



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

**Hope Green Private Day Nursery
Wrexham Road
Penyffordd
Nr Chester
CH4 0HT**

Date of inspection: March 2012

by

Anne Manning

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:

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

Hope Green Day Nursery is a converted house set in spacious grounds with a large garden. The nursery is situated near Hope, Flintshire, in North Wales and cares for children from babies up to full time school age. The house is divided into three areas for the different ages of children: babies, toddlers and pre-school. There are children in the pre-school room from the age of two. Outside; there are different spaces that provide good opportunities for a variety of outdoor activities.

The nursery was opened in 1994 by the present owner. The running of the nursery is carried out by the owner, a manager and practitioners.

The small nursery is open all year from 7.30am to 6pm. The nursery is registered with the Care and Social Services Inspectorate Wales to provide full day care for 30 children. Nursery education is offered every morning. On the first morning of the inspection there were three children present aged three, one of whom is eligible for funding and on the second morning of the inspection there were five children present aged three. All five are eligible for funding during this Spring Term. The nursery also provides care for children who attend part time school. The last Care and Social Services Inspectorate Wales inspection was in April 2011 and this is the first inspection by Estyn.

The nursery is English speaking, with some Welsh, providing care and education for children from families for whom nearly all English is their first language. The early education group are all White British and no children have additional needs.

The nursery has an equal opportunities policy and an admission procedure that welcomes all children. The area served by the nursery is considered to be socially advantaged and children attending come from a range of backgrounds.

Hope Green Day Nursery receives support from Flintshire Early Education.

Summary

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

Current performance

The current performance of the setting is good because:

There is a good range of learning experiences.
Care, support and guidance for the children are good.
There is a commitment to provide the best learning outcomes for the children.
Children are confident and feel happy and safe in the nursery.
All children behave well and form good relationships with one another.

Prospects for improvement

Prospects for improvement are good because:

There is a focus on the learning and achievement of the children.
Leadership and management of the setting are good.
Self evaluation is effective and identifies areas for development.
There is a positive ethos whereby children and staff are valued.
Practitioners and parents work effectively together.

Recommendations

R.1 Limit adult direction and provide more opportunities for the children to explore, experiment and become independent learners.

R.2 Continue to develop the planning for outdoor play and the range of resources to provide opportunities for exploration and discovery.

R.3 Create more opportunities to use Welsh on an informal basis during the session.

What happens next?

The setting will form an action plan showing how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

N/A

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

Learning experiences encourage nearly all children to be confident including those using simple Information Communication Technology such as a camera. Children have good opportunities to use mathematical language, for instance when baking, counting eggs and measuring and weighing ingredients on the scales. They learn about simple fractions when estimating half a spoonful.

Although planning engages all children and practitioners plan flexibly to take into account the interests and ideas of the children, planning specifically for outdoor play needs to be further developed to include resources that will provide opportunities for exploration and discovery. Learning experiences enable children to progress to meeting Foundation Phase outcomes and activities meet their learning needs. The curriculum builds on children's existing knowledge and understanding and most are beginning to acquire good literacy and thinking skills across all areas of learning. Activities and experiences effectively encourage children to form relationships with each other and with adults around them.

Practitioners use Welsh with the children during circle time but this is limited during the rest of the session. There are opportunities to look at Welsh books that are linked to Ticw the Welsh bear and when practitioners sit with the children they effectively encourage the children to respond using the Welsh language.

Learning experiences actively enable children to develop literacy, physical and creative skills and to widen their understanding of the world around them. There are good opportunities for outdoor play in the nursery garden that include planting, short walks and playing on large equipment. Children learn about caring for living things by planting flowers, and helping to grow fruit and vegetables that are used in the nursery kitchen and observing sheep, hens and tadpoles.

Children are able to talk about themselves and their families and on the subject of food including milk and where it comes from.

Visitors to the setting with vehicles such as a tractor extend the learning of the children. A talking tub containing items of interest relating to the current topic includes a floor book with photographs and comments from the children about the tractor.

There are good opportunities for mark making with a range of methods including flour, sand and glitter. Children learn about re-cycling through their junk modelling and making compost for the garden.

Teaching: Good

Practitioners have knowledge of child development, know the children well in their care and have high expectations of all. Practitioners provide a good recap, during the morning ensuring that learning is re-enforced.

The curriculum is flexible and includes the interests and ideas of the children. Practitioners are good language models and respond well to spontaneous learning opportunities, for example, a low flying plane and having drawn with sticks in the sand outside, finding and reading a book about the adventures of a stick man.

Activities meet the learning needs of the children and many provide appropriate challenge. A newly appointed room leader is responsible for developing the Foundation Phase and has recently attended a three day training course. The staff team of three are all qualified and the room leader has an Early Years degree.

Practitioners give good explanations and are good role models for the children. Although they use questioning techniques to develop and progress their learning, practitioners do not always intervene appropriately to let the children discover for themselves and there is often too much emphasis on adult directed play and teaching strategies that do not always promote independent learning.

