



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

**Y Bont
Ewenny Road
Bridgend
CF31 3HT**

Date of inspection: January 2015

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:

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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Context

Y Bont is an independent day nursery run by a charitable trust based in the Bridgend local authority. It provides education, support and information for families who have children aged between six weeks and 10 years of age with various disabilities, special needs or specific medical conditions. A full-time manager runs the centre supported by 10 practitioners.

Y Bont is registered to take 18 children at any one time. Children can be referred to Y Bont by health professionals, the Education Department, Social Services or by individual families. During the inspection, there were five children on the register aged between three and four years of age, who are funded by the local authority. Most of the children who attend come from English-speaking homes and live in the Bridgend or neighbouring local authorities.

Y Bont was inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in November 2014. Estyn last inspected the nursery in December 2008.

Summary

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

Current performance

The current performance of the setting is good because:

- it provides a wide range of learning experiences that meet the needs of all children well;
- teaching is effective;
- recently introduced assessment systems are of a very high quality;
- practitioners provide a good level of care and support for the children;
- the setting is completely inclusive and has an extremely warm and welcoming environment; and
- practitioners make exceptional use of the local environment to support and develop children's life experiences.

Prospects for improvement

The setting's prospects for improvement are excellent because:

- leaders manage the setting very well enabling the setting to be fully inclusive and highly supportive of parents and their children;
- leaders reflect regularly on how the setting is doing and are keen to improve its performance;
- the setting has a good track record of improving provision and opportunities for children;
- partnerships with parents are exceptionally effective in supporting parents who have a disabled child; and
- partnerships are having a significant impact in addressing issues of poverty and deprivation.

Recommendations

- R1 Use assessment information to plan learning activities that effectively engage and challenge all children
- R2 Use direct classroom observations to evaluate and improve the overall quality of teaching

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

N/A

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.

Key Question 2: How good is provision?

Good

Learning experiences: Good

All children at the setting have identified additional learning needs. Practitioners plan effective learning experiences that enable children to make appropriate progress towards meeting Foundation Phase outcomes in all areas of learning. They achieve this through planning children's progress in very small steps.

All practitioners are involved appropriately in planning and delivering learning experiences and have a suitable understanding of how to support children's individual needs. During activities, practitioners adopt a flexible approach to respond appropriately to children's specific needs, for example if they become tired or frustrated. However, practitioners do not consistently plan well enough to challenge more able children to ensure that they make rapid progress in areas of learning where their disabilities have least impact.

Taking into account the children's starting points, practitioners provide them with many good opportunities to take risks and experiment with new experiences. For example, practitioners encourage children to taste new fruit, play in a paddling pool, use the wide range of physical resources outdoors and indoors, and make visits to the local area.

There are many worthwhile opportunities for children to develop their literacy and numeracy skills. For example, children learn to recognise the numbers on the wheeled toys in the outdoor area and practise their mark making skills with chalks on dark paper. The recent improvement in resources, means that provision for developing children's information and communication technology (ICT) skills meets their needs effectively.

The setting provides sufficient opportunities for children to become familiar with some simple Welsh words. Children learn about their Welsh heritage appropriately, when they celebrate St David's Day. The setting provides a suitable range of Welsh books, signs and labels for children to be aware of Welsh in its written form.

Teaching: Good

Practitioners have a good knowledge and understanding of child development and of Foundation Phase practice. They know the children's strengths and needs well. All staff are very good language role models, constantly speaking to the children, verbalising what is going to happen next and what they are doing, and asking questions to support children's language development successfully.

Their positive approach and use of praise help to create the setting's very warm and nurturing ethos. Practitioners work well as a team, and use a range of agreed strategies consistently, such as picture prompts to help children move happily from one activity to another. They provide a good balance between child-selected and adult-led activities that meet children's individual needs well. They adapt activities successfully when necessary to sustain children's interest and in response to children's reactions.

The setting's assessment systems are of a very high quality. Practitioners make good use of an innovative assessment document. It enables them to identify very effectively the small steps in children's progress and to plan successfully what individual children need to do next.

The setting keeps parents and carers very well informed about their child's achievements, wellbeing and development through informal discussion and written reports.

Care, support and guidance: Good

The setting promotes children's health and wellbeing successfully. For example, children learn to brush their teeth and have suitable opportunities to try healthy foods. The setting makes effective provision for children's individual physical needs. All children have valuable, regular opportunities to enjoy the fresh air and sensory experiences of being outside.

The setting provides very well for children's spiritual development, giving them many valuable opportunities to develop a sense of awe and wonder about the world. For example, during a visit to a nearby garden centre the children were excited to see the animals, birds and fish. An appropriate range of learning experiences, such as the celebration of Chinese New Year, fosters children's cultural development well. Practitioners plan well for children's moral and social development.

The setting succeeds in offering all children, whatever their individual needs, access to experiences covering all areas of learning. Each child has an appropriate individual play plan. Practitioners review these regularly, consulting parents appropriately. The setting makes highly effective use of advice from a vast range of specialist services such as the speech and language team, the visual impairment team and the education psychologist.

