



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

**Funtazia Day Nursery
Cwm Golau
Integrated Children's Centre
Duffryn Road
Pentrebach
Merthyr Tydfil
CF48 4BJ**

Date of inspection: February 2015

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

Funtazia Day Nursery is in the Cwm Golau Integrated Children's Centre, Pentrebach, in Merthyr local authority.

The childcare centre is one of two settings owned by the managing directors and registered to provide full-time and part time day care for up to 52 children between the ages of six months and seven years, eleven months of age. There are currently six three-year-olds registered at the setting, although not all were present during the inspection. No children have additional learning needs or English as an additional language, or speak Welsh as their home language.

There are 14 practitioners employed within the setting, with four full-time and three part-time practitioners working in the pre-school room. All practitioners are suitably qualified and experienced in working with young children. The leader in the pre-school room has been in post since December 2014. The setting's managing directors have been in place since 2011.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in August 2014. This is the first inspection of this setting by Estyn.

Summary

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

Current performance

The setting is good because:

- Children enjoy their learning, and are eager to talk about what they do
- Practitioners create a successful, supportive environment, and as a result children feel safe, secure and cared for well
- Practitioners follow well-organised routines and ensure that children take turns, share and work co-operatively together
- Learning experiences are interesting and engage all children effectively

Prospects for improvement

The setting's prospects for performance are good because:

- Managers provide a clear vision for the setting
- Managers and leaders at the setting know what they do well and what they need to do to improve
- Effective teamwork and the positive ethos create a happy atmosphere for learning
- All practitioners respond positively to appropriate support and use it effectively to improve their work

Recommendations

- R1 Improve opportunities for children to be involved in planning what and how they learn
- R2 Ensure that additional activities are planned to better support children's skills development
- R3 Improve the provision for information and communication technology (ICT)
- R4 Strengthen the setting's self- evaluation processes

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?

N/A

Standards: N/A

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.

Wellbeing: N/A

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?

Good

Learning experiences: Good

All practitioners are involved in planning a wide range of interesting learning experiences that engage all children effectively. For example, children use a good range of construction equipment, both inside and outside, which develops their understanding of positional language well. The setting's medium and short term planning focuses on the areas of learning from the Foundation Phase successfully. There is a suitable balance between activities led by adults and those chosen by the children, and the setting makes good use of both the indoor and outdoor environment. Continuous and enhanced provision opportunities develop children's literacy and numeracy skills effectively. However, practitioners do not currently provide opportunities for children to be involved in planning what and how they learn and opportunities for children to develop their ICT and thinking skills are limited. The setting provides worthwhile opportunities for children to develop their literacy and numeracy skills. For example, daily circle time encourages children's speaking and listening skills. The shop role play provides valuable opportunities for children to count and sort coins. An attractive book corner and worthwhile use of the forest school area develop the children's interest and enjoyment in reading and in stories effectively. Practitioners are beginning to plan appropriate opportunities to implement the Literacy and Numeracy Framework, but this is in the early stages of development.

Planning identifies how children will develop their knowledge and understanding across all Areas of Learning successfully. However, many of the additional activities are not planned systematically. As a result, the setting is not always able to monitor and evaluate the full range of learning experiences to identify suitable opportunities for supporting children's skills development.

All practitioners make extensive use of Welsh in planned activities and in their interactions with the children. Children are encouraged to use Welsh throughout the day. This is a strength of the setting. All children have good opportunities to develop their understanding of Welsh heritage and culture through planned activities linked to Welsh people and places, for example a trip to a local castle and museum.

The setting makes good use of visitors to the setting. The visit from the nurse and visits to and from the fire station help children to learn about how to keep healthy and safe.

