



*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**

**Sunray Day Care Nursery  
Long Barn  
Waen Farm  
Nercwys  
Flintshire  
CH7 4EW**

**Date of inspection: May 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
<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

Sunray Day Care Nursery is an English-medium setting based in a converted rural barn in Nercwys on the outskirts of Mold. The nursery is privately owned and has been open since June 2010. The accommodation was converted specifically for the nursery and comprises bright attractive rooms for children aged from birth to 11 years. Since its opening less than two years ago with two children, the nursery now has 85 on roll including after-school and holiday provision.

The nursery is registered for up to 100 children and, at the time of the inspection, there were seven children in the morning pre-school group, five of whom were in receipt of funded educational provision from the Local Authority.

Outside is a large, safely enclosed play area which has recently been laid with green and blue artificial grass to enable children to access it in all weathers. The children also have controlled access to adjacent farm and woodland areas.

The setting serves a wide area and the children are considered to come from a mix of socio-economic backgrounds. All speak English as their main home language. The setting welcomes all children and makes appropriate provision for those with additional learning needs.

The nursery was last inspected by the Care and Social Services Inspectorate Wales in June 2011 and this is the first time it has been inspected by Estyn.

## 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:

- Children are happy and relaxed in the setting;
- Good attention is paid to children's safety and wellbeing; and
- Children enjoy their learning and almost all become involved for age appropriate periods of time in the activities planned for them.

### Prospects for improvement

Prospects for improvement are good because:

The owner and manager have a clear vision for moving the nursery forward;

The setting's self-evaluation is realistic and clearly identifies actions for improvement; and

The pre-school supervisor is very enthusiastic and keen to learn more in order to improve the provision for the children.

## **Recommendations**

In order to improve the setting needs to:

- R1 Continue to embed the planning process that has recently been put into place; and
- R2 Continue to develop the planning for outdoor provision to ensure that children have opportunities to explore all areas of learning.
- R3 Ensure children have opportunities to understand that living things should be treated with care, respect and concern.

## **What happens next?**

The setting will draw up an action plan which shows how it is going to address the recommendations. The Local Authority will monitor the setting's progress.

## Main findings

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

All children achieve well in relation to their starting point and make good progress in all areas of learning of the Foundation Stage. All children are very articulate and speak in full sentences, many using quite complex phrases to make themselves understood. All understand and follow instructions accurately, answer questions appropriately and most speak to one another while at play. Almost all children join in enthusiastically with songs and rhymes and listen attentively to stories, showing their interest and understanding through relevant comments and questions.

All children make good progress with mark making and they experiment confidently with a range of instruments when doing this. Many children recognize their written name. Nearly all children use mathematical language correctly when comparing length, height or the size of things and most count objects accurately to at least five. Many are able to recognise numbers to five and a few beyond. All show an awareness of the everyday use of IT when engaging in role play.

All children develop good physical skills and are developing their level of independence and self-confidence. Many children concentrate for extended periods; for example when completing a jigsaw puzzle with a friend. All recognise that Welsh is a different language and are beginning to use some of the words they have learned. They enjoy singing in Welsh and understand more than they speak.

### Wellbeing: Good

All children are very happy in the setting and enjoy their experiences. They treat one another nicely and are often observed to be playing co-operatively in twos or threes. All understand the need to share and to take turns and often do so without the need to be reminded. All children are developing an understanding of the importance of healthy eating and know that good food and exercise are important to make them healthy. All children are developing good independence. They go to the toilet unaided and wash their hands afterwards and also before snack, put on and take off coats and shoes independently and pour their own drinks at snack time.

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 during the sessions and help to tidy up at the end. They know the routines well and anticipate what is going to happen next. Nearly all are aware of the needs and feelings of other children and adults and show concern for them. They make friendships in the setting and they are clearly very fond of one another.

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

The pre-school room supervisor plans a range of tasks which interest, stimulate and engage the children. As a result they make good progress towards the Foundation Phase outcomes.

Planning is still in the early stages of development. Learning experiences are focused on meeting the Foundation Phase outcomes and the activities generally build on children's existing knowledge, understanding and skills. Learning intentions, however, are very general and not yet linked to the Foundation Phase Footsteps as advised by the Local Authority. Children's ideas and suggestions are beginning to be taken into account when planning activities. Learning experiences are effective in developing children's basic skills, including their creative and physical skills. Planned focused activities are evaluated but these tend to be very general and do not reflect the learning intentions. The setting's outdoor area is used daily but planning does not yet provide for activities outdoors which support children's learning. Opportunities for children to understand the need to care for living things are currently limited but plans are in place to provide areas for planting and growing.

St David's Day is well used to enhance the children's knowledge and understanding of Welsh customs and traditions and the supervisor is Welsh speaking and makes good use of incidental Welsh through the session. Children have good opportunities to learn about other peoples and cultures through their celebrations of different festivals. The nursery is involved in recycling a range of materials but the children are not yet involved in this.

