



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

**Park Lane Day Nursery
The Old Stables
Park Lane House
High Street
Welshpool
Powys
SY 21 7JP**

Date of inspection: April 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:

| 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

Park Lane Day Nursery is an English-medium setting occupying buildings in the centre of the town of Welshpool. The nursery opened in May 1990 and has been owned by the present proprietor since August 1999 who had previously been the nursery manager. The pre-school children have the use of two downstairs rooms which are laid out with the full range of provision for the areas of learning of the Foundation Phase and also daily access to the attractive and secure outdoor area at the back of the building.

Children attending the nursery come mainly from Welshpool and the surrounding area and many parents either work in the town or pass through on their way to work. They are considered to come from a range of socio-economic backgrounds and the nursery provides Flying Start sessions for younger children, most of whom stay to access the funded provision for three-year-olds in the setting. Many children come from English-speaking homes and a few are from homes where the first language is Welsh. There are currently no children with identified additional learning needs but the setting is inclusive and welcomes all children within the restrictions of the buildings. At the time of the inspection there were eleven children on roll in the pre-school group, all of whom were in receipt of funded educational provision from the local authority.

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

Summary

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

Current performance

The current performance of the provider is good because:

- All children are happy and relaxed in the setting;
- All children make good progress in relation to their starting points;
- The setting provides a wide range of stimulating and exciting learning experiences which engage and interest the children;
- Practitioners know their children well and provide positive support for their learning; and
- Relationships between children and between adults and children are warm and caring.

Prospects for improvement

The setting's prospects for improvement are good because:

- Self-evaluation and the identification of areas for improvement have been in place for some years and there is evidence that targets have been achieved;
- The proprietor has a clear vision for the further development of the setting; and
- All staff are aware of the current targets for improvement and are working positively towards meeting them.

Recommendations

R1. Build on recently established practice to provide parents and children with information on children's next steps in learning.

R2. Further develop links with schools to which children are moving on in order to facilitate smooth transition for the children.

R3. Consider providing a more formal opportunity to inform parents of their children's progress

What happens next?

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

Main findings

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

All children achieve well and make significant progress in relation to their starting points across all the Foundation Phase areas of learning. They demonstrate good levels of knowledge and understanding in line with their age and stage of development. Most children are confident learners who are prepared to take risks, learn from mistakes and explore their surroundings.

All children apply their skills well to a wide range of play activities. Most are very articulate, have good communication skills and talk eagerly about their experiences. All join in with songs enthusiastically, enjoy listening to stories and sharing books with adults. Many also show an interest in writing and frequently take opportunities to mark make in role play areas, for example when taking phone calls or creating plans in the construction role play office. Most recognise their own name when they record that they have had their morning snack and many are beginning to try to write their own name, for example, when creating a picture or painting.

All children are making good progress in their development of mathematical skills. They are able to count confidently to ten and a majority to at least twenty. All count objects accurately to five and most to ten. During the course of their play all children use mathematical language relating to shape, size and position correctly.

All children are developing their understanding and use of ICT as they use a computer, play confidently with a range of electronic toys and use a camera to record interesting moments in their day.

All children are making good progress in gaining skills in the Welsh language. They understand the simple questions and phrases used by adults and many are beginning to use these in conversation and in their play.

Wellbeing: Good

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 know that good food and exercise are important to make them healthy. They know that their hearts beat faster when they take exercise and that they need to clean their hands after using the toilet and also before their meals to wash away the germs. 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. All are fully engaged during their activities and concentrate for age appropriate lengths of time to complete a task to their satisfaction. Children are regularly involved in making decisions about their learning.

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

The planned curriculum takes into account the requirements of the Foundation Phase and the identified needs of the children in the group. Over time, plans cover all areas of learning of the Foundation Phase. Staff meet together to discuss children's progress and their responses to the activities and adapt the planned activities to meet their needs. These activities succeed in engaging children's interest and curiosity both indoors and outdoors and enable children to make good progress in communication, numeracy, ICT and the wider creative skills. Children are encouraged to think for themselves and are provided with many opportunities to solve problems, be independent and experiment with new experiences. Activities are frequently adapted or included following children's interests and suggestions.

The setting makes particularly good use of the local community to enhance children's learning through a highly imaginative range of visits, involvement in community activities and visitors who come to speak to the children. This is a very positive strength of the setting.

Welsh is consistently used by all practitioners throughout the session to develop children's independent use of the language. Parents are encouraged to write simple Welsh sentences when recording their activities with Sam y Ci and Dewi Ddraig who regularly accompany children home. All children celebrate and learn about Welsh culture and traditions when they celebrate St David's Day.

The setting has involved children in regular recycling of paper, of food left over from their snacks and of peelings from the nursery kitchen. The children have also helped to make a greenhouse from used plastic drinks bottles for their garden. Cultural diversity is well promoted through a range of dolls from other cultures, use of pictures of children from around the world in pictures and displays and celebration of a number of different festivals. Children listen to music from around the world, taste different food, make craft items and listen to stories as part of these celebrations.

