



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

**Playland Day Nursery
31 Stansty Road
Wrexham
Clwyd
LL11 2BT**

Date of inspection: June 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

Playland is an English-medium day nursery established in 1968 on the outskirts of Wrexham and serving a wide area providing day care mainly for parents working in the area. The nursery is divided into three main groups each with its own base rooms. This inspection covered the pre-school room which at the time had 29 on roll including 12 three year olds of which ten were in receipt of funded educational provision.

The pre-school room is large, spacious and well equipped with good quality resources. It opens onto a conservatory where 'messy' activities take place and in turn has doors leading into the garden. The outside area is exceptionally well set out with a fenced area with adventurous equipment for climbing, sliding, balancing and riding bikes on a soft safety surface. There is a large grassed garden which is well used to enhance the planned learning activities and the pre-school room also enjoys the use of a paved area with a large gazebo where they are able to take the activities outside.

The children in Playland come from mixed socio-economic backgrounds where most parents are working. Almost all speak English as their first language. The setting welcomes all children and, although there are currently no children with additional learning needs, there are policies and procedures to ensure appropriate support.

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

Summary

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

Current performance

The current performance of the setting is good because:

- All children are happy in the setting;
- Behaviour is good – children and adults form strong and caring relationships which enable children to feel safe and secure;
- All children make good progress in relation to their starting points; and
- There is a good range of stimulating and interesting activities planned which attract children to become involved in their learning.

However:

- There are no opportunities for children learn about recycling and sustainability; and
- Parents do not receive enough regular information about their children's progress and how they can help them to improve.

Prospects for improvement

The settings prospects for improvement are good because:

- Self-evaluation is well established;
- All practitioners are fully committed to identifying and working towards areas for improvement;
- There is evidence that previous targets have been met; and
- The setting is well organised and efficiently managed.

Recommendations

- R1. Provide opportunities for children to learn about sustainability and recycling.
- R2. Consider ways in which to provide parents with more information about their child's progress how they can help them improve.
- R3. Further develop links with primary schools the children move on to. This has been identified in the setting's current self-evaluation.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All children make good progress from their starting points and achieve well by the end of their time at the nursery. Nearly all children listen attentively and talk confidently about their activities. They are developing good communication skills and many speak in full sentences using complex phrases. Most children converse together effectively during their play. All sit quietly and listen very attentively to stories. They show their understanding by joining in with repeated phrases and responding to questions related to the content. Many children choose to look at books which they handle correctly as readers and follow through to the end of the story. Most children respond positively to opportunities to develop early writing skills, using a variety of mark-making equipment and demonstrate good fine motor skills.

Most children are developing good early numeracy skills. They count to ten by rote and count objects accurately to at least five. The majority use a good range of mathematical language naturally when playing. All children are developing their skills in information and communication technology as they use a range of electronic toys such as a microwave oven, kettle and toaster and a selection of telephones and mobile phones.

All children are developing their Welsh language skills. They respond to the register in Welsh, understand the Welsh that is spoken to them and respond appropriately and a minority are beginning to use the Welsh word for a colour spontaneously in their conversations with adults.

Wellbeing: Good

All children are developing an appropriate understanding of how to keep themselves healthy. They understand that they need to wash their hands after using the toilet and before eating to get rid of germs and know that a healthy diet includes fruit and vegetables. All are developing good independent skills when they pour their own drinks at snack time or put on waterproof clothing to play with water outdoors.

All children have very positive attitudes to learning. They show a real interest in their activities and are eager to show and talk about what they are doing. During free play sessions they are all fully involved with their chosen activities and spend significant lengths of time concentrating and developing their skills.

Children in the setting are exceptionally friendly and welcoming. Their behaviour is good and they show kindness and consideration to adults and to each other. They understand the need to share and to take turns and do this with very little need for encouragement.

There are daily opportunities for children to reflect about what they have been doing and many make suggestions about things they would like to do, for example to turn their home corner into a garden cafe where they could have shopping lists and menus.

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

Practitioners plan together a wide range of interesting and stimulating learning activities based on themes that interest and engage all children. Planning takes into account the use of skills ladders to ensure coverage of the range of skills based on the Foundation Phase areas of learning and takes into account the interests and suggestions of the children. Planned 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.

Planning provides good opportunities for children to develop their physical and creative skills and to learn about the world around them. Children learn to care about living things by sowing seeds and looking after the plants that grow and by caring for the nursery's cat which is often to be seen wandering around the area or sleeping on a chair amongst the children. Learning activities encourage children to form good relationships and to show respect and tolerance to one another.

