



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Belle Vue Day Nursery
Belle Vue Road
Cwmbran
NP44 3LF**

Date of inspection: October 2017

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

Bellevue Children's Nursery is a privately owned nursery in Cwmbran, in Torfaen local authority. The nursery is registered for 72 children between the ages of birth and eight years. It offers early education sessions from Monday to Friday from 9 am until 11 am. There are currently 25 children in receipt of funded early years education.

At the time of the inspection there were a few children identified as having additional learning needs. There are a few children from ethnic minority backgrounds. No children have Welsh as their home language.

There are 26 members of staff including the management team. Five members of staff work with the funded three-year old children. All staff are suitably qualified and experienced in working with young children. The senior nursery manager has been in post since 2012.

The Care and Social Services Inspectorate for Wales (CSSIW) last inspected the setting in September 2015 and it was last inspected by Estyn in March 2011.

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:

- Most children make good progress during their time at the setting
- Most children develop their literacy and numeracy skills well
- Nearly all children behave well and are confident to express their opinions
- Most children have well developed problem solving skills
- Nearly all children are extremely independent during meal times
- The setting provides a wide range of stimulating and interesting activities across the foundation phase areas of learning
- Most practitioners have high expectations of children and deliver a wide range of stimulating learning experiences using a good range of teaching styles and approaches
- The setting promotes children's health and wellbeing extremely successfully
- There are highly effective arrangements to support children with additional learning needs
- The setting has a warm, welcoming and inclusive ethos and the accommodation is maintained well and secure

Prospects for improvement

The setting's prospects for improvement are excellent because:

- Managers have a very clear vision for the setting that focuses on raising standards and ensuring high quality provision for all children
- Staff work together as a strong team and support each other in improving their performance
- Managers have very high expectations of all staff and support and challenge them effectively to provide high quality experiences for all children
- The setting has highly effective systems to identify what it does well and what it needs to do to improve
- Managers keep processes under constant review and consult with staff regularly about their effectiveness
- The setting has a good range of effective partnerships
- The setting makes good use of staffing and resources to support teaching and learning

Recommendations

- R1 Improve the provision for Welsh to ensure that it is used in all activities and areas of learning
- R2 Share good practice within the setting so that all staff take advantage of all opportunities to develop children's literacy and numeracy skills

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?	Good
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Standards: Good

During their time at the setting, most children make good progress in developing their skills and understanding in line with their age and ability.

Most children listen attentively to adults and to each other. They speak clearly in sentences and are eager to engage with familiar adults and visitors to the setting. They talk in detail about their activities. For example, they describe the wildlife they see on a walk in the community and explain to others about how to take care near the road. Nearly all children enjoy stories and a majority sit and listen to stories for sustained periods. Many treat books as readers, holding the books the right way up and talking about the pictures. A few take on the role of story characters in role-play activities, for example acting out the story of Snow White. Most children enjoy mark-making activities and choose these regularly as part of their free play. They use a suitable pencil grip and are eager to talk about what they draw or write with adults.

Most children develop strong numeracy skills, many count to ten and identify the largest and smallest in groups of objects. When out walking, a few count the number of cyclists they see, hold the number in their head and add on two more when they see two additional cyclists.

Many children are confident in using a range of information and communication technology (ICT) equipment. For example, they take photographs of things they see on a walk and use torches to look more closely into dark areas. They talk about the pictures that they have taken with adults and understand that they can print the images.

Most children develop physical skills well. They thread cotton reels onto string showing increasing dexterity. They make good use of outdoor equipment to develop gross motor skills, such as balancing and pedalling.

Most children understand and respond appropriately to simple words, phrases and instructions in Welsh. Nearly all children join in well with Welsh songs during daily routines. A few children use Welsh words for colours and numbers during their activities.

Wellbeing: Excellent

Nearly all children come into the setting confidently. They settle quickly and are happy to talk to visitors and familiar adults. Nearly all behave well and share and take turns. They maintain interest in activities and stay on task for sustained periods.

Most children choose where and how they want to play and are confident to express their views about the changes they would like to make to activities or those that they would like to do more often. They know that adults will take account of their views when planning new activities. They access equipment independently and join in enthusiastically during circle time.

Most children have well developed problem solving skills. They think about different ways of doing things regularly. For example, they consider the best way to get water out of a tray when it becomes too shallow to scoop with large equipment.

