



*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**

**Maldwyn Nursery Centre  
Park Lane  
Newtown  
Powys  
SY16 1DE**

**Date of inspection: May 2013**

**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

Maldwyn Nursery and Family Centre is situated in Newtown, Powys and was opened in 1992. The nursery is open five days a week from Monday to Friday between 7.45am and 5.45pm closing only for bank holidays and the period between Christmas and New Year. Sixty seven children are registered at the nursery and of these twenty two are three years old. Twenty three-year-olds are currently in receipt of funded education provision. The parents of children attending the nursery live or work in Newtown and the surrounding area and come from a range of socio-economic backgrounds. Part of the area served by the nursery is identified as being socially disadvantaged. Most children come from homes where English is the main spoken language and a few from Polish speaking homes.

Although there were no children with identified additional learning needs at the time of the inspection, the nursery is inclusive and able to allocate places for children who need special support through the Wales Pre-school Association's referral scheme.

Maldwyn Nursery is a purpose built single storey building with its own grounds where children are able to explore the natural environment. The three-year-old room is set up with permanent areas to support continuous provision and is brightly decorated with examples of children's group and individual work.

The nursery was last inspected by the Care and Social Standards Inspectorate Wales in February 2013 and by Estyn in May 2007.

## 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 of the setting is good because:

- All children make progress during their time in the setting;
- Practitioners fully understand their roles in supporting the children's learning;
- All children are happy in the setting and form good relationships with the adults who care for them; and
- All children enjoy their learning and become involved for age appropriate periods of time in the activities they choose.

However, standards in Welsh were found to be adequate because there is not enough use of incidental Welsh throughout the sessions and children are not yet sufficiently confident to use independently the words and phrases they have learned.

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's self-evaluation is realistic and identifies actions for improvement;
- There is evidence that progress has been made towards meeting the targets in the setting improvement plan; and
- All staff have input in the self-evaluation process and are fully committed towards improving the provision.

## **Recommendations**

- R1. Build on the use of the Welsh language throughout the sessions to encourage the children to use the words and phrases they are learning.
- R2. Further develop children's involvement in making decisions about their learning.
- R3. Provide information to parents about how they can help their children to improve.

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

All children achieve well in relation to their starting point and make good progress in all areas of learning of the Foundation Stage. Almost all children develop a good vocabulary and the majority of children speak in full sentences. All understand and follow instructions accurately, answer questions appropriately and most speak to one another while at play. Almost all children join in enthusiastically with songs and rhymes and listen attentively to stories, showing their interest and understanding through relevant comments and questions.

All children make good progress with mark making and they experiment confidently with a range of instruments when doing this. Most recognize their name at registration and toast time without any clues. Nearly all children use mathematical language correctly during the course of their play and most three year olds count objects accurately to at least five. All are developing their knowledge and understanding of ICT when they take their turn at being the photographer of the week, use the computer to draw and to make choices and when they play with a range of electronic toys.

All children develop good physical skills and are developing their level of independence and self-confidence. Many children concentrate for extended periods; for example role playing together or interacting with one of the practitioners. All recognise that Welsh is a different language and show that they understand the words and phrases that they hear during the day. Most are able to say the names of one or two colours in Welsh or to count to at least five but they are not yet confident to use their knowledge to include the Welsh words that they know spontaneously in their play.

### **Wellbeing: Good**

Children are relaxed and happy in the setting and are eager to try new experiences. All children interact positively with one another and with adults and behaviour is very good indeed. Children are polite to each other and to adults and very welcoming to visitors. All children understand the need to take turns and to share toys and objects and most manage this with only a gentle reminder. The majority are keen to talk about their experiences and are confident to ask for help from adults. A notable feature of the nursery is the children's enjoyment in their learning. All children have very good attitudes to learning and their positive attitudes are well illustrated by their perseverance and concentration on their tasks. This is a strong feature of the setting. Their conversations show that they relate very well to each other, co-operating and working together happily.

Most children show understanding of the importance of eating healthily. They enjoy snack time and lunch time, sharing brown toast and fresh fruit with one another. All children are developing good independence and successfully butter their toast and pour their own drinks. Most are aware of the need to wash their hands before eating or after using the toilet. When it is time to tidy up children know where equipment is stored and carry out their tasks quickly and efficiently.

Children are able to select equipment for themselves during free play and have begun to be involved in making decisions about activities they would like to take part in.

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

Practitioners plan together. Planning is firmly based on the Foundation Phase learning outcomes and has begun to seek the interests of the children. A good range of learning experiences is planned and overall there is good provision for the development of children's literacy, mathematical knowledge and skills in ICT. Weekly plans identify opportunities to provide additional support to extend the learning of more able children.

Through their daily play together, all children develop strong relationships with one another and with the adults who care for them and demonstrate respect and tolerance towards each other. Children celebrate the Welsh culture in a range of ways when they celebrate St David's Day and are increasing their understanding of other people's beliefs and lifestyles when they enjoy celebrating other festivals such as Divali and Chinese New Year.

The setting makes good use of the outdoor areas available to them and ensures that outdoor adult led activities are planned weekly.

