



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

**Buttercups Day Nursery
Bryn Coch House
Upper Bryn Coch Lane
Mold
Flintshire
CH7 4AE**

Date of inspection: June 2015

by

**Anne Manning
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:

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

This English medium setting is registered to provide care and education for up to 68 children and is based on the outskirts of the market town of Mold. The nursery is a single storey building, with self contained, purpose built units. All the units have direct access to an attractive courtyard.

The setting serves the local area, however many children attend from further afield. The nursery is privately owned and run with a nursery manager and room leaders taking responsibility for the day-to-day running.

The setting is open for five days each week. It also provides part-time funded education for three-year-olds and there were 19 funded children at the time of the inspection.

All children who attend the setting are British and use English as their first language. A very small percentage of children has an additional learning need.

The setting was last inspected by the Care and Social Services Inspectorate Wales in March 2015 and the last Estyn inspection was in 2010.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The current performance of the setting is good because:

- all children make good progress from their starting points;
- standards of wellbeing are excellent;
- teaching is good;
- the setting provides good quality care, support and guidance for all children;
and
- the learning environment is varied and interesting.

Prospects for improvement

Prospects for improvement are good because:

- leadership is good;
- partnership working is effective;
- the setting has made good progress since the last inspection;
- leaders have a good understanding of the setting's strengths and areas for improvement; and
- leaders pay effective attention to local and national priorities.

Recommendations

- R1. Maximise opportunities for children to be independent learners.
- R2. Extend the range of visitors to the setting.
- R3. Further embed the planning and assessment process.

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

All children achieve good standards and make good progress from their starting points towards the Foundation Phase outcomes in all areas of learning. All children are confident to make choices, enjoy their learning and as a result stay on task well.

All children are successful in concentrating and persevering with activities such as riding balance bikes and all are constantly engaged and working at full capacity.

Most children are confident when speaking to adults in the setting. They share their ideas and talk about what they are doing. All children show interest in books and stories and follow the content well. All mark make successfully and most are starting to understand the functions of writing.

Many are confident learners who use a range of materials to solve problems and use mathematical language in an appropriate context. Most recognise numbers up to 10. They control battery operated toys effectively and they use buttons and switches successfully to activate equipment. Nearly all children develop effective skills in communication, numeracy and information communication technology needed to access the wider curriculum. They all express their feelings well through making music and art.

Nearly all children can use simple Welsh words and phrases and many understand instructions and know a range of words. All join in enthusiastically with songs and stories that effectively develop their Welsh vocabulary.

Wellbeing: Excellent

All children are happy and feel safe in the setting and are confident in their play. They all have an awareness of how they can stay healthy by eating a nutritious snack and keeping safe in the sun wearing hats.

All show good levels of self-esteem and are highly motivated and engaged in their activities. All concentrate well and take part exceptionally well in different learning experiences such as a jungle walk or mark making mixing sand and flour. Nearly all show outstanding patience, for example when waiting for their turn to be served lunch and then continue to sit quietly until everyone has their food. All are effectively developing a highly positive attitude to learning and show a good interest in their work. All children settle exceptionally well and quickly to the activities and are keen to engage in and finish tasks.

Without exception children demonstrate exceptionally good behaviour and have successful relationships with each other and adults around them. They are starting to help their friends, for example a friend to change their shoes. Nearly all are kind and considerate and all are extremely courteous towards each other and readily

share and take turns with equipment and resources. They work together very well, for example when making music together in a band. They all listen carefully and enjoy both what they are doing and their time in the setting. As a result they are all competent learners.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Good organisation ensures children learn successfully. Activities are focused well and planning includes a good range of interesting learning experiences that engages all children successfully such as mark making with a mixture of sand and flour. As a result children make good progress towards meeting the Foundation Phase outcomes. Practitioners encourage children to form positive relationships with each other and with adults and to show respect for all cultural backgrounds.

The curriculum builds appropriately on children's existing knowledge and understanding and a varied range of learning experiences such as caring for the rabbit and using a camera provide good opportunities to develop both thinking and Information Communication Technology skills.

Provision for developing children's literacy and numeracy skills is effective. Practitioners develop children's literacy skills by sharing books, including those written in Welsh, and through story telling. There are good opportunities to develop children's early mark making skills and for them to recognise their names. Practitioners use a suitable range of mathematical equipment and activities to develop children's numeracy skills effectively, such as computer programmes, rhymes and songs.

All practitioners use Welsh regularly and effectively and as a result children answer simple questions and respond well to Welsh instructions. Children have good opportunities to learn about Welsh culture and traditions through learning a range of Welsh songs and celebrating festivals, such as St David's Day.

Children have beneficial opportunities to learn about the world around them and caring for living things by gardening and looking after their tortoise, rabbit and hens. Practitioners make good use of the outdoor environment to enhance children's learning experiences, however there are insufficient visitors to the setting to extend the children's experience, particularly of the world of work.

Teaching: Good

All practitioners are well deployed, have up to date knowledge of child development and the Foundation Phase outcomes and as a result move the children's learning forward. All practitioners use language well and are consistently good role models for the children. Practitioners all have high expectations and manage the behaviour of the children exceptionally well and employ a good variety of effective strategies to encourage the children to listen, play together, and to share equipment successfully.

Although practitioners are skilled in knowing when to intervene and when to let the children discover for themselves, on occasion opportunities are missed to promote children's independent learning, for example pouring their own drinks. Practitioners plan activities and use indoors and outdoors for activities that meet the needs of the children and overall provide a balance of both adult directed and child led play.

