



*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**

**The Burrows Nursery Porthcawl  
1 The Precinct  
Rowan Drive  
Dan-y-Graig  
Porthcawl  
CF36 5AT**

**Date of inspection: September 2014**

**by**

**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

The Burrows is a privately owned day nursery in Porthcawl, Bridgend. Five shareholders own the nursery, two of whom work daily in the nursery. All shareholders have responsibility for leading and managing the day nursery.

The nursery provides full day care, 51 weeks of the year. It is registered to take up to 45 children per session and children are admitted from the age of six weeks. At around two years of age, children enter the pre-school department. There are currently 20 children in the pre-school department, almost all of whom are two-year-olds. The local authority funds part-time education places for three-year-olds and occasionally four-year-olds in the pre-school. Very few children are currently funded.

All children have English as their home language and almost all are of white British ethnicity. No child is from a Welsh speaking home. At the time of the inspection, no child was identified with additional learning needs.

There are four permanent members of staff in the pre-school department, in addition to the pre-school manager. All staff are suitably qualified and experienced in working with young children. The pre-school manager has been in post since 2012.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in July 2013. This is the setting's first inspection 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 setting's current performance is good because:

- learning experiences offer a worthwhile range of interesting and exciting opportunities that focus well on the interests of young children;
- it provides children with effective opportunities to develop their literacy and numeracy skills;
- practitioners use a purposeful range of teaching approaches and resources to ensure that learning is fun;
- strong working relationships exist between all practitioners and children;
- teamwork is effective and ensures a consistency in approach in such things as managing children's behaviour;
- effective arrangements exist to support children's health and wellbeing and encourage children to take care of themselves; and
- it provides a warm, caring ethos where practitioners treat all children fairly and children and staff are highly respected and valued.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the pre-school manager provides a clear vision for the setting as a nurturing, caring environment where children are happy and eager to learn;
- practitioners work together effectively with a clear sense of purpose to fulfil the aims of the setting;
- the pre-school manager and practitioners are clearly committed to improving quality;
- there is a good track record in bringing about improvements in provision, particularly the learning environment;
- the partnerships with parents and carers are particularly strong; and
- the setting provides good value for money.

## **Recommendations**

- R1 Provide children with worthwhile opportunities to make their own choices and continue to develop strategies for children to have a say in what they learn
- R2 Work together effectively to moderate and consider assessment outcomes, particularly for the more able
- R3 Extend self-evaluation processes to include more staff involvement

### **What happens next?**

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

## Main findings

<b>How good are outcomes?</b>	<b>N/A</b>
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### **Standards: N/A**

There is no report on children's progress, standards in their skills development and Welsh language. 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.

### **Wellbeing: N/A**

There is no report on children's 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.

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

Learning experiences offer a worthwhile range of interesting and exciting opportunities that focus well on the interests of young children. Practitioners plan a broad and balanced curriculum with an appropriate emphasis on play and learning through first-hand experiences. For example, children are encouraged to sequence correctly a well-known story through using soft toys hidden in the nursery. Well-planned visits into the community such as a visit to a local supermarket and visitors to the setting further enhance the curriculum.

The setting provides children with effective opportunities to develop their literacy and numeracy skills. Practitioners promote children's speaking and listening skills well through daily story sessions, singing and encouraging children to follow instructions carefully, such as moving like animals from a story. The printed word is highly visible in both Welsh and English. Children learn to recognise their names through self-registration each morning and are encouraged to look at books with or without an adult at every opportunity. As a result, children show an interest in words from a young age and develop a love of books. Activities, for example writing invitations to a special themed party using mark making, encourage children to understand the purpose of writing.

Practitioners further children's numeracy skills well through regular opportunities to count, sort and match objects. They encourage children to use mathematical vocabulary correctly, such as using big and small to describe story characters or using full and empty when filling and emptying containers in the sand. The outdoor learning area provides valuable opportunities for children to learn to recognise numbers in context. For example, children 'park' their numbered wheeled toys in order, matching accurately the number of their toy with the number of the parking bay.

The setting plans beneficial opportunities to develop children's Welsh language skills. For example, this term the children are learning the names of the animals in their storybook theme in Welsh. Registration time is particularly effective in encouraging children to use their Welsh. For example, the helper for the day takes the register in Welsh and records the weather with some support from practitioners. Children have appropriate opportunities to learn about living in Wales and Welsh culture through regular visits into the community and celebrating St David's Day.

### **Teaching: Good**

Practitioners have a sound understanding of the Foundation Phase. They use a purposeful range of teaching approaches and resources to ensure that learning is fun and that children are actively taking part in learning. For example, practitioners use small recording devices to encourage children to listen carefully to questions in Welsh and engage children successfully in making repeating patterns using natural materials gathered on a walk.

Working relationships between all practitioners and children are very good. Mutual affection, respect and care underpin the work of staff with the children, and, as result, children are happy, confident and ready to learn.

Teamwork is effective and ensures a consistency in approach in such things as managing children's behaviour. For example, all practitioners reinforce good behaviour through regular praise of children who use 'walking feet', 'listening ears' and 'gentle hands'.

Practitioners plan a good range of daily activities for the children and children make confident choices from these activities. Focused tasks are suitably challenging and generally well matched to individual children's stage of development. There are too few opportunities, however, for children to choose their own activities and this sometimes discourages children's creativity and thinking skills.

Formal and informal assessments and detailed record keeping generally provide a clear picture of each child's strengths and their learning journey. Practitioners use assessment information appropriately to set suitable targets for children. They generally make valuable use of assessment information to inform each child's next step in learning. On a few occasions, practitioners use assessment criteria too literally and are therefore over-generous in their evaluation of more able children's progress.

