



*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**

**Bumble Bees (Bronington) Pre-School Playgroup  
The Mobile  
Bronington VAP School  
School Lane  
Bronington  
Whitchurch  
SY13 3HN**

**Date of inspection: March 2015**

**by**

**Anne Manning  
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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## Context

This English medium setting is based next to the village school in Bronington. The setting opened in 1984 and serves the local area, with children attending mostly from the village. The group is run by a committee with the leader, who is also a registered person, taking responsibility for the day-to-day running of the setting.

The setting provides day care for children from two years of age to full time school age and is open for five days each week. It also provides part-time funded education for three year olds for three mornings and two afternoons. There were two funded children at the time of the inspection.

All children who attend the setting are British and use English as their first language. No children have additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate Wales in September 2014 and by Estyn in 2008.

## 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 current performance of the setting is good because:

- learning experiences are varied and interesting;
- learning resources are plentiful and of high quality;
- the setting provides good quality care, support and guidance for all children; and
- the learning environment is of good quality.

### Prospects for improvement

Prospects for improvement are good because:

- leadership is good;
- staff share an agreed vision for the setting and work together well to ensure that they fulfil its aims;
- leaders have a good understanding of the setting's strengths and areas for improvement; and
- leaders pay effective attention to local and national priorities.

## **Recommendations**

R1. To provide more opportunities for children to learn and find out for themselves.

R2. To link self evaluation to improvements in standards and learning outcomes for the children.

### **What happens next?**

'The setting will draw up an action plan that shows how it is going to address the recommendations.'

## Main findings

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

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.

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

**Good**

#### Learning experiences: **Good**

Good organisation ensures children learn successfully. Activities are focused well and planning includes a good range of interesting learning experiences that engages all children successfully. Practitioners encourage children to form positive relationships with each other and with adults and to show respect for all cultural backgrounds.

The curriculum builds appropriately on children's existing knowledge and understanding. Learning experiences including a chatterbook, chatterblock and programmable toy provide good opportunities to develop both thinking and Information Communication Technology skills.

Provision for developing children's literacy and numeracy skills is effective. Practitioners develop children's literacy skills by sharing books, including those written in Welsh, and through story telling. There are good opportunities to develop children's early mark making skills and for them to recognise their names. Practitioners use a suitable range of mathematical equipment and activities to develop children's numeracy skills effectively, such as using a calculator.

All practitioners use Welsh regularly and effectively and as a result children answer simple questions and respond well to Welsh instructions. Children have good opportunities to learn about Welsh culture and traditions through learning a range of Welsh songs and celebrating festivals, such as St David's Day with the school.

Children have beneficial opportunities to learn about the world around them and caring for living things by gardening and looking after wild life. Practitioners make good use of the outdoor environment of the school grounds to enhance children's learning experiences and by visiting the local shop children find out about the world of work.

## **Teaching: Good**

Practitioners have a good knowledge of child development and of the requirements of the Foundation Phase. Overall they use an appropriate range of teaching techniques and learning experiences, to maintain children's interest effectively. Although practitioners have high expectations of children they do not always intervene appropriately in children's learning. As a result many activities are adult led and children do not have sufficient opportunities to find out for themselves. Practitioners use questioning well to extend children's knowledge and understanding successfully.

All practitioners work well as a team. They have a good understanding of what is required of them. As a result, there is consistency of approach in using positive strategies for managing such things as children's behaviour.

Practitioners make regular meaningful observations of the children. Their progress is regularly reviewed and links to the planning of activities and individual children's next steps well.

The setting provides parents with useful information about their child's progress through sharing assessment records and daily feedback.

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

The setting provides a good level of care, support and guidance for all children and as a result, children feel secure and learn effectively.

The setting promotes children's health and wellbeing successfully through an appropriate range of policies and procedures. It introduces children to a range of healthy foods. Daily outdoor sessions encourage children to be active and to use physical apparatus with increasing control.

An appropriate range of learning experiences fosters children's spiritual, moral, social and cultural development well. They are helped to distinguish right from wrong and to develop an understanding of living and sharing with others. Children have good opportunities to learn about the importance of caring for the environment through growing flowers in their garden, and observing birds and wildlife and simple paper and plastic re-cycling.