All practitioners use a good level of Welsh both formally and informally during the session with the children and successfully encourage the children to respond. Circle times are used effectively to share stories, re-cap on the session and listen to the views and experiences of others.

All practitioners work well together as a team and they have a good understanding of what is required of them and as a result, there is consistency of approach. They use good questioning techniques that challenge the children and suggest alternative ways of working such as turning jigsaws round. They are flexible in approach which enables children to develop their own learning style.

Although practitioners carry out useful observations of the children that inform assessment records, the assessment process is not yet fully embedded to take into account children's individual learning needs and link effectively to planning. Parents confirmed that they are involved in supporting the learning of their children and know what to do to help them to progress.

Care, support and guidance: Good

The setting provides a good level of care, support and guidance for all children and as a result, children feel secure and learn effectively. It introduces children to a range of healthy foods and daily outdoor sessions encourage children to be active. There are a good range of policies and procedures to support the children that effectively promotes their health and wellbeing including their spiritual, moral, social and cultural development. There are appropriate policies and procedures in respect of safeguarding and the practitioners have undertaken training. The setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

Children learn very effectively about simple rules such as sharing and successfully learn to distinguish right from wrong. The setting successfully fosters values such as honesty, fairness and respect and effectively develops an understanding of living and sharing with others through learning experiences and good day-to-day practice.

The children are starting to develop a sense of awe and wonder about the world in which they live by growing plants, caring for their animals and using a range of technology.

Practitioners employ positive behaviour strategies using effective explanations, and as a result children successfully share, take turns and listen. They provide consistency and support to assist any children with additional learning needs and work well with parents and other professionals. As a result all children achieve and make good progress and their families are well supported.

Learning environment: Good

The setting's ethos creates a welcoming atmosphere for the children. It is an inclusive group where every child and their back ground is valued and each receives equal access to all learning experiences.

Learning resources are plentiful and of good quality and meet successfully the needs of all the children who attend. Resources are easily accessible for all children and support the requirements of the Foundation Phase well. There are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children.

The building and the outdoors offer suitable facilities and are used effectively. These are bright, attractive and well maintained. The outdoor learning environment has been designed well to maximise opportunities for learning using the space available. The outdoors provides very good opportunities for the setting to enhance children's play experiences particularly effectively. The site is safe and secure.

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

Good leadership contributes positively to the wellbeing, progress and achievement of the children. Implementation of policies and initiatives is effective and the focus is firmly on the needs of the children. The setting is well managed and there is a positive ethos, clear direction and purpose that effectively promotes and sustains improvement.

Values, aims and objectives are shared and all are working for the benefit of the children. Practitioners are well deployed and there are high expectations and all the children are valued and managed well. They are enthusiastic and well motivated and work well together to ensure that they fulfil its aims and ensure that any changes impact positively on provision and standards.

The leaders fully understand their roles and are effectively informed about the performance of the setting. Leaders take good account of local and national priorities such as literacy and numeracy and are involved in the Healthy Pre-school scheme.

Learning and teaching are organised well with effective parental links to support the learning of their children. All practitioners are aware of their roles, responsibilities and duties and support children's learning appropriately. There are effective processes in place and as a result they are aware of what they need to do to improve. Leaders identify training needs and support practitioners appropriately in developing their knowledge of the Foundation Phase.

Improving quality: Good

The setting has successfully addressed the recommendations from the previous inspection and made good progress.

The setting has developed a successful self-evaluation process that identifies its strengths and areas for development well. It reviews its practices regularly and encourages staff to feed into this process. The setting takes good account of the views of parents and children who have useful opportunities to talk about the activities that they enjoy. The information from the self-evaluation process results in positive gains for the children and links well to improvements in standards and outcomes.

The setting has a positive culture of practitioners sharing their expertise and knowledge. Practitioners are willing to learn new ways of working and use information from training well to develop their practice for the benefit of children and as a result, they effectively raise standards and support the learning of the children.

Partnership working: Good

The setting works very effectively with partners for the benefit of the children. A wide range of partnerships such as providing placements for schools and colleges makes a strong contribution to the progress of the children and their wellbeing and successfully enhances and supports their learning.

Partnerships with parents are good. There is trust and clear communication between parents and the setting and they have information about the nursery and are involved in supporting the learning of their children and in the work of the setting. The setting encourages parental feedback to ensure it identifies any issues or concerns and can deal with them appropriately. The setting keeps parents well informed about the activities children undertake through newsletters, by speaking to the practitioners and by an on going assessment record.

Partnerships within the local community and visitors to the setting to extend and add another dimension to the children's learning are in the early stages.

The setting is an active member of the Wales Pre-school Providers Association and effective partnership working with professionals ensures a good level of support for any children with additional learning needs. Practitioners successfully work together as a team and effectively share information for the benefit of all the children.

A satisfactory partnership with several local schools ensures a smooth transition for children to the next stage in their learning.

Resource management: Good

Practitioners are deployed successfully to support learning and a good range of resources is well matched to the stages of development of the children and meets any additional learning needs. Resources are managed well to motivate and encourage the children to learn and to deliver the Foundation Phase curriculum.

Good use is made of the different areas outdoors to develop children's skills effectively across all areas of learning.

Leaders and managers have a good understanding of budget matters and take into account the developing needs of the children. They ensure that purchases are in line with planned action for improvement, prioritised to develop the provision and improve outcomes for the children. There are suitable arrangements for practitioners to access additional training and the provider evaluates the impact of this well.

Future resource needs are well planned for and financial decisions are evaluated to ensure a direct and positive impact on outcomes and on the achievement, progress and well being of the children.

The funding that is received is used effectively and 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 were fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mrs Anne Elizabeth Manning	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)

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.