



*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**

**Tabernacle Kindergarten  
Tabernacle Church Schoolroom  
Main Street  
Pembroke  
Pembrokeshire  
SA71 4DB**

**Date of inspection: November 2014**

**by**

**Dorothy Morris  
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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## Context

Tabernacle Kindergarten is based in Tabernacle Church Schoolroom in Pembroke, Pembrokeshire. It is registered to take up to 19 children from two to five years of age per session. The setting meets on five days a week and for 42 weeks of the year.

At present, there are eight three to five year olds registered at the setting. Four three year olds are in receipt of funded educational provision. All children use English as their first language. No child comes from a Welsh speaking home. There are a very few children with additional learning needs.

There are five members of staff and all are suitably qualified and experienced in working with young children. The setting is privately owned and has been run by the current owner since 1987.

The setting was previously inspected by Estyn in March 2009 and by the Care and Social Service Inspectorate for Wales (CSSIW) in February 2014.

## 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 setting's current performance is good because:

- practitioners provide a range of interesting and motivating learning experiences;
- teaching is effective and encourages children to work independently and to experiment with new experiences;
- practitioners succeed well in developing children's self-esteem and confidence as learners;
- there is very good attention to developing children's cultural awareness;
- there is effective use of the local community to extend children's learning experiences; and
- the children are well-supported in a warm, happy and inclusive environment.

### Prospects for improvement

The setting has good prospects for improvement because:

- the proprietor offers strong and effective leadership;
- the practitioners are committed to children's educational and personal development;
- there is a strong team ethos and all practitioners work well together;
- the proprietor has a thorough understanding of the setting's main strengths and areas for improvement;
- the setting has a good record of securing improvements in provision; and
- the very good links with parents support children's learning and wellbeing.

## **Recommendations**

- R1. Plan tasks that extend children's skills consistently
- R2. Strengthen improvement planning by producing more detailed action plans linked to clear targets
- R3. Update the child protection policy to meet current requirements
- R4. Address the health and safety issue drawn to the attention of the setting

### **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

### Key Question 1: How good are outcomes?

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

**Good**

#### Learning experiences: Good

Practitioners provide stimulating learning experiences that motivate and engage children well. Activities are based on a series of themes which are suitable to the children's age range. They include favourite stories and seasonal topics. For example, the story of Guy Fawkes is the focus for a range of purposeful activities including storytelling, discussion, cooking, craft and drama. Children are offered regular opportunities to contribute to the planning. The children's request to include picnics as part of the autumn term theme provides a successful focus for outdoor activities.

There is good use of visits to the library, shops, castle and forest area, for example, to enhance children's learning experiences and to develop their awareness of the local area.

Practitioners provide suitable opportunities to develop children's literacy and number skills. Short term planning is detailed but does not focus enough on providing tasks that extend children's skills consistently.

There is good attention to developing children's speaking and listening skills through, for example, circle time activities and snack time where children are given ample time to speak with adults and each other. There are effective opportunities for children to look at books and listen to stories in the book corner. There are appropriate mark-making opportunities for children to create lists, record their ideas and draw pictures.

There are good opportunities for children to acquire an understanding of the purpose of money when visiting the supermarket, for example, to purchase ingredients for their cooking sessions. There are effective opportunities for children to count and to use mathematical language when involved in building activities, or when discovering two-dimensional shapes around the setting. There are suitable opportunities for children to use their information and communication technology (ICT) skills independently in their play. Planning to promote these skills further is less developed.

There is good attention to developing children's investigative and creative skills through practical experiences. The opportunities to investigate colours in the environment and to illustrate their ideas using different media, is an example.

The Welsh language is promoted positively through group activities, such as listening to stories, singing rhymes and discussing the weather. The majority of practitioners use incidental Welsh appropriately during the session. There are suitable resources, including a range of Welsh books, which are accessible to children around the room. There is good attention to developing children's awareness of Welsh traditions through celebrating St. David's Day and St. Dwynwen's Day.

### **Teaching: Good**

Practitioners have a secure knowledge of child development and the Foundation Phase. There is purposeful use of a range of teaching methods and suitable resources that encourage children to work independently and to apply their skills confidently in different situations. This includes very effective use of first hand experiences outside the setting which motivate children and make learning enjoyable. A visit to a local charity shop to purchase a hat for Guy Fawkes is a good example. This involves giving children valuable opportunities to list their requirements, discuss with shop assistants and pay for purchases independently.

There is a good balance between activities led by practitioners and those chosen by the children. Practitioners establish a close working relationship with the children which succeeds in developing their self-esteem and confidence as learners. The effective use of open ended questions extends children's thinking and develops their vocabulary.

The practitioners know the children well and have a good understanding of their general development and learning needs. They assess and record children's progress carefully during activities. These observations are recorded fully in children's individual development files, together with photographs and further observations to illustrate children's progress. The files form a comprehensive and effective record of children's development across the areas of learning and are forwarded appropriately to the receiving school and then to parents. There are good opportunities for parents to discuss their children's progress through informal discussions and through individual meetings with practitioners.

