



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

**Buzzy Bees Nursery
Gaer Park Hall
Gaer Park Road
Newport
NP20 3NU**

Date of inspection: June 2014

by

**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

Buzzy Bees Day Nursery is on the edge of the Gaer housing estate in Newport City.

The nursery opened in 2001 and is registered to provide full-time and part-time day care for 59 children from birth to eight years of age for 52 weeks of the year. The nursery also provides part-time funded education places for three and four-year-olds. There are 13 three-year-olds and nine four year olds currently in receipt of funding.

Almost all children have English as their home language and no children come from homes where Welsh is spoken. At the time of the inspection, no child has identified additional learning needs or a statement of special educational needs.

There are three full-time and two part-time members of staff. All staff are suitably qualified and are experienced in working with young children. The pre-school leader is also one of the proprietors of the nursery and is a qualified teacher.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in 2013. It was last inspected by Estyn in April 2008.

Summary

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

Current performance

The setting's performance is good because:

- most children make good progress during their time in the setting, particularly during focused activities;
- by the time that children move to primary school, they use their literacy and numeracy skills well in line with their age and ability;
- children's Welsh language skills are excellent;
- learning experiences are generally of a good quality;
- the quality of relationships between all practitioners and children is very good and is based on mutual affection and respect;
- effective arrangements are in place to encourage children to eat and drink healthily and to take regular exercise; and
- the setting is a caring, supportive community where practitioners treat all children fairly.

Prospects for improvement

The setting's prospects for performance are good because:

- the pre-school leader is highly focused on ensuring that all children achieve the best standards possible;
- all practitioners understand their roles and responsibilities and work together well with a clear sense of purpose to fulfil the aims of the setting;
- recent initiatives, such as improving practitioners' confidence in speaking Welsh has impacted significantly on children's standards;
- a suitable range of partnerships improve the quality of provision and outcomes for children; and
- it provides good value for money.

Recommendations

- R1 Improve children's ICT, thinking and problem solving skills
- R2 Ensure that all planned activities challenge children appropriately
- R3 Formalise self-evaluation systems and improve planning for improvement
- R4 Address the safeguarding and wellbeing issues identified in the report

What happens next?

The setting will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make good progress during their time in the setting, particularly during focused activities. These children recall previous learning well. For example, they remember that caterpillars turn into butterflies and understand that plants need water to grow. By the time that children move to primary school, they use their literacy and numeracy skills well in line with their age and ability.

Most children listen well to instructions and stories and respond appropriately, for example by guessing what comes next in a story. Almost all children join in enthusiastically with class songs in both Welsh and English. Most children are confident in discussing what they are doing and are happy to talk about what they like playing with best. Most children handle a range of small tools and writing implements confidently and a few understand that writing has a purpose, such as, taking an order in the shop. Older and more able children recognise a number of familiar words in context, write their names, generally with good letter formation, and know a number of initial sounds.

Most children are confident in counting objects accurately to at least 5 with more able children counting objects beyond 10 and a very few children beyond 20. Most children are developing worthwhile mathematical vocabulary. For example, they use terms such as full and empty in their sand and water play and talk about making patterns with coloured dough. Many children recognise and name common two-dimensional shapes correctly.

Children's information and communication technology (ICT) skills are developing satisfactorily. With support, individual children can control a programmable toy appropriately and use a computer mouse to draw pictures successfully. However, children are generally not confident in using ICT outside of an adult-directed activity.

Most children are developing their physical skills well. For example, most children ride bikes skilfully and carefully and display good balancing skills.

Children's Welsh language skills are excellent. Almost all children show pleasure in using Welsh and respond positively to learning new words and phrases. They know many songs, which they sing with great enjoyment and understanding, often using words from songs in their play spontaneously. Many children use Welsh words and phrases independently. For example, children know that they must wash their hands before snack otherwise 'Mr Sal' will make them ill. Snack time helpers regularly remind other children to ask 'yn cymraeg' for milk. A few older and more able children are beginning to read and write a few Welsh words independently.

Children's thinking and problem solving skills are generally under developed.

Wellbeing: Good

All children enjoy coming to the setting and are eager to participate in activities. They know the setting's rules and routines well and know what practitioners expect of them.