### **Teaching: Good**

The room supervisor has a sound understanding of the Foundation Phase and a good understanding of children's development. She provides appropriate activities for the level of development of individual children and knows the children well. Where teaching is good she asks questions which challenge children to think about their learning. There is a good mix of planned activities and opportunities for children to choose their own activities.

Observation and assessment of children's learning is in place. Information from observations is used to inform the completion of the local authority's 'This is Me' assessment documents. Procedures are in place for parents to be enabled to see and discuss this documentation and parents receive a copy when their child is due to move on to mainstream education.

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

Good procedures are in place to ensure children's health and wellbeing and these contribute well to the children's overall development. All children enjoy their time in the nursery. Values, such as honesty, fairness, respect and an understanding of what is right and wrong are fostered through the day-to-day activities.

Induction into the group is effective in ensuring that children settle happily and is dependent on the individual needs of each child. The setting is experienced in working with children with additional learning needs and has worked well with external professionals to ensure children are well supported.

A good range of policies to ensure the children are safe is in place and appropriate risk assessments have been carried out. The setting has procedures and an appropriate policy for safeguarding. Staff have all had recent training in safeguarding and know their responsibilities and how to respond. Procedures for keeping children safe within the setting are particularly good. Attention is given to healthy eating and children enjoy a wide range of healthy meals and snacks from the nursery kitchen. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

### **Learning environment: Good**

The setting provides a caring, supportive environment where all children are treated equally. As a result, most children are confident and show high levels of wellbeing. The setting makes good provision for children's skills development and almost all children are successfully developing early literacy, numeracy and ICT skills.

The bright and airy pre-school section is set out so that children are able to help themselves to resources. Accommodation is suitable and effective and the outdoor area is beginning to be used positively to support the planned activities indoors. Colourful displays and attractive exploration areas stimulate the children and develop their learning. Visits outside the setting, including around the local farmland, and visitors to the setting from the community enhance children's understanding of the world around them.

Numbers of children in the mornings are low and the supervisor is usually on her own with them. She has appropriate qualifications in the care of young children and has recently accessed training in the Foundation Phase. She now has a good understanding of how to use the good supply of resources to support the planned activities.

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

The nursery owner and manager fully understand their roles and responsibilities and work together well as a strong team, sharing values, aims and objectives. There is a positive ethos and a commitment to provide the best possible experiences for all children. The manager of the nursery is aware of the need to support the newly appointed supervisor in the pre-school group and is well qualified to do so.

A system of annual staff appraisals is in place and targets for training are set and reviewed. Leaders are very involved in the daily routines of the nursery and know the staff and children well. The owner has taken good account of relevant legislation and guidance through the use of an outside provider and the setting meets legal requirements in full. The nursery has taken good account of national priorities, including implementing the Foundation Phase curriculum.

### **Improving quality: Good**

The current self-evaluation document follows a process recommended by the Local Authority and provides a very honest picture of the strengths of the setting and areas for improvement. There is good evidence that progress is already being made to address these. The nursery manager provides good support for the pre-school supervisor to enable her to reflect and evaluate the planned provision and to plan for the next week. The supervisor has attended training offered by the Local Authority and there are plans for the owner and manager to access training in order to update their understanding of the Foundation Phase. They are very enthusiastic about the setting and are keen to work together towards improving the provision and the learning environment.

### **Partnership working: Good**

Informal links with parents and carers are strong and there are good opportunities for the exchange of information when they bring and collect their children. Planning for all age groups is displayed in the welcome area and specific planning for the Early Entitlement children is displayed in their classroom. Parents are also specifically informed about planned activities their child has been involved in through a daily report book in which they are also able to comment. The link teacher from the Local Authority has worked effectively with the setting to provide support and training and practitioners value the support they receive and are keen to respond to advice and guidance. The nursery has already developed good links with local primary schools from which they collect older children for after school care. As a result of this the children were able to have an Easter egg hunt in the grounds of Nercwys Primary School this year. The setting is a member of the National Day Nursery Association and leaders have established good links with those from similar settings in the area.

**Resource management: Good**

Finances are currently managed by the nursery manager though the setting is planning to appoint part time administrative support to enable her to be more fully involved in the work of the nursery. Spending decisions are made by the owner. All staff are able to request items for their areas and these are considered and discussed for value and impact on the children's needs before a decision is made.

Furnishings and equipment are of good quality and still in good condition. Resources in the pre-school room are well used to support the planned activities.

The setting provides good value for money.

## **Appendix 1**

There is no commentary on the parent questionnaires due to the small number of responses received.

Due to the small number of children present in the setting there is also no report on discussions with children.

## **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](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report.

## 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 setting 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>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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 partnerships conditions of registration.
<b>Foundation Phase</b>	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.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	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.

<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.