Teaching: Good

All practitioners demonstrate a good understanding of Foundation Phase practice. They work well together to engage children successfully and sustain their interest in a worthwhile range of learning activities. For example, children go on a bear hunt in the forest school area and use a range of materials to create interesting St Valentine's Day cards. All practitioners provide a suitable balance between child initiated and adult led activities, which allows children appropriate opportunities to select their own activities. However, practitioners do not always provide enough opportunities for children to use their thinking and problem solving skills.

All practitioners make good use of a wide range of open-ended questions to encourage children to describe their play and to extend their vocabulary. They encourage children to share their ideas and to talk about their learning. For example, children talk about the sounds they hear when they walk through the leaves outside and describe the weather in Welsh during circle time. As a result, most children develop as confident learners and are developing good vocabulary in both English and Welsh.

Working relationships between the adults and children in the setting are strong. All practitioners have high expectations of children and there is mutual affection and respect. All adults create a calm, purposeful learning environment and manage children's behaviour successfully. As a result, children feel safe and cared for well, and behaviour is good.

Leaders have comprehensive systems for recording children's progress as they move through the setting. Practitioners make good use of daily and focused observations to inform detailed records of children's progress. The records enable the setting to monitor children's progress effectively and to provide a clear picture of each child's strengths and areas for development. As a result, practitioners set clear targets for children that focus on their individual needs successfully. Collated assessment data provides useful information on the progress that children make. The setting keeps parents and carers well informed about their child's progress.

Care, support and guidance: Good

The setting has a comprehensive range of procedures and policies to promote children's health and wellbeing well. Practitioners ensure that a wide range of activities such as teeth brushing, hand washing and healthy eating are integrated into the everyday routines of the setting effectively. All practitioners encourage children to act sustainably by collecting and taking their recycling to the bins on the site.

The setting's provision for ensuring children's spiritual, moral, social and cultural development is effective. It has clear rules for children's behaviour, which all practitioners follow successfully. There are worthwhile opportunities to develop children's social skills. Well-organised routines ensure that children take turns, share and work co-operatively together. Many are able to take care of their own personal needs and can put on a coat and boots to access the outdoor area unaided. Stories and celebrations of festivals ensure that children develop a good understanding of the wider world. Practitioners make good use of the outdoor areas to foster children's wonder at how their environment changes with the seasons.

Through its comprehensive assessment and recording arrangements, the setting identifies children with additional learning needs efficiently. Individual plans provide these children with targeted learning and allow practitioners to focus support effectively. There are a wide range of effective links with outside agencies that enable the setting to provide valuable additional support for children and their parents.

The setting has clear, useful policies and arrangements for safeguarding children that meet requirements and give no cause for concern.

Learning environment: Good

The setting is an inclusive community where all children have equal access to all activities. Through clearly established routines, practitioners promote good listening, kindness and helpfulness. They encourage all children to work together successfully and have respect for others. All practitioners respect children's opinions, for example when asking them about their work. The setting helps children to learn about diversity effectively through a wide range of activities and celebrations. For example, children have access to a useful range of dolls depicting children from different parts of the world in the role-play area. Practitioners make good use of stories from around the world to make the children aware of the world in which they live. The setting has enough suitably qualified and experienced practitioners to deliver the Foundation Phase curriculum successfully.

The accommodation is well maintained and secure. With the exception of ICT equipment, resources are plentiful, of good quality and used well by all practitioners. Many of these are within easy reach of the children. This helps them to develop their independence and to tidy the areas at the end of the sessions, and allows them to make choices about the resources they use effectively. The setting makes good use of the outdoor area to develop children's skills across a wide range of areas of learning. For example, wheeled toys and climbing equipment develop children's physical skills appropriately and a garden area encourages children to grow their own vegetables. A wide variety of interesting displays, labelled in both English and Welsh, provide a stimulating learning environment. These celebrate children's achievements and encourage them to recognise words and numbers successfully.

The setting makes good use of the local community, such as the church and local shops, which provides beneficial opportunities for children to learn about the world around them.