Practitioners observe the children, note their achievements and use the outcomes to plan activities which are effectively recorded within the planning documentation. Children's progress is reviewed and parents are made aware of what the children need to do to improve.

Care, support and guidance: Good

Children are well supported by a range of policies and procedures that actively support the running of the nursery and ensure their wellbeing and health. Learning experiences promote their personal development and their moral, social, spiritual and cultural growth. Children are kept safe by effective risk assessments.

Children develop a sense of curiosity about their own lives and those of others through celebrating in a simple and meaningful way festivals such as St David's Day.

All children are exceptionally well behaved and all children including the younger ones have a mature outlook and approach to their learning. Practitioners help children to distinguish right from wrong and provide opportunities to take responsibility, for example, by putting on their own coats and wellington boots. The

setting effectively promotes honesty, fairness and respect and children develop a good understanding of living and sharing with others.

The nursery has appropriate policies and procedures in respect of safeguarding and practitioners have undertaken training.

Effective systems are in place to support any children with additional needs including reviews of progress, target setting and consultation with parents and other professionals.

Learning environment: Good

The nursery promotes an ethos that is inclusive and one that values the diversity of the backgrounds of the children. Equal access to the curriculum is offered to all. An equal opportunities policy and a complaint procedure effectively support the children whilst in nursery.

Sufficient, qualified, experienced practitioners work with the children. The core staff team has remained consistent, most over several years, providing effective continuity for the children.

Resources are suitable for the children and appropriate to meet the requirements of the Foundation Phase and the needs of the children attending. Nursery accommodation is attractive and the setting has identified areas to review within the self-evaluation including room and resource organisation as the pre-school room is sometimes shared with the younger children.

The outdoor environment effectively provides a varied range of learning opportunities and comprises of a large garden with flowers, a grassed play area with large and small equipment, a field where the children can observe animals such as sheep, deer and chickens and a hard surface for sit and ride toys and equipment. Although there have been visitors to the setting from the local community, there are few opportunities for the children to visit places outside the nursery.

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

The nursery is well managed with a clear direction and purpose that effectively promotes and sustains improvement. Values, aims and objectives are shared and all are working for the benefit of the children. There is a positive ethos and high expectation that focus effectively on the needs of the children. Practitioners and children are valued and managed well.

Appraisals ensure that practitioners can improve their practice. Effective links with the nursery encourage parents to support the learning of their children.

The owner fully understands her role, is involved in the day to day running of the nursery and is well informed about the performance of the setting. Relevant

legislation and guidance are taken into account and information is used well to make informed decisions.

Leaders are successful in meeting national and local priorities, for example, re-cycling, composting and healthy eating.

Improving quality: Good

The nursery has achieved a Quality Assured award from Wales Pre-School Providers Association. Self-evaluation effectively identifies strengths and areas for improvement. The setting actively uses information to prioritise areas for improvement that involve all including target setting for children and development programmes for the staff and the provision.

Practitioners are beginning to be engaged in professional development and attend courses. The impact of the recent Foundation Phase training has been effective in raising standards, progress and the well being of the children. Practitioners share their expertise and knowledge to benefit each other and ensure a positive impact on the setting.

Partnership working: Good

Partnership working effectively enhances and supports the learning and achievements of the children and improves standards. There is a good level of trust and communication and parents are actively involved in decisions about their children. The nursery has arranged for the staff to visit a local school thereby strengthening understanding of the Foundation Phase and facilitating transition to school for the children.

Parents have information about the pre-school room and the Foundation Phase. There is a three monthly news letter that invites parental comment and ideas and nursery offers an open day. Parents are effectively informed of the progress of their children by six monthly reviews and an assessment booklet, This is Me and by talking to practitioners when they drop off or collect their children.

Children take turns to take Ticw, a teddy bear, home effectively strengthening links between home and nursery and this actively encourages children to chat with others about what they have done with the bear. This effectively ensures the development of listening and communication skills.

There is a good relationship with the local authority teacher who visits the nursery regularly, providing support, guidance and delivering learning experiences that impact positively on the progress and achievements of the children.

Hope Green Nursery is an active member of the Wales Pre-School Providers Association, the National Day Nursery Association and partnership working with other professionals ensures active support for any children with additional needs.

Resource management: Good

Staff are well deployed and nursery resources are used well. The nursery has a range of resources that are effective in motivating the children to learn. They are regularly updated to reflect any new developments and the current needs of the children.

The owner has a thorough understanding of the nursery budget and prioritises spending to develop the setting. Financial decisions are evaluated to make sure that they have a positive effect on standards and achievements of the children

Overall the nursery provides good value for money.

Appendix 1

Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received. (This is because there were only a small number of relevant children at the time of the inspection.)

Responses to discussions with children

Children are happy and enjoy coming to the nursery. They like all the staff and the activities particularly playing outside and going to see the sheep.

Appendix 2

The reporting inspector

Anne 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)

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

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.

National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.