



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

**Kiddies Corner Day Nursery
35 Bryniau Road
Llandudno
Conwy
LL30 2EZ**

Date of inspection: January 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:

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW..or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 04/02/2015

Context

This English medium setting has been established since 1999 and it is based on the outskirts of the sea side town of Llandudno. The setting serves the local area, with many children attending from further afield. The nursery is privately run by the proprietor. All practitioners are suitably qualified and experienced in working with young children.

The setting provides day care for children from babies to full time school age and is open for five days per week. It also provides part-time funded education for three year olds each morning. There were four 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 April 2014 and this is the second inspection by Estyn.

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:

- learning experiences are varied and interesting
- the quality of teaching is good;
- 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 and managers 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. Refine the planning and assessment process so that they link together more effectively.

R2. Link the self-evaluation to improvements in standards and learning outcomes for the children.

R3. Develop a partnership with local schools in order to facilitate the transition for children when they leave the setting.

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
---	------------

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 engage nearly 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 taking photographs with a camera 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 extend 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 increase children's numeracy skills effectively, such as catching numbered ducks in a water tray.

All practitioners use Welsh regularly and highly 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 songs and celebrating festivals, such as St David's Day.

Children have beneficial opportunities to learn about caring for living things by gardening and looking after the birds who visit the garden. Practitioners make good use of visits, for example to the railway station and to the beach to enhance children's learning experiences.

Teaching: Good

Practitioners have a good knowledge of child development and of the requirements of the Foundation Phase. They use a good range of teaching techniques and learning experiences, particularly in the outdoor classroom, to maintain children's interest effectively. Practitioners have high expectations of children and know when

to intervene in children's learning. They 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. However, progress is not regularly reviewed and does not link clearly to the planning of individual children's next steps.

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

Care, support and guidance: Good

The setting provides a good level of care, support and guidance for all children through a successful key worker system. 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 appropriately to a variety of healthy foods, some of which have been grown by the children in the outdoor area. Daily outdoor sessions encourage children to be active and to use physical apparatus with increasing control.

A good 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.

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 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 community where every child is valued and receives equal access to all learning experiences. There is a clear emphasis on respecting equality and diversity of background. As a result the setting has achieved an award in recognition of their daily work to ensure fair foundations and commitment to gender equality.

Overall, learning resources are of good quality. The setting uses these innovatively, particularly in the outdoor classroom, such as changing the space into a winter wonderland to support and extend children's learning. Resources are easily accessible for children and support the requirements of the Foundation Phase well.

The building and the garden offer suitable facilities. These are bright, attractive and well maintained. The outdoor learning environment has been designed to maximise opportunities for learning using the space available. The outdoor classroom and small conservatory provide good opportunities for the setting to enhance children's play experiences particularly effectively. The local environment is used well to support the existing facilities at the setting. The site is safe and secure.

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

Leadership: Good

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

The proprietor has high expectations and supports the nursery effectively through sound advice and guidance and manages children and practitioners well. Staff share an agreed vision for the setting and 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, healthy eating and helping children to take care of their teeth.

All staff, are aware of their roles, responsibilities and duties and are deployed well to support children's learning. There are appropriate 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 staff effectively in developing their knowledge of the Foundation Phase and improving their skills in delivering it. All staff are eager to take advantage of opportunities for continuous professional development to extend their knowledge and skills.

Improving quality: Good

The setting has successfully addressed the recommendations from the previous inspection.

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 pre-school room, in general 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 an appropriate range of effective partnerships that impact positively on children's wellbeing and the standards that they achieve.

Partnerships with parents are strong. There is trust and clear communication. The setting encourages parental feedback to ensure it identifies any issues or concerns and can deal with them promptly. The setting keeps parents well informed about the activities children undertake on a daily basis and through regular news letters.

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, for example, the lay out of the room has been re-organised to provide more space and greater access to a range of resources for children.

Partnerships with local schools to ensure a smooth transition for children to the next stage in their learning are limited.

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 visits in the local area 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 visiting other settings. There are suitable arrangements for practitioners to access additional training and the provider evaluates the impact of this well.

Leaders have a good understanding of budget matters and take into account the developing needs of the children. This means that planning for future resources is 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.

The reporting inspector

Mrs Anne Elizabeth Manning	Reporting 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	<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.