Most children are motivated and engaged in their learning, particularly during focused activities with an adult. These children persevere for a reasonable amount of time, for example during Circle time or in tasting fruit. Most children are confident learners and are keen to discuss their play with each other and with adults. Many children take responsibility for tidying up at the end of activities and almost all children take care when handling resources.

Almost all children behave well and are courteous and considerate of others. They take turns, share and begin to exercise self-control well.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Learning experiences are generally of a good quality and practitioners ensure that they are suitable for the age and abilities of the children. Practitioners plan well for adult-directed activities. This planning is detailed, provides suitable levels of challenge for all children and ensures worthwhile coverage of all areas of learning. While practitioners plan regular opportunities for children to make choices, these free-choice activities are not always as challenging as they should be. As a result, practitioners sometimes miss valuable opportunities to extend and consolidate children's thinking and problem solving skills.

The setting provides children with beneficial opportunities to develop their literacy and numeracy skills. For example, children learn to recognise their names through self-registration each morning. There are regular opportunities for children to participate in singing songs and rhymes and to listen to stories. Children are encouraged to count at every opportunity. There are too few opportunities, however, to develop children's ICT skills effectively.

Provision for developing children's Welsh language skills is very good. All practitioners use incidental Welsh well with the children. They make a great deal of effort to learn and use as much topic vocabulary as possible in Welsh. As a result, children are as comfortable talking about a 'pili pala' as a butterfly. Practitioners give high status to the language through Welsh signage and labelling in all displays. Children have appropriate opportunities to learn about Welsh culture and traditions through celebrating St David's Day and making visits in the locality, such as the local park and shops.

The setting makes appropriate use of visits and visitors to enrich children's learning.

Teaching: Good

The quality of relationships between all practitioners and children is very good and is based on mutual affection and respect. Practitioners manage children's behaviour effectively and in a consistent manner. They know the children well and are responsive to their needs.

All practitioners have high expectations of children. Practitioners provide well-focused support for children that helps them achieve well and make consistent progress. Teaching sessions proceed at a suitable pace and practitioners generally intervene in children's play appropriately. However, practitioners sometimes over-direct children, which does not encourage them to think enough for themselves. All practitioners provide good language role models in English and Welsh. As a result, children are developing good vocabulary in both languages.

The setting has developed attractive individual child profiles, which contain a range of assessment information and annotated photographs. These profiles provide a clear picture of each child's strengths and areas for development. Practitioners use regular observational assessments appropriately to identify what children need to do next. Practitioners make valuable use of praise to encourage and motivate children to learn.

Parents are kept well informed about their child's progress through informal and formal meetings and written reports.

Care, support and guidance: Adequate

Arrangements for children's care, support and guidance impact successfully upon children's standards and wellbeing. Effective procedures are in place to encourage children to eat and drink healthily and to take regular exercise.

Children's understanding of sustainability is developing appropriately. Practitioners encourage children to recycle peelings from their fruit snacks and to grow and eat their own vegetables.

Learning experiences promote children's spiritual, moral, social and cultural development positively. The setting uses snack time well to encourage children to pour their own drinks and to reinforce the importance of washing hands before eating. Children are beginning to understand the importance of helping others through singing at a local old peoples home and collecting for charity. They learn to be curious about the world in which they live by celebrating festivals from around the world and in eating food from different countries.

The setting has appropriate arrangements for promoting and safeguarding children's wellbeing. However, a cause of concern was raised during the inspection relating to fire procedures. An issue that has a negative effect on children's wellbeing relating to doors to the outdoor play areas was also drawn to the attention of the proprietor. Appropriate systems are in place to identify and support children with additional learning needs including seeking support from the local authority services.

Learning environment: Good

The setting is a caring, supportive community where practitioners treat all children fairly. Practitioners encourage children to recognise, respect and celebrate diversity through the celebration of festivals, such as the Chinese New Year and Diwali.

The setting has enough suitable qualified and experienced staff to deliver the Foundation Phase curriculum successfully. With the exception of ICT, there is an ample supply of age appropriate resources of good quality. The building and accommodation are secure and well maintained. Displays are of a high quality and provide an attractive learning environment. Outdoor areas are relatively small but practitioners use them to support children's learning well. Practitioners make appropriate use of relevant and available community resources to enhance curriculum provision. For example, children visit the local park and shops and the setting receives visits from a Road Safety officer, police officers, firefighters and a dentist.