There are comprehensive arrangements to support children with additional learning needs. Practitioners provide effective strategies and support for children who need extra help with their learning. The setting works successfully with parents and has successful links with a suitable range of external agencies to support children.

The setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

### **Learning environment: Good**

The setting's ethos creates a welcoming atmosphere for the children. It is an inclusive group where every child and their background are valued and each receives equal access to all learning experiences.

Learning resources are plentiful and of high quality and meet successfully the needs of the children who attend. The setting uses these innovatively, particularly during registration to support and extend children's learning. Resources are easily accessible for children and support the requirements of the Foundation Phase well. There are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children.

The building and the outdoors offer suitable facilities and are used effectively. These are bright, attractive and well maintained. The outdoor learning environment has been designed well to maximise opportunities for learning using the space available. The outdoors provides good opportunities for the setting to enhance children's play experiences particularly effectively and the school environment is used well. The site is safe and secure.

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

Good leadership contributes positively to the wellbeing, progress and achievement of the children. Overall learning and teaching are managed well and leaders have a clear understanding of the progress children make.

There is a positive ethos and leaders have high expectations and support the setting effectively through sound advice and guidance and manage children and practitioners well. Practitioners have a clear direction and a sense of purpose that promotes and sustains improvement. They work well together to ensure that they fulfil its aims and ensure that any changes impact positively on provision and standards. They are enthusiastic and well motivated. Leaders take good account of local and national priorities such as literacy and numeracy and healthy eating.

All practitioners are aware of their roles, responsibilities and duties and support children's learning appropriately. There are effective processes in place to appraise their performance and as a result they are aware of what they need to do to improve. Leaders use these processes well to identify training needs and they respond to these needs appropriately. They support practitioners effectively in developing their knowledge of the Foundation Phase. All practitioners take advantage of opportunities for training to extend their knowledge and skills.



### **Improving quality: Good**

The setting has successfully addressed the recommendations from the previous inspection. The practitioners have made considerable changes to the setting since the last inspection increasing resources such as multi cultural items, and outdoor learning experiences. The indoor learning environment has been highly effectively improved for the children by re-decorating the premises, new toilets and repairing the roof.

The setting has developed a successful self-evaluation process that identifies its strengths and areas for development well. It reviews its practices regularly and encourages staff to feed into this process. The setting takes good account of the views of parents and children who have useful opportunities to talk about the activities that they enjoy. Although the information from the self-evaluation process results in positive gains for the children, such as the re-organisation of the rooms, it does not link sufficiently well to improvements in standards and outcomes.

The setting has a positive culture of practitioners sharing their expertise and knowledge. Practitioners are willing to learn new ways of working and use information from training well to develop their practice for the benefit of children and as a result, they effectively raise standards and support the learning of the children.

### **Partnership working: Good**

The setting has a good range of effective partnerships that impact positively on children's wellbeing and the standards that they achieve.

Partnerships with parents are good. The setting encourages parental feedback to ensure it identifies any issues or concerns and can deal with them appropriately. The setting keeps parents well informed about the activities children undertake on a daily basis and through regular news letters at the beginning of each term.

The setting has an effective partnership with the local authority advisory teacher who visits the setting to provide guidance. They work well together to deliver good quality learning experiences. The setting acts positively on any advice provided.

A highly effective partnership with the local school ensures a smooth transition for children to the next stage of their learning. For example the children visit the school nursery class every Wednesday for a story session and are involved in fundraising and celebrations with the school such as Harvest and St David's Day assembly.

### **Resource management: Good**

The setting has a good range of resources to deliver the Foundation Phase curriculum. It makes good use of the outdoors and the school environment to develop children's skills across all areas of learning.

All practitioners use resources well to motivate the children to learn. Practitioners have good opportunities to learn from others and to share good practice by frequent visits to the school and visiting another setting. There are suitable arrangements for

practitioners to access additional training and the provider evaluates the impact of this well.

Leaders have a very good understanding of budget matters and take into account the developing needs of the children. As a result funding and grant applications have been highly successful and planning for future resources is highly effective.

The setting successfully promotes activities that encourage children to learn and progress. As a result, the setting 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 Anne Elizabeth 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](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>Professional Association for Childcare and Early Years (PACEY)</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 Day Nurseries Association (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.