Provision for the Welsh language is adequate. Practitioners do not develop children's Welsh language skills well enough. Although they use Welsh for whole group activities such as registration or during singing and story sessions, incidental Welsh is not used consistently. Children are not routinely encouraged to use Welsh. Children celebrate and learn about Welsh festivals such as St. David's Day. Children are learning about recycling and sustainability when they recycle the paper and make use of packaging to enhance their role play.

## **Teaching: Good**

The quality of teaching is good. All practitioners are aware of the learning objectives for activities and have a secure understanding of Foundation Phase principles and practice. They use a wide range of approaches to stimulate play and active learning experiences which interest and appeal to children of all abilities. Children respond particularly well to staff efforts to make learning fun.

Adults understand the need to give children sufficient time to complete a task or to develop an idea and intervene appropriately and sensitively when needed. Teaching is most effective when practitioners use open-ended questions to challenge children's thinking. Practitioners provide children with helpful oral feedback as they learn. Children's progress and wellbeing are tracked across all areas of learning and this information is used effectively to plan the next steps in children's learning.

Daily observations are noted by all practitioners and, together with the observations from adult led activities, this information is effectively used to inform the nursery's assessment documentation and the report which is given to parents when their child moves on to a school setting. A very positive feature of the setting is the diary which is updated fortnightly with information from observations and relative photographs. This is freely available to parents and carers in their child's storage pocket and they are encouraged to sign when they have read an entry and to make any relevant or helpful comments and suggestions. Neither the diaries nor the final report give suggestions of ways in which they might help their child to improve.

## **Care, support and guidance: Good**

The care, support and guidance of the children in the nursery is a strength. The setting provides a warm and welcoming environment for all children and staff are good role models which encourages children to treat one another with kindness and respect. Transition into the group is smooth and tailored to the needs of individual children. Practitioners have good experience of working with outside agencies and following individual play plans to support children with additional learning needs.

The setting's arrangements for safeguarding children meet requirements and give no reason for concern. All practitioners have received up to date training and fully understand their roles and responsibilities. Other policies are appropriately detailed and relevant. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

## **Learning environment: Good**

Practitioners have created a friendly and relaxed ethos in the setting. Children are exceptionally friendly and eager to interact with visitors. They are keen to talk about what they are doing and ask inquisitive questions. The three-year-old room provides a bright and welcoming environment for all children. The nursery is an inclusive community and respects and celebrates diversity and the indoor area and outside decking would be appropriate to both adults and children with a physical disability. All children are valued and treated with respect as individuals.

There is a good range of appropriate and good quality resources available to support the planned learning experiences and children have daily access to both outdoor decking accessible from their classroom and good sized park area which provides opportunities to extend children's learning through exciting and adventurous play. Children's experiences are further extended through visits to the local library and playground for walks along the river. Visitors to the setting also help children to learn more about the world around them.

Staff working in the three-year-old room are well qualified and demonstrate appropriate knowledge and understanding of the Foundation Phase curriculum.

<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. The management committee meets every two months and receives regular information about the nursery to enable them to make informed decisions to sustain improvement and plan for the future.

There is a well established appraisal system in place to support and improve staff throughout the setting. Staff find this process useful and encouraging in enabling their own training and development. Regular staff meetings and opportunities for the staff of each room to meet together ensure that all practitioners are kept up to date with new initiatives or requirements.

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. All staff in the setting contribute to self evaluation and the current self-evaluation report is thorough and leads to sound strategies for improvement which will ensure positive benefits for each child. An improvement plan has been produced using the knowledge gained from the self-evaluation process which focuses on raising standards further by improving provision.

Practitioners regularly attend in-service training courses provided by the Local Authority advisory service and the positive impact of these is seen in the teaching and in the wellbeing of the children. Practitioners welcome the opportunities to meet with practitioners from other settings at local cluster meetings but have not yet had an opportunity to visit other settings.

### **Partnership working: Good**

The setting has good relationships with the parents of the children in their care and results from the parents' questionnaires show that parents are very satisfied with the care and the learning experiences provided for their children. Practitioners speak to parents every day about what their child has been doing and celebrate success. The children's personal progress diaries make a real contribution to the links between home and the setting. Children attending the nursery move on to a number of different schools and the nursery has established links with a local school through accompanying children from the nursery run breakfast club and collecting them for after-school club.

The setting enjoys a very positive relationship with the local authority advisory teacher who provides support and advice. There is clear evidence that this advice has been acted on to improve provision for the children.

### **Resource management: Good**

Practitioners work closely together and support one another well when deploying themselves during the sessions. The nursery has a good range of resources which are used appropriately to support the planned activities. Practitioners ensure that the areas of learning both indoors and outdoors are effectively overseen to support children's learning.

The nursery manager manages the finances rigorously. The three-year-old room is able to add items to the weekly shopping list and to buy small consumable resources. All larger requirements are carefully considered by the management committee. The setting gives value for money.

## Appendix 1

### Responses to parent questionnaires

Ten questionnaires were received. All were positive and indicated that parents are pleased with the setting. They report that their children are very happy and additional comments mention how well their children settled into the setting and how pleased they are with their children's progress.

### Responses to discussions with children

Children say they enjoy coming to the nursery. They like to play outside and to use construction toys and malleable materials. Many children have made special friends who they like to spend time with.

## 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.