



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

**Osborne Childrens Nursery
Quantock Drive
Chepstow Road
Newport
NP19 9DF**

Date of inspection: January 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:

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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About the setting

Osborne Children's Nursery is a family owned English-medium setting situated in the grounds of a care home in Newport, South Wales. The provision includes a classroom, an adjacent 'messy' area and access to three separate outdoor areas.

Children attending the nursery mostly come from the local area and are considered to be from mainly advantaged backgrounds. Almost all children in the pre-school group speak English as their home language and none come from homes where either parent speaks Welsh. Fifteen per cent have been identified as having additional learning needs. The setting welcomes all children and provides short term places for children in foster care.

The nursery is open from 8am to 6pm from Monday to Friday for 52 weeks a year and only closes on bank holidays. The pre-school room is registered for up to 16 children. Children usually move into the room around their third birthday and at the time of the inspection there were 21 children on roll of which seven three-year-olds and six four-year-olds were in receipt of funded educational provision from the Local Authority.

The nursery was last inspected by the Care and Social Services Inspectorate Wales in February 2011 and by Estyn in February 2006.

Summary

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

Current performance

The current performance of the setting is judged to be good because:

- Children all make good progress during their time in the setting
- All children enjoy coming to the nursery and participate in activities with enthusiasm
- The setting provides a good range of interesting and exciting experiences and activities which stimulate children to learn; and
- Relationships between children and adults are warm and caring

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's self-evaluation is detailed and realistic and identifies areas for improvement
- There is evidence that the setting has, over the years, identified areas for improvement and successfully addressed them: and
- There is a strong culture of wanting to improve within the setting and to provide the best opportunities for the children in their care
- There is a strong sense of teamwork throughout the nursery and senior managers have a good understanding of the requirements of the Foundation Phase

Recommendations

The setting needs to:

R1 Ensure areas for improvement identified in the self evaluation document are clearly identified in the setting's action plan

R2 Sustain and develop further practitioners' use of open and extended questioning in order to enhance children's thinking skills; and.

R3 Ensure the structure of sessions allows sufficient time for children to follow their own interests

What happens next?

The setting will produce an action plan to identify how it will implement these recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The progress of all children is good and they achieve well. Almost all children's numeracy and mathematical skills are good and all count by rote accurately and confidently to at least 10. Most three-year-olds are able to count objects accurately to at least 5 without support. Almost all children communicate clearly in full sentences and are confident to talk to adults about what they are doing and nearly all carry out instructions promptly. All children enjoy stories in both English and Welsh and all show an interest in books and their content and handle them correctly. The majority practise writing across different areas of learning. Almost all children recognise their name when they self-register and most are also able to identify their own name from a list. Four year olds confidently identify one another's names and many write their own name when creating a picture or collage.

All children are developing their understanding and use of ICT as they play confidently with a range of electronic toys and equipment. Children's Welsh language development is good and they make good progress. The majority understand simple words and phrases and many are beginning to make appropriate use of the words and phrases they have learnt.

Wellbeing: Good

Children in the setting have a particularly good understanding of their emotions. They choose a face each morning to stick on their personal drawer to show how they are feeling and will change this during the day if they recognise that they are feeling different. All children are happy in the nursery and enjoy their experiences. The warm relationships they have with their practitioners make them feel safe, happy and confident. All have a good understanding of the importance of healthy eating and that good food and exercise are important to make them healthy. Most identify healthy foods and things they should not eat. All children know that they need to wash their hands after using the toilet and also before their snack because they don't want to catch germs which would make them sick. All children develop a positive attitude towards learning which they demonstrate by taking an active and enthusiastic part in their learning experiences. All children behave well and are polite and show consideration for others when taking turns and sharing equipment.

Most children make friendships in the setting and show care and concern for one another. Children play in self selecting groups, in pairs and independently depending on the activity in which they are involved.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Planning is done collaboratively, and activities successfully engage all children. Planning is flexible and increasingly responds to children's interests. Planning for both the indoors and outdoors is well focused on meeting the Foundation Phase outcomes and builds systematically on children's existing knowledge, understanding and skills. All children are well supported and respected as individuals and this has successfully developed their self-confidence. They are familiar with the routines established by the nursery and are sufficiently confident to be independent learners. There are good opportunities provided for children to develop their basic skills, including their physical and creative skills and to understand the need to care for living things. Provision is made to ensure the coherent development of skills across the curriculum, including developing children's thinking skills.

Practitioners use incidental Welsh consistently throughout the session and children are encouraged to use the Welsh language as much as possible. Activities based around St David's Day are well used for children to develop their knowledge and understanding of the traditions and celebrations of Wales. Children are developing an understanding about sustainability through their involvement in the nursery's recycling of batteries and ink cartridges and they know that we need to recycle things so that we don't waste them. All children have good opportunities to learn about the different needs of other people through their connection with an orphanage in Bethlehem.

