



*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**

**Red Robins Nursery  
Castle Park Primary School  
Llanthony Close  
Caldicot  
Monmouthshire  
NP26 4HN  
United Kingdom**

**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

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## About the setting

Red Robins Nursery is an English medium setting previously known as Hall Park Under Fives which opened in 1976 on the present site behind the former St Mary's Junior School. When the school amalgamated in 2008 under the name of Castle Park Primary School the group changed its name to Red Robins. The staff working at Red Robins are completely new and not linked to Hall Park Under Fives.

In 2008 the setting moved to a purpose built unit opposite the main school which houses the reception class. The nursery has its own entrance with a connecting door to the reception classroom and a door leading outside to a large garden, dedicated for nursery use and adjacent to the reception garden. The setting has strong links with the reception team in the school. The indoor accommodation comprises a large main room set up with creative area, sand, role play, construction and ICT and a small room which houses the book, writing and maths area. Outside there is a fruit orchard, large sandpit, two role play sheds, climbing frame and chalk boards. The flooring is a mixture of hard surfacing, safety surfacing and artificial grass. The nursery has access to the extensive grounds of the school and shares the school's composting area.

Children attend the setting from across Caldicot and the surrounding area. Children come from mixed socio economic backgrounds and all speak English as their home language. The nursery takes children from the age of two and a half until they are ready to move on to the reception class. At the time of the inspection there were 21 three year olds and two four year olds on roll in the nursery of whom 17 three year olds and both four year olds were in receipt of funded educational provision. A few children have additional learning needs and the setting makes good provision to support them.

The Care and Social Services Inspectorate Wales last inspected the setting in July 2013 and Estyn in September 2007 as Hall Park under Fives.

## 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 provider is judged to be good because:

- All children make good progress from their starting points;
- All children enjoy their time in the setting;
- The setting provides a good range of interesting activities that engage children and enable them to make progress;
- Staff create a happy and welcoming ethos where all children are valued; and
- Teaching is good.

### Prospects for improvement

The setting's prospects for improvement are good because:

- Self evaluation is developing well and appropriate targets have been set;
- The setting is making good progress towards achieving the current targets; and
- Staff are committed to providing good quality experiences for the children.

## Recommendations

R1. Ensure systems for planning are clear and identify differentiation for older and more able children. Evaluate planned activities to inform future planning.

R2. Strengthen systems of management within the setting to ensure annual staff appraisals result in clear targets for improvement and training.

R3. Further develop self evaluation to involve staff in assessing outcomes and to seek the views of staff, parents/carers and the Management Committee.

### What happens next?

The setting/school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's/school's progress.

## Main findings

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

All children are making good progress in relation to their age and stage of development. They enjoy their activities and become absorbed in what they are doing. Most children are very articulate and express themselves well using complex phrases and extended sentences. Most enjoy their mark making experiences across the curriculum and are beginning to understand the purpose of writing; for example, when they make notes in the outdoor role play tool shed. A particular feature of the setting is the real love the children show for books. They often choose to look at books or ask an adult to read with them during their free play and show their enjoyment through the close attention they pay to the story and the relevant comments they make.

All children use mathematical language appropriately during the course of their play. They talk about containers being nearly full when playing with water and discuss whose tower of bricks is higher. Most are beginning to recognise written numbers and count objects accurately to at least five. All children are developing their understanding and use of electronic equipment as they use the computer to play age appropriate games and programme a toy to move around on the floor.

All children show a growing understanding of the Welsh words and phrases to which they have been introduced and most are able to count to ten and name a few basic colours when asked. They understand the Welsh that practitioners use and are beginning to make use of some themselves at snack time.

### **Wellbeing: Good**

All children are relaxed and happy in the setting and are eager to try new experiences. They interact positively with one another and with adults and their behaviour is generally good. Children are polite to each other and to adults. Most children understand the need to take turns and share toys and objects and generally manage to do so. All children become fully engaged in the activities they choose and often spend appreciable lengths of time concentrating on what they are doing. All interact well with one another and play together in pairs or small groups. Many respond well to questions about when they have been doing and express their likes and preferences

Many children show an appropriate understanding for their age and stage of development of the importance of eating healthily. They enjoy snack- time, eating a range of fresh, healthy food and are aware reason why they need to wash their hands before eating or after using the toilet.

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

The setting plans a range of interesting activities based on the principles of the Foundation Phase and addressing all areas of learning. The sessions are busy times with children moving freely between activities choosing what they want to do and becoming very involved and excited. The setting makes very good use of the well - developed outdoor area to extend the planned activities indoors. Children become engrossed in what they are doing and spend good amount of time experimenting and investigating. All staff discuss together the impact of planned activities on children's learning but this is not systematically recorded in order to form an effective part of the planning process.

Practitioners promote the Welsh language during group times and particularly well during snack time when most children confidently use the words and phrases they have learned to ask for what they want. Good use is made of St David's Day to introduce the children to Welsh traditions and customs and children have a good understanding that they live in Caldicot which is in Wales.