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

Learning environment: Excellent

The setting creates a very warm, welcoming and exceptionally inclusive ethos. Practitioners recognise and value each child's individual learning needs and background. They treat the children with respect and value their views. The setting shows an outstanding awareness of the complex and varied needs of parents and carers. It responds to this by providing an exceedingly high level of support for them.

The setting's accommodation is bright, cheerful and welcoming. It is well maintained and secure and practitioners make very effective use of all available space and equipment. For example, the well-resourced soft play area and light room provide very valuable support for children's particular physical and sensory needs. Practitioners make good use of the well-planned outdoor area. Overall, there is a wide range of high-quality resources available to meet children's individual requirements.

The setting uses the local environment highly effectively to provide children with a range of new and stimulating opportunities. For example, children have extremely beneficial life experiences when they visit the local post office, a garden centre, police headquarters and a supermarket. A variety of visitors to the setting also contribute exceptionally well to children's wellbeing. For example, children experienced the calming effect of stroking and walking a dog during a visit from a local pet charity.

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

Leaders manage the setting very well. They promote the setting's mission, "enabling disabled children to fulfil their potential" successfully and share it with practitioners, parents and support agencies effectively. In addition to developing the high levels of provision for children and their families currently in the setting, leaders have successfully extended the setting's care and support to around 140 families spread over several local authorities. This is an exceptional feature of Y Bont's work.

All practitioners have appropriate job descriptions and understand their roles and responsibilities. They work together as a team very successfully and support each other to meet the setting's aims effectively. They show a clear sense of pride in working in the setting.

Leaders have high expectations of practitioners. They challenge underperformance robustly. They make good use of well-established appraisal systems to support colleagues and to develop their skills successfully. Appraisal targets link suitably to the setting's targets for improvement and are supported by a wide range of effective training. Leaders value the work of practitioners and provide them with valuable opportunities to take on responsibilities and develop their managerial skills.

Leaders keep the trustees well informed about the setting's progress.

Improving quality: Excellent

Self-evaluation is a strong feature of the setting. Overall, self-evaluation procedures are very effective. Leaders regularly reflect on the setting's performance using a good range of procedures to evaluate how well the setting is doing. In particular, they make very successful use of children's assessment records, staff and parent questionnaires and audits by external agencies. The use of direct classroom observations to review the quality of teaching is less well developed.

The setting has a very good track record of making improvements that have a strong impact on developing provision, raising standards and improving opportunities for children. Through responding to needs identified through the self-evaluation process, the setting has created a highly effective assessment tool. The setting has shared this innovative practice with other settings.

Over the last two years, the setting has made important improvements in upgrading its provision for ICT, developing resources in the outdoor area and in addressing national priorities relating to deprivation and poverty successfully. Following a staff audit, all practitioners are now involved in planning learning experiences for children and have worthwhile opportunities have an input into the management of the setting. The setting prioritises the matters it needs to improve effectively and has clear plans to bring about the desired improvements. Leaders monitor the progress of initiatives well.

Partnership working: Excellent

The setting has a wide range of very successful partnerships that have a beneficial impact on children's standards and wellbeing and support the setting in addressing issues of deprivation and poverty.

The setting works very effectively with a wide range of national organisations, local businesses, the community and individuals to raise large amounts of funds to enable it to meet its aims and mission statement successfully.

A partnership with local youth groups has provided manpower to build outside play apparatus to support children's physical development and improve their opportunities for role play. Other groups provide workers who have decorated the setting, and provided 'hands-on' support for Christmas activities that enhance the children's wellbeing.

The setting's partnership with the Bridgend Association of Voluntary Organisations provides the setting with subsidised training, guidance on funding and grants and legal requirements relating to its charitable status. These enable it to manage its day-to-day business successfully

An outstanding feature of the setting's work is the exceptional support they provide for parents, including those whose children have left the setting. The setting provides guidance on many matters including finance, dealing with children's disabilities, induction to the setting, transfer to school and information on the range of support that is available to help support children with learning difficulties. Significantly, the

setting also provides much needed emotional support to parents. Parents value the initiatives, led by the setting's outreach worker highly. The outreach worker is instrumental in helping parents and carers to address the additional difficulties they may face.

Resource management: Good

The setting makes good use of staffing and resources to support learning and teaching well. It deploys practitioners effectively to make best use of their experience and expertise. The high ratio of adults to children makes sure that children's individual needs are catered for well.

Practitioners make very good use of a wide range of training to extend their own knowledge, understanding and skills. However, they do not evaluate the impact of their training on learning and teaching well enough.

The setting's leader and administration team manage the setting's finances extremely well. Leaders are highly effective in raising significant levels of additional funding.

In view of the fact, that there are many strengths in provision and leadership, 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 inspection team

Mr Richard Hawkley	Reporting Inspector
Mrs Sheila Birkhead	Team Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

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 partnerships 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>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (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.