Teaching: Good

Practitioners have a good understanding of the philosophy of the Foundation Phase and a good knowledge of child development. They have high expectations of children in terms of their achievements and personal behaviour and these are realised in practice. Tasks are suitably challenging and often staff make good use of questioning to challenge and support children. Occasionally children's time is too structured and does not allow enough opportunity for them to follow their own interests. Staff are good role models and children follow their example, thus ensuring good relationships in the group.

There is a good balance between child-selected and adult-led activities. Staff show a good understanding of when it is appropriate to intervene in the children's play and when to leave them to discover and develop for themselves. Sometimes opportunities are missed to develop children's thinking skills through the use of open questioning.

Assessment of children is carried out regularly and methodically. Practitioners make both planned and spontaneous observations about children's learning which are used to update the children's assessment profiles. These observations are clear and

relevant and relate well to foundation Phase outcomes. Parents receive a preliminary written report in December and a full report in the summer term which covers progress across all areas of learning and includes suggestions for the next steps in learning.

Care, support and guidance: Good

The provision for the promotion of children's health and wellbeing, including their spiritual, moral, social and cultural development is good. Particularly good attention is given to the need for healthy lifestyles. Healthy eating is often a topic of discussion and children help to prepare the Food Co-op vegetable bags which the nursery sells to interested parents. Day-to-day activities are well designed to foster values such as honesty, fairness and respect for truth. Good arrangements are in place to ensure that children have a smooth induction into the pre-school group and also when they move on to mainstream school.

The setting has an appropriate policy and has procedures for safeguarding. All staff have received training and are aware of their responsibilities. Children with additional learning needs are well supported and the setting works in partnership with parents and outside agencies to ensure their needs are catered for.

Learning environment: Good

The nursery is fully inclusive and is an integral part of the local community. A range of local visitors come to speak to the children and the children also make visits to the adjacent nursing home to speak to and entertain the residents. Staff know the children and their families well. They are experienced and well qualified and ensure that all children have access to all activities. Practitioners create a stimulating environment for learning and children are becoming confident and independent learners. There is a good supply of quality resources that are easily accessed by all the children and effectively support their progress. The setting is an attractive learning environment with examples of children's work displayed around the walls. The setting has worked hard to develop the outdoor environment which provides good experiences across the Foundation Phase areas of learning.

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

Practitioners focus well on the children and their individual needs and interests and succeed in creating a positive ethos in which they work well together to provide interesting and stimulating learning experiences. The philosophy of the Foundation Phase is successfully incorporated into the work of the group and outcomes for children are good. Good relationships exist with parents and carers and with the local primary schools. The nursery owner and her managers have good systems of appraisal and staff review in place and a good range of policies regarding keeping children safe. Induction procedures ensure that all staff are aware of their responsibilities and regular staff meetings ensure they are kept up to date with recent developments. There is a strong sense of community throughout the nursery and any issues are dealt with quickly and sympathetically. The nursery also is successfully meeting national and local priorities, including implementing the Foundation Phase curriculum.

Improving quality: Good

Informal self-evaluation in the setting is well established and practitioners know their setting. There is a positive culture of reflection on practice and the recently produced self-evaluation document is a useful one which identifies many of the setting's strengths and appropriate targets for improvement. Evaluation of improvements in terms of children's progress is still at an early stage of development. The leader and deputy have established good links with other registered providers in the area and have attended meetings to share ideas and good practice. Pre-school supervisor has also visited other settings to develop her ideas before setting up the secluded outdoor wildlife area.

Partnership working: Good

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. Every half term parents and carers receive an informative 'Activities at Home' sheet which gives information about the topics they have planned for the children, rhymes and songs they will be singing and suggested activities they could do at home to enhance and support their children's learning experiences. Teachers from local primary schools to come to meet the children before they move on to their

nursery classes. Positive relationships with both the Foundation Phase link teacher and Welsh support teacher from the Local Authority provide good support and advice. There is clear evidence that this advice has been acted on to improve provision for the children.

Resource management: Good

The setting has a good range of resources which are managed and deployed effectively to support different areas of learning and individual learning needs. There are appropriate numbers of suitably trained staff to deliver the Foundation Phase. Use of the outdoors is well developed and planned for.

The nursery owner is very involved with the setting. She has attended training courses and has a good understanding of the requirements of the Foundation Phase and of the needs of children. This enables her to make informed judgements about spending. The budget is managed carefully and the nursery is in good repair and well resourced. The pre-school room has a range of good resources to support the planned activities and the setting gives good value for money.

Appendix 1

Nine questionnaires were received and were mostly very positive. There were no negative comments and parents strongly agreed 100% with nearly half of the questions.

Most children were happy and confident when talking to a visitor. They spoke clearly and used age appropriate vocabulary. All said they liked coming to the playgroup and enjoyed their activities.

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)

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	<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 partnership's 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>

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.