**Teaching: Good**

All practitioners are well qualified and demonstrate a good understanding of the Foundation Phase. They use a range of approaches to stimulate play and active learning. All staff are fully involved with the children during the sessions and intervene appropriately to challenge and support children and encourage them to explore and investigate for themselves. Practitioners are very enthusiastic and fully committed to supporting the children and to providing good quality all round provision.

All staff have a shared responsibility for updating children's assessment records. They note daily observations of children's achievements on sticky notes and these are then entered into children's personal profiles. Children's records are based on the same assessment system used by the school. There are opportunities for daily verbal exchange of information with parents and carers during the handover at the beginning and end of sessions and the setting offers parents the opportunity to come to discuss their child's progress during the spring term.

**Care, support and guidance: Good**

Arrangements to ensure children's health and wellbeing contribute positively to children's development. Induction arrangements ensure children settle quickly into the setting. Very good arrangements are in place to ensure a smooth transition when children move on to the school's reception class. Practitioners are supportive and provide children with positive praise.

Provision for ensuring children's spiritual, moral, social and cultural development is good. Practitioners are good role models and foster a sense of right and wrong and of treating one other with respect. Provision for children with additional learning needs is good. Staff liaise with outside agencies and work hard to support integration and full access to all activities.

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.

### **Learning environment: Good**

The setting fosters a caring and inclusive ethos where all children are valued and encouraged to treat one another fairly. All children have access to the full range of activities regardless of age or ability. Practitioners encourage children to respect and celebrate diversity through a wide range of activities and resources. Staff have worked hard on the outdoor provision to provide a learning environment which enables children to explore a wide range of interesting experiences. Children have free access to this area easily from the main room.

The setting employs sufficient well-trained practitioners to meet the needs of all children. They have a good knowledge and understanding of the Foundation Phase. All practitioners are committed to improving their knowledge, understanding and skills through relevant training. There are ample good quality resources to support the planned activities.

The setting makes use of the local area and provides a range of opportunities for children to expand their experiences through learning from visitors to the nursery and from visits to the locality.

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

The setting manager has created an ethos where children are welcomed and are very much at the centre of planning and organisation. Staff work well together and practitioners are fully aware of their roles and responsibilities. They share a vision to support and develop the children in their care. However, staff members have few opportunities to take on responsibilities such as planning. A system of annual appraisals is in place but training needs and targets for development are not consistently set and reviewed.

Good links with the officers of the Management Committee ensure that they are kept informed about the setting's progress.

Practitioners respond appropriately to national and local priorities, for example the Welsh Assembly Healthy and Sustainable Pre-school scheme for which they have already completed the preliminary award.

### **Improving quality: Adequate**

Practitioners know their setting well and share a desire to ensure good practice in their provision. The setting has a clear but informal culture of identifying areas of provision they would like to develop. The manager has recently developed a more formal system of self-evaluation which has enabled the identification of appropriate targets for improvement which are currently being addressed. Parents are consulted as part of the annual care review but other stakeholders, such as staff, children and the Management Committee, have not yet been consulted in the self-evaluation process.

### **Partnership working: Good**

The setting has good links with parents and carers. The termly newsletter is available on the parents' notice board and on the setting's website. Information is regularly added together with photographs of the children working at their activities and words of songs that the children are currently learning so that they can be supported at home. A particularly nice link is the annual harvest soup lunch when children make soup as part of their autumn and harvest learning and invite their parents and carers to come and share it with them.

Links with the school are strong. They enable good transfer of information and support the children well in their transition to the reception class. Good use is made of visitors to the setting and visits by the children to enhance their learning.

The local authority early years co-ordinator works closely with the setting and practitioners value the support they receive and respond positively to advice and guidance.

### **Resource management: Good**

Practitioners are well deployed during the sessions to ensure children are supported in all areas of the setting. Resources are used to enhance the planned activities and are stored at low level to enable children to choose for themselves. Practitioners are

well qualified and experienced in working with young children and the setting makes use of the Foundation Phase training provided by the local authority to support the continuous professional development of staff to improve the provision for the children.

Good procedures are in place to ensure careful management of finances. Spending is considered carefully to ensure it is necessary and cost effective. Overall, the setting gives 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	9 90%	1 10%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	7 70%	3 30%	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	9 90%	0 0%	0 0%	0 0%	1	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	7 70%	2 20%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	10	7 70%	2 20%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	1%	0%		
Teaching is good.	10	8 80%	1 10%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		79%	18%	1%	0%		
Staff treat all children fairly and with respect.	9	8 89%	1 11%	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	7 70%	2 20%	0 0%	0 0%	1	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	8 80%	2 20%	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.	9	7 78%	0 0%	1 11%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	25%	1%	0%		
I am kept well informed about my child's progress.	10	8 80%	1 10%	1 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		

	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	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	8 80%	1 10%	1 10%	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	6 60%	1 10%	2 20%	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	7 70%	2 20%	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	6 60%	3 30%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	10	9 90%	0 0%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Mrs Mary Elspeth 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))

## 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.