



*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**

**Little Inspirations Day Nursery  
Unit C  
Llantrisant Business Park  
Pontyclun  
Rhondda Cynon Taff  
CF72 8YW**

**Date of inspection: March 2012**

**by**

**Mary Dyas**

**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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## About the setting

Little Inspirations Day Nursery is an English-medium setting which meets in a single storey building on an industrial estate outside Llantrisant. The nursery is one of a group of three operating in the local area and the accommodation for pre-school and nursery aged children is shared with the toddler group. A large and spacious room has access to a quiet library area on one side and a 'messy play' area on the other. The main room has direct access to the recently improved outdoor area.

The setting serves a wide area with many parents bringing their children close to their place of work. Children attending the nursery are considered to come from mainly advantaged homes and all children in the pre-school group have English as their home language. The setting welcomes all children and, although there are currently no children with identified additional learning needs, good provision has been made in the past.

The setting is open from Monday to Friday from 7am until 6pm for 51 weeks a year, closing only on bank holidays and for a week over the Christmas period. It is registered to take up to 80 children aged from six weeks to five years. At the time of the inspection there were seven three year olds on roll of whom four were in receipt of funded educational provision.

The setting was last inspected by the Care and Social Services Inspectorate Wales in November 2011 and by Estyn in October 2005.

## 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 is good because:

- Children are happy in the setting and make good progress according to their age and stage of development;
- All children are polite and well behaved in the setting. They understand the rules and routines of the group and play co-operatively together;
- Relationships between children and adults are warm and caring; and
- The setting provides a good range of activities to engage and stimulate children's learning

### Prospects for improvement

Prospects for improvement are good because:

- The setting has a history of development planning and there is good evidence that targets have been successfully met;
- All staff have input into the self-evaluation process and are fully committed to ensuring planned improvement is achieved; and
- There is a strong sense of unity and co-operation between practitioners

## **Recommendations**

The setting needs to:

R1 Continue to improve the provision for standards in Welsh language development; and

R2 Consider ways in which parents and carers could receive information of their children's next steps in learning

### **What happens next?**

The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.'

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

All children achieve well and make good progress in relation to their starting points across all the Foundation Phase areas of learning. Children acquire new knowledge and understanding effectively and enjoy the challenge of new and varied activities. Nearly all children are confident learners who are willing to learn from their mistakes, take risks and explore their surroundings. All children are fully involved during the sessions and become absorbed in what they are doing.

Most children apply their skills well to a wide range of play activities. Most have good communication skills and use complex sentence structures and vocabulary to express themselves. Most children join in with songs and rhymes with enthusiasm and enjoy listening to stories and sharing books with adults and with their friends. When questioned, almost all children speak enthusiastically and knowledgeably about the things they have been learning.

Children are making good progress in their development of early mathematical skills. They count confidently together to ten and most are able to count objects accurately to five and a few to ten. All children use mathematical language appropriately in the course of their play. Most children use electronic toys with understanding and use computer confidently.

Children's progress in gaining skills in the Welsh language is adequate. They understand simple instructions in Welsh and are able to respond to simple questions with encouragement.

### Wellbeing: Good

All children are happy in the setting. Relationships between children and adults are strong. Children are treated with affection and respect and learn to treat one another in the same way. Behaviour is particularly good. Children work well with others and understand the need to share and to take turns. All children participate enthusiastically in the good range of activities available to them and are beginning to make decisions about their learning.

Most children show a good understanding of what they need to do to be healthy. They eat healthy foods at snack and lunch time and enjoy physical activity when playing outdoors. All are developing their independence. They take turns to be the helpwr heddiw and take responsibility at snack and lunch time to lay the table. All children pour their own drinks and serve themselves at meal times and most are able to put on and take off coats and hats independently when they go outside to play.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The setting provides all children with a wide range of interesting and stimulating learning experiences across all areas of learning. The leader and her assistants work very well together to plan a wide range of activities which stimulate, engage and challenge most children to learn effectively. A particularly effective feature is the identification in the fortnightly planning of specific needs of individual children in the pre-school group. This enables all adults in the room to support them in their learning.

Planned activities are relevant to the children and effectively develop children's communication, numeracy and information and communication technology skills. Both indoor and outdoor environments provide good opportunities for children to experiment with new experiences and develop their skills effectively.

The provision for children's Welsh language development is adequate but Welsh is not used throughout the session by all adults. Many opportunities to use incidental Welsh are missed. St David's Day is well used to enable children to learn about the traditions and celebrations of Wales.