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

Leadership: Good

Leaders and managers provide a clear vision for the setting. The mission statement identifies the setting as a caring environment with a strong focus on supporting the health, wellbeing and education of the children. All practitioners understand their roles and responsibilities, and work effectively as a team to fulfil these aims. Leaders and managers communicate with partners effectively through a range of comprehensive and informative documentation, such as the parents' information booklets, daily update sheets and information board in the entrance hall. This keeps parents suitably well informed about the day-to-day work and life of the setting.

There are comprehensive processes in place to monitor the performance of practitioners and identify their training needs. Leaders provide practitioners with a good range of beneficial training opportunities across a wide range of relevant areas that meet their needs well. There are suitable opportunities for practitioners to share and develop their practice through meetings and through the implementation of new ideas in the setting.

The setting implements the Foundation Phase successfully. It actively involves practitioners in the local authority's Healthy Pre-School initiatives, which improve the provision for encouraging children's healthy lifestyles. The setting is beginning to adapt their planning in order to ensure a stronger focus on children's literacy and numeracy skills.

Improving quality: Good

All practitioners are clearly committed to improving quality. They work well together and have a clear focus on ensuring that learning experiences are interesting and motivating for children, and that children are happy and ready to learn.

Leaders and managers know the setting well. They have a good understanding of what they do well and what they need to do to improve. Practitioners make good use of data on the progress that children make, to identify and to set targets that meet their needs successfully. Leaders and managers make good use of an annual self-evaluation process, including feedback from practitioners in the setting and external reviews to identify priorities for improvement effectively. The recent focus on improving the provision for Welsh language development has resulted in practitioners making extensive use of Welsh in planned activities and in their interactions with the children. The setting also makes appropriate use of questionnaires by parents and children as part of its review process. However, targets for improvement are not always linked closely enough to the self-evaluation process, or specific enough to describe clearly the actions needed and the outcomes it expects. Although planning for improvement is generally appropriate, it does not always focus sharply enough on how actions will benefit children.

Practitioners demonstrate a strong commitment to self-improvement. They attend training events, are open to new ideas and respond positively to support from the local authority advisory practitioners.

Partnership working: Good

The setting has a strong partnership with parents. Practitioners keep them well informed about the setting's policies and procedures through regular daily contact, comprehensive information booklets and newsletters. Parents are effectively encouraged to contribute to their children's learning. For example, children take home a teddy bear from the setting and parents complete a diary of activities their child does with the teddy bear. They also regularly complete home tasks helping their child to learn colours and shapes. The setting seeks the views of parents through annual questionnaires and through opportunities for parents to visit the setting and discuss their child's progress.

The setting has informal, regular contact with a number of local schools through its drop off service, and provides useful written information on the children when they transfer. There are valuable processes in place to support children who have additional needs and the setting makes useful arrangements to transfer relevant information. This ensures the smooth transition of children to the next stage of their education. Practitioners make effective use of the support from the local authority and other external sources to seek advice, to access training and to develop learning opportunities for the children. Examples include training to ensure that all practitioners make use of opportunities to share relevant and up-to-date knowledge, ideas and information with practitioners from other settings.

Community partnerships, such as with local shops, where children prepare shopping lists and buy goods, and visits to the post office and fire station, promote children's awareness of the world of work well. The setting makes effective use of a link with the local residential home to enable children to develop their social skills effectively, as well as strong links with older members of their community.

Resource management: Good

The setting has enough appropriately trained practitioners and deploys them effectively.

The managers have thorough systems to manage the practitioners in the setting and ensure that they receive an effective range of training. Practitioners share ideas well and make appropriate use of training to develop and improve their practice and to improve provision for children.

Managers have good systems for keeping spending under review. They match spending well to the setting's priorities and objectives.

The setting successfully promotes activities that encourage children to learn and make good 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 Janet Elizabeth Rowlands	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)

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	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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 partnerships conditions of registration.</p>
Foundation Phase	<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>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<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>

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.