Nearly all children are extremely independent during meal times. They are well organised and follow routines purposefully. They take responsibility for all aspects of the mealtime including laying the table, serving food and clearing up afterwards. They serve sensible portion sizes reliably and manage challenges such as pouring suitable amounts of gravy with care. During this time, nearly all children display high levels of social skills and cooperation. For example, they share clearing up tasks and make sure that these are completed to a high standard.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The setting provides a wide range of stimulating and interesting activities across the foundation phase areas of learning. Practitioners take good account of children's views when planning and adapt activities according to their interests. Planning is of high quality and includes many effective activities to develop children's literacy and numeracy skills.

Practitioners have designed the indoor and outdoor areas well to foster children's independent skills and to make sure that all equipment is clearly labelled and easily accessible to the children. There are good opportunities for children to practise their literacy, numeracy and ICT skills in their play. For example, children find out how many cups of flour and salt they need when making their own dough and measure these carefully. Practitioners extend children's learning through planning good quality problem solving activities and taking advantage of situations that arise naturally by encouraging children to consider and solve their own problems. For example, children use a left over piece of artificial grass to find out how much they need for one child to have enough space.

The setting makes good use of visits and visitors to enhance learning. Practitioners have mapped and risk assessed three walks close to the setting that they use purposefully to provide good quality learning in the outdoor environment.

Practitioners have made good progress in developing children's Welsh language skills and use Welsh well at specific times and for set routines. However, this is still an area for development.

Teaching: Good

Most practitioners have high expectations of children and deliver a wide range of stimulating learning experiences using a good range of teaching styles and approaches. Practitioners have a clear knowledge and understanding of the principles of the foundation phase. More experienced practitioners are skilled at knowing when to intervene to extend learning and when to allow children opportunities to discover for themselves. They make very good use of questioning to develop children's thinking skills and to encourage them to sustain interest in tasks. Less experienced practitioners are developing these skills under the instruction of the room leaders.

Throughout the setting, practitioners focus effectively on using praise and positive reinforcement to manage behaviour and to ensure that children are familiar with expectations and daily routines. Practitioners have supportive relationships with the children that ensure that all children feel safe and secure and develop the confidence to try new experiences.

Assessment procedures are of very high quality. Senior managers track children's progress comprehensively. They discuss this information with room leaders to plan to develop individual children's skills at an appropriate level. Staff work together well to ensure that all practitioners are aware of the support individual children require and how to extend learning for the more able.

Care, support and guidance: Excellent

The setting promotes children's health and wellbeing extremely successfully. It provides very beneficial opportunities for children to try a range of healthy foods and to access physical development activities of good quality. Practitioners use indoor and outdoor equipment well for children to practise and to develop physical skills, for example by using climbing equipment and pedalled vehicles. A particularly strong feature of the setting is the arrangement for mealtimes. These encourage children to be independent and to develop their social skills to an extremely high level. Practitioners have a system that allows children to be in total control and to develop very effective self-help skills through taking responsibility for all aspects of mealtimes including serving food and clearing away. Mealtimes are calm and relaxed and the children learn about taking turns and making sure that everyone has a fair share. Children use china crockery, metal cutlery and glassware and understand that they have to use all equipment with care.

An appropriate range of learning experiences, such as taking walks in the local community fosters children's spiritual, moral, social and cultural development very well. For example, the children show a sense of awe and wonder when watching flocks of birds and closely examining a spider's web. Practitioners lead by example and provide very good role models for children to follow. Children have effective opportunities to learn about the importance of caring for the environment through recycling plastic, switching lights off and saving water when washing their hands. On a walk in the locality, they discuss the problems associated with litter and what they should do to keep the environment litter free.

There are highly effective arrangements to support children with additional learning needs. Individual play plans are of good quality and practitioners involve parents successfully in evaluating progress and developing new plans. Staff provide very effective support for children who need extra help with their learning. There are well-established links with professional support services to provide children with specialist support when required.

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

Learning environment: Good

The setting creates a warm, welcoming and inclusive ethos and ensures that all children have equal access to activities. There is an appropriate emphasis on celebrating diversity and the setting has good procedures to help children to develop tolerant attitudes.

Managers ensure that the accommodation is maintained well and secure. The indoor area is bright and welcoming. Practitioners make good use of children's work and photographs to create attractive displays. The setting has a range of stimulating learning areas both indoors and outside with good quality resources, which are well organised and accessible. Practitioners make effective use of the good range of different spaces available both indoors and outdoors.

