



*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**

**Osbourne Lodge Day Nursery  
Osbourne Road  
Pontypool  
Torfaen  
NP4 6LT**

**Date of inspection: October 2013**

**by**

**Mary Dyas  
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:

<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

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](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2013: 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: 24/10/2013**

## About the setting

Osbourne Lodge Day Nursery opened in January 1998 for children from birth to five years and was registered for a maximum of 26 children. Accommodation was then on one level and comprised five small rooms opening off a corridor with a kitchen at the end. In December 2007 the setting took over the upper floor, originally the Scala cinema, in order to provide better facilities. Access from the road is to the upper floor which has been converted to accommodate the babies in a large room with a sleep area, a reception area for parents and a staff room.

Since the last inspection the downstairs rooms have been opened up to create more light and light fittings have been renewed to hold daylight bulbs which provide greatly improved lighting for children and staff. The rooms have been painted in bright cheerful colours and resources have been organised so that they are accessible to the children.

The secure outdoor area, which is accessed by steps from the lower floor of the building, has also been refurbished with a soft floor made out of industrial tyres and is arranged into areas of play.

Most children come from homes where both parents are working and the majority live near the nursery or within a five mile radius. At the time of the inspection, there were 23 children on roll in the pre-school group of whom 17 were in receipt of funded educational provision. There are no children from ethnic minorities or with additional learning needs and all speak English as their home language.

The Care and Social Services Inspectorate Wales last inspected the nursery in May 2013 and the setting's last Estyn inspection was in November 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 performance of the setting is good because:

- All children are happy in the setting and make good progress from their starting points;
- Behaviour in the setting is good – all children share and take turns and treat one another with respect;
- Practitioners provide a good range of interesting activities that engage children's interest; and
- Most teaching is good.

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting has a history of self-evaluation going back over several years;
- Appropriate targets for improvement are set and there is good evidence that these are being addressed;
- The well-organised management structure proves clear vision for good quality provision which is promoted throughout the setting; and
- Practitioners are highly committed and are keen to provide quality education for the children in their care.

## **Recommendations**

- R1. Develop the use of the Welsh language incidentally throughout the sessions to encourage children to use the words and phrases they have learned.
- R2. Establish a system of individual target setting building on the recent practice involving parents and children in agreeing on simple targets to improve.
- R3. Ensure children have opportunities to learn about their own or other people's beliefs and to experience a sense of awe and wonder at the world around them.
- R4. Ensure that targets in the setting's development plan have clearly defined success criteria and that there are procedures to assess the impact of these targets.

### **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>
---	-------------

### **Standards: Good**

All children are making appropriate progress according to their age, ability and starting points. Most children speak confidently to other children, the adults who work with them and to visitors. They are eager to talk about what they are doing and about the things that they do at home with their families. They listen attentively to stories, to discussions at circle time, make appropriate comments, and ask relevant questions.

Many children choose to look at books during their free play and show interest and understanding in the content. Most are keen to make marks and older children are able to write their own name accurately on their work. All children are able to count to ten by rote with the group and many to count beyond this number. Most correctly identify basic two-dimensional shapes such as circle, square, triangle and heart. Older and more able children recognise and can write numbers to at least five and a very few to ten. In the course of their play many use mathematical language correctly, for example when building a castle from cardboard boxes they comment "we need two more because we want to make it higher".

Most use programmable toys, calculators, cash registers, and cameras with confidence. They use the computer to play age appropriate games and draw pictures and are able to manipulate a mouse skilfully to move and select items on the screen.

All children are developing their ability to use the Welsh language. They respond confidently to simple questions, count to ten in Welsh, know the Welsh names for basic colours and sing Welsh songs with enthusiasm.

### **Wellbeing: Good**

All children are well behaved in the setting. They play well together and know it is important to share and to take turns. Most children are confident and show good levels of self-esteem. They enjoy their learning and are happy in the setting.

Most make clear choices about what they would like to do both indoors and outside. Many children make positive suggestions when consulted about what they would like to learn in their next topic. As a result they become fully engaged in their chosen activity and are able to sustain concentration for suitable lengths of time.

<b>Key Question 2: How good is provision?</b>
---

<b>Good</b>
-------------

**Learning experiences: Good**

The curriculum is well organised and is broad and balanced. Practitioners plan activities effectively based on the Foundation Phase framework. The curriculum is inclusive and appropriate for all pupils. Practitioners plan together a range of interesting and engaging activities across the areas of learning. They consult the children at the beginning of each new topic, which ensures their interest and motivation. Thoughtful evaluation of planned activities indicates the next steps in learning to inform further planning.

Staff use questioning effectively to develop children's thinking skills. Consistent use of Foundation Phase skills ladders and careful evaluation of children's progress ensures that all are developing their basic skills of communication and numeracy and, to a lesser extent, ICT.

A daily focus on speaking Welsh during circle time ensures that all children are developing confidence in using the language. However, there are many missed opportunities to use incidental Welsh. Practitioners plan opportunities for children to learn about Welsh culture and traditions when they celebrate St David's Day.

**Teaching: Good**

Practitioners are very experienced and have a good knowledge and understanding of the requirements of the Foundation Phase. They take good account of children's interests and work closely together to provide a good balance of child centred and adult led activities both indoors and outside. All practitioners are fully engaged with the children during sessions and they support and encourage them well while also showing an awareness of the need to stand back and let them explore and experiment for themselves. They make good use of questioning to challenge children's thinking and to assess their understanding. At the end of each topic practitioners give the children an opportunity to review what they have learned and to identify the things they have most enjoyed.