Teaching: Good

The nursery manager, who leads the pre-school group, and her assistants are very experienced and have a sound understanding of the principles of the Foundation Phase. They implement their ideas imaginatively to suit the needs of the children and are extremely pro-active in adapting and including activities in line with the children's interests. All staff interact positively with the children throughout the sessions. Daily shared evaluations ensure that they all have a good understanding of the developing needs of each child and they direct their questioning appropriately. There is a good balance between adult intervention and allowing children to follow their own ideas to develop their decision making skills. Children are free to select from either adult led or independent activities and are involved from the early stages of planning a new topic.

Practitioners assess by observing the children while they are engaged in their learning experiences and this informs the next steps in planning. Information from observations is recorded in children's individual skills lists and also in the children's personal diaries which are sent home daily. In this way, parents receive continuous information about their child's progress and the setting has recently begun to identify and share specific targets for the children.

Care, support and guidance: Good

Good arrangements are in place to support children's health and wellbeing. Practitioners value children as individuals and strive to enable each child to develop their potential and personality. A range of policies relating directly to the practice within the nursery ensures that children settle quickly when they start at the setting and are kept safe from harm and bullying.

The setting's arrangements for safeguarding children meet requirements and give no reason for concern. Procedures for checking the suitability of staff are robust and adhered to and there are good procedures for managing children's arrival at the setting and when leaving.

Provision for ensuring children's spiritual, moral, social and cultural development is good. There are good opportunities for children to experience a sense of awe and wonder about their surroundings and they say a short prayer together before eating their lunch. Practitioners are good role models and foster a sense of right and wrong and of treating one other with respect. Although there are currently no children with identified additional learning needs, practitioners are aware of the need for early identification and have worked closely with other professionals in past years.

Learning environment: Good

The setting provides a welcoming environment for the children. Colourful displays include children's work and photographs of their activities. The setting is fully inclusive ensuring all children have equal access to all areas. Practitioners encourage children to respect and celebrate diversity through a wide range of activities and resources.

An extensive range of high- quality resources meets the needs of all children in every area of learning. Both indoors and outdoors, the setting provides an attractive and stimulating learning environment. The very well maintained accommodation is used well.

The setting employs enough qualified practitioners to meet the needs of all children. They have an appropriate knowledge of the Foundation Phase and are committed to improving their knowledge, understanding and skills through relevant training.

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

The proprietor and manager have created a setting with a very positive ethos where children are welcomed and are very much at the centre of planning and organisation. They work closely together and have high expectations for themselves and the staff.

The nursery has clear policies and aims which are understood and implemented well by all practitioners. There is a strong culture of self-improvement amongst practitioners which helps to develop and maintain the good work of the setting, ensuring that changes impact positively upon children's standards and the quality of provision.

The proprietor is fully involved in the life of the nursery and has a clear vision for the future development of the setting. A system of annual staff appraisals is in place and termly supervision sessions ensure that any concerns can be quickly addressed. Practitioners respond well to local and national priorities and are fully involved in training and developments connected with the Foundation Phase.

Improving quality: Good

The current setting self-evaluation document is extensive and demonstrates a good understanding of the setting and how the provision can be improved. Self-evaluation is very much part of the work of the setting. Progress towards targets is regularly reviewed and leaders have a good understanding of the need to assess improvement against the impact on teaching and learning. Practitioners make time to listen to children's views and reflect together to identify issues for further improvement. Practitioners regularly attend professional courses provided by the Local Authority which have impacted positively on the provision of the setting. The setting has recently established a link with another local setting to share good practice and experiences for the children.

Partnership working: Good

A good range of partnerships contributes positively to children's progress and wellbeing. The setting has particularly good relationships with the parents of children in their care. Responses to the setting's parental questionnaires for their quality of care report and discussions with parents during the inspection show that parents are very satisfied with the care and the learning experiences provided for their children. They especially value the children's daily diaries which provide them with information about the activities their child has enjoyed, learning objectives they have achieved, photographs and samples of work. These diaries are a highly effective feature of the setting. Partnership links between the setting and local schools are developing. The professional advice received from the Local Authority's Early Entitlement support teacher provides high quality support for the setting and there is good evidence that her advice has been acted upon to effect improvements that have impacted positively on the learning experiences provided for the children.

Resource management: Good

The setting has a good range of high quality resources which contribute effectively to children's learning and the acquisition of new skills. Practitioners are used efficiently and make a significant contribution to the progress made by all children. Resources are regularly reviewed to ensure that they are meeting the needs of children in their care.

An accountant supports the proprietor in the management of the budget. All spending is carefully considered against the effectiveness of supporting the children's learning experiences and the setting provides good value for money.

Appendix 1

Parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received (fewer than 10).

Responses to discussions with children

Children say they enjoy coming to the nursery and like to play with their friends. They appear to be very happy during their time in the setting and all have formed good relationships with the adults who care for them. They particularly enjoy their activities in the outdoor area.

Appendix 2

The reporting inspector – delete as appropriate

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| 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

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| 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> |

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| 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. |