The setting keeps parents and carers well informed about their child's progress through termly and end of year written reports.

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

Effective arrangements exist to support children's health and wellbeing and encourage children to take care of themselves. The setting makes appropriate arrangements for promoting healthy eating and drinking. For example, children eat fruit and drink milk or water at snack time. Regular planned physical activities, such as 'Fitness Friday', external soccer skills coaching and music and movement sessions, promote children's physical fitness successfully.

Learning experiences promote and foster children's spiritual, moral social and cultural experiences positively. Celebrating festivals, such as Diwali and the Chinese New Year, help children to understand better the world in which they live. Practitioners encourage important values such as fairness, respect and a sense of right and wrong successfully. For example, children are encouraged to take responsibility for caring for resources, to share toys, to take turns and to look after each other. Daily routines, such as snack time, provide worthwhile opportunities for children to develop important social skills such as co-operation and independence.

There are suitable processes in place to support children with additional learning needs. The setting accesses professional help for children and their families if necessary and uses this to support children's specific needs well.

The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Children have appropriate opportunities to learn about sustainability through recycling materials, such as paper and plastic.

### **Learning environment: Good**

The setting provides a warm, caring ethos where practitioners treat all children fairly and children and staff are highly respected and valued. Practitioners encourage children to think of others less fortunate than themselves by raising money for charities, such as participating in an 'onesie day' to raise funds for autism.

The accommodation is well maintained and secure. Indoors is welcoming and attractive and includes displays of children's work. Practitioners make sure that labelling on displays and storage boxes is bilingual and that numbers are prominently displayed. These are useful resources in promoting children's early word and number recognition. The outdoor space is small but well used. Regular walks in the community and visits to the beach make up for the lack of outdoor space.

There is ample supply of high-quality age-appropriate resources. Practitioners use these to support the quality of learning and teaching well.

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

The pre-school manager provides a clear vision for the setting as a nurturing, caring environment where children are happy and eager to learn. All practitioners share this vision. This has a positive impact on children's attitudes and behaviour and their willingness to try new things. All practitioners understand their roles and responsibilities and work together effectively with a clear sense of purpose to fulfil the aims of the setting.

The pre-school manager has high expectations of staff and challenges them appropriately to ensure good quality learning experiences for children both indoors and outdoors. Practitioners willingly take on leadership roles for such things as Welsh and planning and this impacts positively upon the quality of provision.

There are appropriate processes in place to manage the performance of staff. The pre-school manager uses these processes suitably to identify their training needs. For example, practitioners have attended local authority working parties to increase their knowledge and understanding of aspects of the Foundation Phase.

The setting pays good attention to local and national priorities and there is a suitable focus on developing children's early literacy and numeracy skills.

### **Improving quality: Good**

The pre-school manager and practitioners are clearly committed to improving quality. They strive hard to find ways to make learning experiences exciting and motivating for children and to make sure that children are happy and ready to learn. For example, practitioners discuss informally on a daily basis how well children respond to activities. They make changes immediately if they see that children are not benefiting from an activity. The setting has a good track record in bringing about improvements in the learning environment, in particular. For example, changing the entrance area has allowed the setting to create an attractive book area, which children use well and often.

The pre-school manager undertakes formal self-evaluation annually. She makes suitable use of a self-evaluation audit to identify priorities for improvement. For example, last year the setting identified a need to improve children's behaviour, particularly in how they cared for resources. It implemented the actions from its development plan successfully and saw an improvement in children's behaviour. Beneficial visits to other settings also help practitioners to evaluate how well they are doing and to learn from others. The pre-school manager considers carefully parental responses to an annual questionnaire and uses this information appropriately to identify few actions for improvement. However, practitioners are not involved enough in formal self-evaluation and, as a result, are not always sure of the setting's key priorities.

### **Partnership working: Good**

The setting has a good range of partnerships, which support children's learning well and impact positively in enriching children's experiences. Partnerships with parents and carers are particularly strong. Practitioners keep them well informed through regular newsletters, weekly emails and Foundation Phase open days. Parents value the quality of the learning experiences provided and the level of care and concern shown by practitioners towards their children.

The setting has a valuable partnership with the community. For example, regular visits by the librarian and visits to the library to borrow books promote children's interest in books and stories positively.

The setting has worthwhile partnership arrangements with the local authority advisory teacher and the local authority support services, which benefit the children. For example, support from the local authority advisory teacher has improved practitioners' confidence in planning for skills. As a result, children's experiences have improved. Appropriate links with several feeder primary schools aid smooth transition for children from the setting into school.

**Resource management: Good**

The setting makes good use of staffing and resources to support learning and teaching well. The nursery directors ensure that there are enough suitably qualified and experienced practitioners to support the effective delivery of the Foundation Phase curriculum. The pre-school manager knows her staff well and uses their experience and expertise to good effect. For example, a practitioner who has recently attained a qualification in Welsh leads on Welsh language development. Practitioners access an appropriate range of suitable training. They share ideas from training, visits to settings and their attendance at working parties to improve the quality of their teaching and provision.

The setting has sound processes in place for keeping spending under review. Directors budget carefully for the purchase of large resources, such as the 'Bunny Bus', and allocate funds appropriately to the setting's priorities.

The setting successfully promotes activities that encourage children to learn and progress. As a result, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

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

## Appendix 2

### The reporting inspector

Mrs Beverley Jenkins	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>	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 partnership's 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>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.