Staff have consistently high expectations of the children and provide them with plenty of praise ensuring a positive ethos and good behaviour.

Assessment of children's progress is firmly based on the FP skills. Staff record appropriate information to build up a picture of the child, which is compiled every six months into a useful summary that is sent to parents as a record. The recent innovation of asking parents to comment and to jointly discuss setting targets with their child is a very positive step forward.

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

The setting provides a secure environment for the development of the children's health and wellbeing. Practitioners are good role models; they treat one another and the children with respect, and this is reflected in the children's attitudes towards one another and in the good behaviour seen throughout the setting. The nursery has a healthy eating policy and menus for meals and snacks follow healthy eating guidelines. There are good opportunities for children to take physical exercise during the day and the new indoor soft play area ensures that this takes place even in inclement weather. Children use compost from the nursery compost bin to grow vegetables such as potatoes and carrots, which they then harvest and cook in the nursery kitchen.

The setting's provision for children's moral, social and cultural development is good and for their spiritual development is adequate. Arrangements for supporting children with additional learning needs are good and the setting has worked together with specialist services to meet these needs.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

### **Learning environment: Good**

The setting has a caring and supportive ethos where all children are valued and respected as individuals. All children have equal access to all areas of provision. There are sufficient practitioners who have relevant and appropriate qualifications. The officer in charge and the leader of the pre-school group have been working there for several years and are experienced and knowledgeable.

The accommodation for the pre-school children is well organised, making the best use within the confines of the building and good use is made of the outside area. Staff make effective use of both the indoor and outdoor spaces to address the requirements of the Foundation Phase. Colourful displays of current children's work help to create a bright and welcoming atmosphere indoors. A range of good quality equipment effectively supports the planned activities.

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

### **Leadership: Good**

The setting is well managed. There is a clear leadership structure and the officer in charge oversees the work in the pre-school group providing challenge and support overseen by the proprietor. The setting has a purposeful vision to provide the best possible care and education for the children and has good policies and procedures to promote this. Staff work together in a strong team to meet the requirements of the Foundation Phase alongside providing high quality day care for the children. There are good systems in place for appraisal and supervision of staff that ensures up to date training is in place.

Day to day management of the pre-school setting is led by the room leader who is well organised and ensures that all practitioners working with her have a good understanding of their roles and responsibilities.

Managers keep themselves well informed about the activities in the setting and they know the children well. They are fully aware of the areas for improvement identified in the self-evaluation process and ensure that they address them appropriately. They are also positively involved in taking forward national and local priorities such as the Healthy and Sustainable Pre-school Award.

### **Improving quality: Good**

The process for self-evaluation has been well established in the setting and leaders have a good understanding of their strengths and areas for improvement. The current self-evaluation report is detailed and reflective and gives supporting evidence for the current good practice. Development plans identify targets for improvement linked to the areas for improvement in the self-evaluation. The plans identify budget costs and are planned within set time frames but the success criteria are often vague and there is no further evaluation of impact once targets are achieved.

The setting takes note of the guidance it receives from the local authority when conducting self-evaluation and target setting. Practitioners appreciate the support they are given and act on the advice and guidance.

### **Partnership working: Good**

The setting has a range of successful partnerships that enhance children's learning and promote wellbeing. Most children coming into the pre-school group move up from toddlers and staff tailor their induction to suit each individual. The nursery has an open door policy for parents and carers that ensures positive communication between home and the setting. A monthly newsletter keeps parents and carers informed about what is happening in all areas of the nursery.

The setting sends transition documents to the children's receiving primary schools and has good links with the local primary school. Children attend the school harvest festival service in a nearby church and the school sports day in the summer term.

There are good links with other settings in the local authority and with the local National Day Nurseries Network. Managers recognise the value of shared learning and the passing on of good practice. The positive link with the local authority's advisory teacher provides advice and support.

Practitioners use visits to the local environment, visitors to the setting and the nursery's contact with a nursery in Romania effectively to enhance learning.

### **Resource management: Good**

Staff in the setting are well deployed to support children's learning. All practitioners take advantage of the opportunities given to them to enhance their skills through a good range of training courses that support both educational and personal needs.

The nursery owner manages the finances efficiently and targets spending to meet identified areas for development. Outcomes are good and the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

*denotes the benchmark - this is a total of all responses since September 2010.*

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	10	10 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	10 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	10	10 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	10	10 100%	0 0%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	1%	0%		
Teaching is good.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	1%	0%		
Staff treat all children fairly and with respect.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	10	10 100%	0 0%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	10	10 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	8	7 88%	1 12%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	25%	1%	0%		
I am kept well informed	10	7	3	0	0	0	Rwy'n cael gwybodaeth

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
about my child's progress.		70%	30%	0%	0%		gyson am gynnydd fy mhlentyn.
		62%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	10	8 80%	1 10%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	30%	3%	1%		
My child is well prepared for moving on to school.	10	6 60%	3 30%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	10	7 70%	3 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	30%	4%	1%		
The setting is well run.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Mrs Mary Elspeth Dyas	Reporting Inspector
-----------------------	---------------------

### 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))

## 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.