the children's backgrounds. Each child has equal access to every aspect of the curriculum. As a result of the respect for the child and the values and the standards and values demonstrated by the staff, children develop tolerance, positive attitudes towards their learning and good behaviour. All show concern and kindness towards their peers, adults and to visitors.

The setting has positive policies and procedures for dealing with any problems of aggressive behaviour and to promote equal opportunities and the rights of the child. These are known to all and are implemented and monitored effectively. The nursery is registered by the Care and Social Services Inspectorate Wales and there were no recommendations in its last report. Risk assessments are conducted regularly.

The ratio of adults to children is good and each practitioner has appropriate qualifications. Practitioners address the requirements of the Foundation Phase well.

The attractive room is of a high standard and children enjoy their experiences in every area of learning both indoors, in the immediate outdoor area and the garden in the college grounds. The setting's use of its immediate environment, the college facilities and the college community enriches well children's learning experiences. Practitioners use the outside area well to promote children's skills across each area of learning and their ability to concentrate and persevere.

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

The leader gives clear direction to all aspects of the life of the nursery and the process of improvement. She and both temporary deputies work together well and share clear principles and objectives which are based on a good understanding of

child development. These are seen to be implemented in the active and interesting learning experiences which the children receive, the inclusive ethos and the way in which children are encouraged to make decisions and choices about their learning.

All practitioners fulfil their responsibilities effectively and demonstrate a strong commitment to their role. The leader and deputies contribute to the strategic planning of the nursery sharing the values they wish to promote by personal example. They have high expectations of themselves, staff and the children together with targets which ensure good provision and high standards of achievement. Progress towards achieving targets is monitored regularly.

The setting improvement plan is derived from the results of the setting's self-evaluation process and gives clear direction to the life and work of the setting.

The management team is well informed about all that happens in the setting. Its members understand and fulfil their roles well. They are well informed about the performance of the setting which they discuss in their regular meetings. The registered person visits regularly and the setting benefits greatly from her support, for example, it has made very good progress since implementing the recommendations of the commercial review she undertook in 2008. The management committee makes good use of sound information to make effective decisions and it fulfils its legal responsibilities. The leader meets national and local priorities in accordance with the requirements of the Assembly and the local authority.

### **Improving quality: Good**

The setting makes effective use of its self-evaluation to identify strengths and areas for improvement. The self-evaluation report is thorough and leads to sound strategies for improvement which ensure positive outcomes for each child. The Leader consults with parents and care-givers in order to inform the self-evaluation. Information collected from parents' questionnaires is used to identify areas for improvement. The setting makes effective use of the support of the local authority's advisory teacher and implements effectively her recommendations.

Following the process of self-evaluation a setting improvement plan is produced which indicates a good awareness of the setting's performance and focuses on raising standards by improving provision and setting clear targets. All practitioners contribute to this.

Practitioners undergo an annual appraisal interview with the registered person in order to identify their continuing professional development needs. They attend training courses regularly and the positive impact of this is seen in the teaching and children's welfare as practitioners implement what they have learned.

### **Partnership working: Excellent**

The setting works exceptionally well with the Child Care Department of Pembrokeshire College in a number of ways which have a positive impact on provision, standards and on practitioners' professional development. The afternoon they spend every week in the specifically adapted room gives children stimulating experiences and practitioners a valuable opportunity to observe and assess the implementation of current research and the children's development. They also discuss with department staff teaching strategies to enhance provision. Department staff, in turn, gain valuable knowledge which they use well to prepare their students for placement at the nursery.

The partnership with the college gives children opportunities to mix with people of different ages and ethnic origins and valuable experiences such as participating in services, concerts and other special events. These experiences enhance children's independence and self-confidence and contribute well to their high level of self-esteem.

The leader works effectively with the local authority's Foundation Phase advisory teacher in order to improve provision and to raise standards. Practitioners work closely with all stakeholders, especially parents and care givers, and consult with them and implement their suggestions.

Partnerships with the main schools to which children transfer are very good. Practitioners work closely with the schools' Foundation Phase and head teachers and these partnerships have a positive effect on standards. There are also very effective partnerships with the Wales Pre-school Providers Association and the Early Years Development and Childcare Partnership which enhance provision and welfare considerably.

### **Resource management: Good**

Practitioners are well deployed in order to make the most effective use of their expertise and to ensure good provision. They use resources effectively indoors and outdoors in order to provide exciting experiences for the children and to broaden their horizons. They measure the effect of resources on learning and teaching and plan well for future resource needs. Practitioners use the outdoors very well to develop children's skills in all areas of learning.

Leaders make the best possible use of the setting's resources and budget in order to offer the best provision. The setting provides good value for money.

## Appendix 1

There is no commentary on the parent questionnaires due to the small number of responses received.

### **Response to discussions with children**

Every child is comfortable when talking with a visitor and they say that they are very happy in the nursery. They talk about their friends and say that they know what to do if they are unhappy or worried about something.

## Appendix 2

**The inspection team / reporting inspector – delete as appropriate**

Branwen Llewelyn Jones	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](http://www.estyn.gov.uk))

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

## 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.