Welsh is well used during group times and practitioners use Welsh words incidentally throughout the sessions. Children count in Welsh when prompted and a majority know some colours in Welsh when asked. All children celebrate and learn about Welsh culture and traditions when they celebrate St David's Day. There are good opportunities for children to learn about other cultures and communities through the range of multicultural resources in the setting and through celebration of a range of festivals. There are not enough opportunities for children to learn about sustainability and recycling.

Teaching: Good

The setting leader and her assistants are very experienced and have a sound understanding of the principles of the Foundation Phase and they implement their ideas imaginatively to suit the needs of the children. All staff interact positively with the children. Daily shared evaluations ensure that they all have a good understanding of the developing needs of each child and they direct their questioning appropriately. Practitioners make good use of open questioning to encourage children to think for themselves and to find their own solutions to problems such as how to fill a container using tubes in outdoor water play. There is a good balance between adult intervention and allowing children to follow their own ideas to develop their decision making skills.

Practitioners assess by observing the children while they are engaged in their learning experiences. The information gathered informs the next steps in planning and contributes to the local authority's assessment document which builds on an entry assessment. When a child leaves the nursery, parents and carers are given a report indicating skills achieved under the areas of learning of the Foundation Phase but currently this does not indicate the children's next steps in learning. There are currently no arrangements for parents to receive regular information on the progress of their children or of what they can do to help them improve.

Care, support and guidance: Good

The nursery's provision for ensuring children's health and wellbeing, including their spiritual, moral, social and cultural development is good.

Daily routines foster values such as honesty, fairness and respect. Children are well aware of the difference between right and wrong and behave accordingly. Most children are happy to accept responsibility such as helping at snack time and show initiative when tidying up at the end of free play sessions. Visits to the locality help children develop a sense of curiosity about the world and visitors from the community help them appreciate differences in the way we live. Most children have known one another since they were babies in the setting and behaviour is good. They understand the need to share and to take turns and do so without the need for encouragement.

Although there are currently no children with identified additional learning needs the setting has good procedures in place for early identification. The setting's arrangements for safeguarding children meet requirements and give no reason for concern. All practitioners have received up to date training and understand their roles and responsibilities. Other policies are appropriately detailed and relevant.

Learning environment: Good

The setting provides a warm and caring ethos where children are enabled to pursue their learning in a stimulating and supportive environment. All children have equal access to all activities. Practitioners are suitably qualified and very experienced in working with young children. There are good quality resources to support every area of learning and practitioners ensure that they match children's needs. The accommodation is of high quality, well maintained and secure. Displays of children's work reflect recent learning activities and help to create a bright and welcoming environment. The setting's excellent outdoor area is safe and secure and practitioners use it effectively to provide a wealth of interesting experiences across the curriculum. The setting uses community resources, such as the library and local shops to extend children's experiences.

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

The nursery has a very positive ethos where children are welcomed and are very much at the centre of planning and organisation. Staff work closely together and have high expectations for themselves and the children. The nursery has clear policies and aims which are understood and implemented well by all practitioners. Regular staff meetings are minuted and ensure that everyone is aware of what is happening. 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 monthly one-to-one 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 such as the Local Authority's Grow with Me scheme.

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. Parents are consulted for the annual review of practice and also within six weeks of their child moving on to a new group within the nursery. Practitioners regularly attend professional courses provided by the Local Authority which have impacted positively on the provision of the setting.

Partnership working: Good

A range of effective partnership working contributes to the progress and wellbeing of the children. The practitioners were observed to have a good relationship with parents and there are good opportunities for verbal feedback when parents collect or drop off their children in the playgroup. Informative newsletters and an information board in the foyer ensure that parents and carers are aware of the activities provided for their children.

The setting has developed strong links with a nearby Welsh-medium primary school and children who move on to this school have good opportunities to make visits accompanied by staff from the setting and the nursery class teacher from the school visits the children in the setting. Practitioners are hoping to develop similar links with the English medium school to which several of their children usually transfer.

The nursery proprietor is very involved with the work of the local National Day Nurseries Association and brings new ideas and initiatives to enhance the work of the setting. There have not yet been any opportunities for practitioners to visit other settings.

The partnership with the local authority link teacher is purposeful and beneficial and has had a positive impact. Practitioners in the playgroup value the support they receive and the link teacher reports that the playgroup responds positively to training and to any advice and guidance.

Resource management: Good

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

The nursery proprietor manages the setting's financial resources effectively to support learning and developments in the setting. She monitors the budget regularly and systematically to ensure the most efficient use of funds. Spending decisions are appropriate and in line with the targets identified in the improvement plan.

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

All children thoroughly enjoy their sessions in the setting. They say that they like the things they do there and particularly enjoy their time outdoors in the garden and play areas.

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.