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

Practitioners provide effective care and support for all the children. Daily routines are established and children are made to feel safe and secure. The setting has appropriate policies and arrangements to promote healthy eating, regular exercise and personal hygiene. There is good attention to developing children's awareness of how to care for their teeth.

Learning experiences promote children's personal development effectively, including their spiritual, moral, social and cultural development. Children learn to share and take turns, to consider others and to be polite. Experiences, such as celebrating thanksgiving and saying a prayer of thanks before snacks, contribute well towards children's spiritual development. Opportunities to perform a nativity play in the local church for parents and members of the community contribute further to their spiritual and social development.

The promotion of children's cultural awareness is a very strong feature. Children listen to stories, look at pictures and participate in a range of art and craft activities to celebrate saints' days, the festivals of other cultures including Divali and Rosh Hashanah, and important days such as the Chinese New Year.

The setting encourages children well to learn about sustainability and the importance of caring for all living things. For example, they recycle materials, have their own compost bin, grow plants, prepare food for the bird table, and feed ducks and swans on their walks.

The setting has a designated additional learning needs co-ordinator and there are effective procedures to support children with additional learning needs. There are clear communication links with specialised services including health visitors and speech and language therapists.

The setting has a suitable range of policies to promote children's wellbeing. The child protection policy, however, does not meet current requirements. The proprietor's attention was drawn to a health and safety issue.

### **Learning environment: Good**

The setting is an inclusive community that treats all children equally. Practitioners succeed well in creating a warm and nurturing environment for the children. They consider and value children's different backgrounds and develop a good understanding of each child's needs.

The setting has enough experienced practitioners to meet the needs of the Foundation Phase. Overall, there are sufficient resources to support the learning. They are accessible to children which promotes independent learning. However, the range and quantity of ICT equipment are more limited.

The hall is spacious and is used fully by arranging activity areas around the room. The learning environment is enhanced by displaying children's work and creating displays to reflect a particular focus such as 'the colour of the week'. The small outdoor learning area, which includes grassed and hard play surfaces, provides children with suitable opportunities to investigate and play. The accommodation is secure and clean.

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

The proprietor has a clear vision and a strong commitment to children's learning and development. She creates a very positive ethos where staff and children are valued and respected. She sets high expectations and provides a strong sense of purpose to the setting's work.

Effective leadership ensures that practitioners have a thorough understanding of their roles and responsibilities. Practitioners share common values about learning,

behaviour and child development. They work closely as a team and demonstrate a strong commitment to their role. Policies and procedures are implemented appropriately.

There is a suitable system in place to appraise the work of practitioners and to identify their further professional development needs. This information assists the setting in determining its staff development programme.

Practitioners respond positively to national and local priorities including implementing the Foundation Phase, developing children's early literacy and numeracy skills, and promoting healthy eating.

### **Improving quality: Good**

The proprietor has a thorough knowledge of the setting's strengths and areas for development. She monitors provision appropriately by observing practitioners, participating in activities and evaluating children's progress. There is effective use of staff meetings to review provision and to plan themes collaboratively. The setting gives good attention to the views of children, parents and support agencies in planning and reviewing practice.

All staff in the setting contribute effectively to self-evaluation by evaluating children's responses during activities and the impact on their learning. Practitioners have a positive approach to self-evaluation and respond well to advice and guidance. They are open to new ways of working. This approach has brought about improvements in areas such as the provision for Welsh.

There is an appropriate link between the self-evaluation report and the priorities in the improvement plan. The plan includes relevant areas for improvement. At times, however, targets and strategies for implementation are too general to assist practitioners monitor progress closely.

Practitioners work effectively with the local authority link teachers in planning and evaluating provision.

### **Partnership working: Good**

The setting has a number of strategic partnerships that make an effective contribution to the quality of provision and to children's development.

The setting has a strong partnership with parents and carers. Regular meetings and newsletters keep them up-to-date with important dates and information. There are very effective induction arrangements to help children, parents and carers become familiar with the setting before children start. Parents and carers readily utilise the good opportunities provided to meet staff to discuss any concerns they may have.

The links with the local primary school are particularly beneficial. The practitioners and children benefit from their visits to the reception class and from the opportunities to attend sports days and concerts. The school makes its forest area and resources available to the setting which provides further opportunities for outdoor learning.

Parents and carers value these links and understand that they prepare children well for moving on to the next stage in their education.

The constructive partnership with the local authority link teachers and Flying Start officers support the setting well in introducing new initiatives. There is productive use of links with the community to enhance children's learning.

**Resource management: Good**

Resources are managed effectively. The setting is staffed appropriately and there is effective use of practitioners' skills in sharing responsibilities. There is good use of resources to support the teaching and learning.

Practitioners attend appropriate courses as part of a planned training programme. There is effective use of the training received, for example, in developing children's Welsh skills and in supporting children with a range of learning needs. Training days offer practitioners relevant opportunities to discuss and share ideas with others.

The proprietor has a good understanding of the budget and prioritises spending according to the setting's needs. In view of the effective provision and strong leadership provided, the setting offers good value for money.

## Appendix 1

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

The number of responses received were fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector –

Dorothy Morris	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 partnerships 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>Professional Association for Childcare and Early Years (PACEY)</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 Day Nurseries Association (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.