The children show that they understand that we must not waste things. They put peelings and fruit left from their snack time into the a compost bin and save paper for recycling.

**Teaching: Good**

All practitioners have a secure knowledge and understanding of the Foundation Phase and use a range of approaches to stimulate play and active learning. They know the children very well and adapt their questioning and teaching appropriately to the stage of development of individual children. Information from evaluations and from observations of children's learning is used to inform future planning. Practitioners know when it is appropriate to intervene in children's learning and to encourage them to talk and think about what they are doing. Good use is made of praise and encouragement and open questioning to support children in their learning and in extending their thinking.

Arrangements for observation and assessment of children's progress are excellent and are sector learning practice. Each child is observed fortnightly during a focussed activity and, over time, all areas of learning are addressed. The observations are closely linked to the learning intentions of the activity and indicate not only the child's progress but also their next steps in learning. These observations are collected together in the children's individual development files together with incidental observations. The files form a comprehensive and effective record of children's progress and inform the written reports provided for parents and carers. Currently there are no arrangements for parents and carers to be informed of the next steps in their children's learning or how they might help them at home.

**Care, support and guidance: Good**

Good procedures are in place to ensure that children settle quickly when they join the pre-school group and the setting provides a warm and welcoming environment for the children.

Although there are no children with additional learning needs at present, practitioners have worked well with other professionals in the past to ensure that all children's needs are met and to ensure progression of children who need specialist support.

The setting has an appropriate policy and has procedures for safeguarding. Practitioners are aware of their responsibilities and have read the policy. The setting has a good range of policies to ensure children's safety during sessions and good risk assessments are in place.

Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

**Learning environment: Good**

The nursery is an inclusive community and respects and celebrates diversity. All activities are available and accessible to all children and the setting would be appropriate for any children with physical disabilities. Children behave well in the setting and are thoughtful and kind towards one another.

The setting provides a welcoming environment for the children. There are colourful displays on the wall incorporating children's work and photographs of activities in which the children have participated. The group is well resourced with a range of high quality equipment which is used appropriately to support children's learning.

Practitioners working with the pre-school group are appropriately qualified to teach all aspects of the Foundation Phase curriculum and create a stimulating environment for learning. Staff in the nursery are well established and form a strong and caring team.

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

Managers have created a very positive ethos where staff and children are valued and respected. There is a clear sense of purpose and vision for the setting to deliver the best provision for the children and they set high standards for themselves and their staff.

There is a well established appraisal system in place to support and improve staff throughout the setting. The nursery is one of three in the area and the team management ensures that in house training is provided on a regular basis to maintain high standards.

Practitioners respond appropriately to national and local priorities and are fully involved in training and developments connected with the Foundation Phase.

### **Improving quality: Good**

The setting makes effective use of its self-evaluation information to identify strengths and areas for improvement. The self-evaluation report is thorough and leads to sound strategies for improvement which will ensure positive benefits for each child. All staff in the setting contribute to self evaluation and a development plan has been produced using the knowledge gained from the self-evaluation process. It shows sound knowledge of the setting's performance and focuses on raising standards further by improving provision and setting clear targets to achieve this.

Practitioners regularly attend in-service training courses provided by the Local Authority advisory service in addition to the in house training provided by the setting and the positive impact of these is seen in the teaching and in the wellbeing of the children.

### **Partnership working: Good**

A good range of partnership working contributes positively to children's progress and wellbeing. Relationships with parents and carers are very strong and daily contact and regular newsletters reinforce this. The setting makes good use of visitors from the community and although the industrial neighbourhood is not appropriate for visits to the locality practitioners have successfully organised visits further afield, such as to the Rhondda Heritage Park in order for the children to experience Welsh history.

The link teacher works effectively with the setting and there is evidence that her advice and guidance has been acted upon. Staff from the setting have visited a number of other settings in the area to see and to share good practice.

### **Resource management: Good**

Staff are effectively deployed and this ensures the smooth organisation of sessions. The available space is well used to support the planned activities and resources are regularly reviewed and organised to ensure that they are appropriate for the planned activities. The nursery is privately owned and the proprietor holds the budget and works closely with senior staff to enable her to make sound financial decisions. The setting gives 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.

### Responses to discussions with children

Children say that they enjoy attending the nursery because they like to play. They have friends and show that they understand what they should do if they are unhappy.

## Appendix 2

### The reporting inspector

Mary Dyas	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))

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

## 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>National Childminding Association (NCMA)</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 (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.