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

Managers have a very clear vision for the setting that focuses on raising standards and ensuring high quality provision for all children. They communicate their vision exceptionally well to staff and parents. They provide very clear direction and all staff know what managers expect of them.

Managers have very high expectations of all staff and support and challenge them effectively to provide high quality experiences for all children. Staff work together as a strong team and support each other in improving their performance. Managers provide all staff with detailed job descriptions that they review regularly. As a result, all practitioners are very clear about their roles and responsibilities and carry them out to a high standard. They continually strive to improve their performance. Managers empower staff to develop their leadership roles within the setting.

There are very effective processes to manage the performance of practitioners. Leaders use these processes well to identify strengths and areas for development. They support staff effectively in developing their knowledge of the Foundation Phase and improving their skills in delivering it. Mentoring new staff is a strength of the setting and this ensures that there is consistency in approach across the setting.

Leaders pay very good attention to local and national priorities and there is a strong focus on developing children's literacy, numeracy skills.

The setting has made very strong progress towards the recommendations from the last inspection.

Improving quality: Excellent

The setting has highly effective systems to identify what it does well and what it needs to do to improve. Managers analyse a wide range of data and monitor performance closely. They are constantly looking for ways to make the setting the best it can be. Self-evaluation focuses very effectively on what the children can do and managers measure the success of new initiatives by the difference they make to the children. For example, managers identified that they needed to improve provision to raise standards in numeracy and purchased new resources to support this. They monitored the effectiveness of their actions and measured the impact that this had on how well children developed their numeracy skills.

Managers outline a set of processes to make sure that all staff comply with the agreed pedagogy of the setting. They keep these processes under constant review and consult with staff regularly about their effectiveness. This forms a base for all monitoring activities and ensures that all staff have a consistent approach to dealing with the children. For example, all staff have high expectations of how well children develop their independent learning skills.

The processes of self-evaluation and action planning in the setting are continuous. The setting takes very good account of the views of staff, parents and children in reviewing its performance. The self-evaluation document and action plan are useful working documents that staff update regularly. The action plan outlines clearly, what the setting wants to achieve and the actions required to make this happen. It shows which staff are responsible for the actions, the resources required and how they will be monitored. The senior manager analyses carefully and regularly where the setting is up to with its actions and what impact they are having on the outcomes for children.

The setting makes very good use of advice from external reviews to improve practice and has a record of making sustained improvements. For example, following external support, the setting has improved standards of Welsh and developed the outdoor areas well. Staff have consulted an educational psychologist to check that the setting's policy to support children with additional needs is effective and meets requirements. Senior managers take good account of the reports by inspectorates and other agencies to improve their practice and to reflect on emerging trends that could have an impact on the setting's performance.

Partnership working: Good

The setting has a good range of effective partnerships. Partnerships with parents are particularly strong. Practitioners keep them very well informed about activities through the setting noticeboard. They provide useful information about what children have done well during the day through a digital application that awards the children points. Practitioners often make written comments to tell parents what their child has done to achieve a point. They provide detailed information about children's progress at handover time and through termly meetings with parents.

The setting has well established links with local schools. This promotes smooth transition for children from the playgroup to the next stage in their education, particularly for those with additional learning needs. The setting makes follow up calls after a child has transferred to see how well they have settled and if the school needs any further information or advice about the child. Practitioners make effective use of support from the local authority advisory teacher to seek advice, to access training and to develop new resources.

The setting makes regular visits to the local senior citizens' home to entertain the residents. This develops children's speaking and listening skills well and develops their understanding of the wider community.

Resource management: Good

The setting makes good use of staffing and resources to support teaching and learning well. Managers ensure that the setting has enough suitably qualified staff. They deploy practitioners effectively to make the best use of their experience and expertise and support new staff well through a thorough induction programme.

Practitioners access an effective range of suitable training. They frequently share ideas and make good use of training to improve the quality of their teaching and the learning experiences offered to children. A strong feature of the setting is the way in which they evaluate training and identify the most useful aspects to implement. Managers monitor the impact of training very effectively.

The proprietor manages finances efficiently to ensure that resources are plentiful, of good quality and meet the needs of the children. The setting makes very effective use of the early years development grant. For example, to improve children's mathematical skills.

In view of the standards children achieve and the effective teaching and leadership, the setting provides good value for money.

Appendix 1

Reporting inspector

Mrs Jane Rees	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.wales)

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 three to seven 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 that 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)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

National Day Nurseries Association (NDNA)	This organisation 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