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

Leaders manage the setting well. The pre-school lead practitioner supports staff effectively through modelling good teaching and learning. She is highly focused on ensuring that all children achieve the best standards possible and is successful in communicating this to all staff. All practitioners understand their roles and responsibilities and work together well with a clear sense of purpose to fulfil the aims of the setting.

The lead practitioner has high expectations of staff and is committed to making sure that they have the skills necessary to do their jobs well. There are appropriate processes in place to manage the performance of practitioners and to identify and support any training needs. All staff are eager to take advantage of opportunities for continuous professional development and strive to improve their performance.

Leaders pay good attention to local and national priorities and there is a strong focus on developing children's literacy, numeracy and Welsh language skills. However, leaders have not always ensured that practitioners implement all policies and guidance consistently, for example procedures relating to fire safety.

Improving quality: Adequate

All practitioners work closely together sharing ideas and finding ways to improve provision on a day-to-day basis. Discussions lead to regular changes in practice that have a beneficial effect on children's standards and wellbeing. For example, practitioners identified that children's play in the home corner was not always as purposeful as they would like. Accordingly, they introduced resource boxes in the home corner and children's imaginative play improved.

The lead practitioner makes appropriate use of feedback from staff to identify strengths and areas for development. The setting is beginning to seek the views of

both parents and children to evaluate what it does well and what it needs to do to improve. However, systematic and formal self-evaluation of all aspects of the setting's life and work is at an early stage of development. Plans for improvement have costs and practitioners' training needs are identified appropriately. However, plans lack clear targets and leaders do not always measure success in terms of outcomes for children.

In recent years, the lead practitioner has identified a need to improve practitioners' use of Welsh. All practitioners have accessed training and support. As a result, they are confident in using Welsh with the children, which has impacted very positively on children's standards.

Partnership working: Good

The setting has a suitable range of partnerships that improve the quality of provision and outcomes for children.

There is a worthwhile partnership with parents. Parents value the care and concern shown by practitioners and are pleased with the progress that their children make. The setting encourages parents to take an active part in their children's education by providing them with ideas to use at home and lists of Welsh vocabulary and phrases.

The setting has beneficial partnerships with the local consortia and the local authority. For example, regular attendance at meetings with other settings in the locality has improved practitioners' understanding of the Foundation Phase. Support and training from the Welsh development officer has increased practitioners' Welsh language skills and confidence in using Welsh.

Community partnerships, such as with the police and Fire service, provide valuable experiences for the children and develop their understanding of people who help them in the community.

There are informal partnerships with local primary schools, which support the children's move to full-time education appropriately.

Resource management: Good

The lead practitioner ensures that the setting has enough suitably qualified staff and resources to support children's learning well. She deploys practitioners effectively. For example, the lead practitioner encourages individual members of staff to use their expertise and or interest to good effect in delivering certain areas of the curriculum, such as art and craft.

All practitioners access suitable training that meets their development needs appropriately. For example, the Additional Needs Co-ordinator has recently accessed training to support her in identifying children's needs. Practitioners make good use of training to improve the quality of their teaching and the learning experiences offered to children.

Leaders have an appropriate understanding of their budget and spending priorities have a clear educational purpose.

In view of the outcomes achieved by children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	16	15 94%	1 6%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	16	14 88%	2 12%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	16	14 88%	2 12%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	16	12 75%	3 19%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	1%	0%		
Teaching is good.	16	14 88%	2 12%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	16	15 94%	1 6%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	16	14 88%	2 12%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	15	14 93%	1 7%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	16	14 88%	2 12%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed about my child's progress.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	29%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	16	13 81%	2 12%	1 6%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	0%		
My child is well prepared for moving on to school.	16	13 81%	2 12%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	16	8 50%	5 31%	2 12%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	0%		
The setting is well run.	16	15 94%	1 6%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	16%	0%	0%		

Appendix 2

The inspection team

Mrs Beverley Jenkins	Reporting Inspector
Ms Cerys Shanley	Team Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

Glossary of terms

Areas of Learning	<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"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.