



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

A report on

**Caerleon Cherubs
Caerleon Town Hall
Church Street
Caerleon
Newport
NP18 1AW**

Date of inspection: November 2015

by

**Mary Dyas
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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About the setting

Caerleon Cherubs is an English-medium setting which serves the town of Caerleon and the surrounding area. They meet in Caerleon Town Hall in the centre of the town with access to the adjacent memorial garden for outdoor activities and play. Since the last inspection the room they were using has been converted into the town library. The setting has moved to have sole use of the rooms upstairs and the number of children they are registered to take in any one session has been reduced from 40 to 20.

The setting is open from 9.00-11.30am for pre-school children aged three to four years and in the afternoon from 12.35-3.05 for younger children aged from two years and three months and also for older children who attend the school nursery class in the morning and come for wrap around care. At the time of the inspection there were six three year olds on roll none of whom were yet eligible for funded educational provision. All have English as their home language and none speak Welsh at home. The setting welcomes all children and makes good provision for the very few with additional learning needs.

The Care and Social Services Inspectorate Wales last inspected the setting in May 2014. Estyn last inspected the setting in July 2011.

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:

- practitioners plan a range of varied and interesting learning experiences that motivate and engage the children well
- teaching is good and provides good support for children's learning
- there is a warm and happy ethos where all children are valued
- the setting has a plentiful supply of good quality resources which are used well and enhance children's learning

Prospects for improvement

The setting's prospects for improvement are good because:

- practitioners are committed to providing the best possible learning environment for the children
- the setting has a highly effective process to ensure all practitioners are fully involved in the self-evaluation process
- relationships with parents and carers are strong
- the setting manages its budget efficiently

Recommendations

R1. Provide parents and carers with more regular information about how their children are doing and how they can help them to improve

R2. Ensure all job descriptions are up to date and accurately reflect the roles of the practitioners

R3. Provide information to parents and carers about what their children will be learning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	N/A
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Standards and Wellbeing: N/A

There is no report on children's progress, standards in their skills 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
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Learning experiences: Good

Practitioners work closely together to plan a wide range of interesting learning experiences that engage the children. They take good account of children's interests and plan their activities around half-termly themes.

Planning provides good opportunities for children to be involved in activities both indoors and outdoors that support the development of their literacy, numeracy and Information and Communication Technology (ICT) skills. A good feature of the planning is the indication of how activities can be adapted for younger or more able pupils.

Practitioners pay good attention to the children's physical development and try to take them outside every day into the adjacent memorial garden where they are able to undertake a wide range of planned activities.

All practitioners use Welsh words and phrases routinely and effectively throughout the sessions and, as a result, children are able to answer simple questions and respond well to instructions in Welsh. Activities planned around St David's day provide children with good opportunities to learn about the culture and traditions of Wales.

Teaching: Good

Practitioners are highly experienced and have a good knowledge of child development and of the requirements of the Foundation Phase. They work closely together as a highly effective team and promote children's participation and enjoyment through a range of stimulating and interesting learning experiences. Practitioners have high expectations of children. They know them well and adapt their interactions to the needs and level of development of the children they are working with. They are sensitive to what the children are doing and know when to intervene with support and when to allow children to explore and experiment for themselves. Strong relationships between adults and children bring about a happy working atmosphere which enables children to learn within a safe and nurturing environment.

Practitioners make regular and meaningful observations of children during activities. Evaluations of children's progress provide them with useful information in order to plan the next stages in their learning. Adults record information on individual progress in the children's personal profiles. These procedures give an all-round picture of each child. Practitioners use the information to provide parents with an informative written report at the end of the academic year and pass the records on to the primary schools to which the children transfer. However, parents do not receive regular information about their children's progress or about how they can help them to improve.

Care, support and guidance: Good

The setting promotes children's health and wellbeing successfully through an effective range of policies and procedures. There are good arrangements for promoting healthy eating and drinking and for children to understand the need to take regular exercise. Children are encouraged to be active and to try a range of healthy foods.

Learning experiences successfully foster children's spiritual, moral, social and cultural development. Daily routines such as snack time help children to develop social skills such as sitting together with friends, talking to one another, taking turns and sharing.

The setting has good arrangements to support children with additional learning needs. The experience practitioners have gained through working with young children over many years enables the early identification of potential difficulties... They provide effective strategies and support for those children who need extra help with their learning.

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

Learning environment: Good

The setting has a warm and happy ethos. It is an inclusive community where all children are valued and have equal access to all resources and activities. The building is in good condition and all areas used by the children are bright, attractive and well maintained.

The plentiful supply of age appropriate, good quality resources are accessible to the children and successfully support the delivery of the Foundation Phase curriculum. The building is secure and staff are vigilant when they take the children to the nearby outdoor learning area in a public park area. Practitioners make imaginative use of this area and plan good quality outdoor learning experiences that enhance those provided indoors. When the weather prohibits outdoor play, the setting is able to use another room indoors where children have the opportunity to develop their physical competence with wheeled toys and other activities.

There are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children.

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

Leadership: Good

Two experienced supervisors lead the setting effectively. Together with six other practitioners, they have formed a strong team that works well together with shared vision. This contributes well towards the progress and wellbeing of the children. Relationships are very strong and parents speak highly about how much their children enjoy their time in the setting and the progress they make.

Practitioners work very well together with a shared commitment to provide the best possible care and education for the children. The supervisors have enabled all practitioners to develop their personal potential and to take on individual responsibilities. This has helped to improve standards. For example, the setting has developed good procedures to enable part time staff to communicate with one another and to be able to contribute fully to decisions made regarding planning, assessments and the setting's self-evaluation process. This has ensured shared priorities for effective improvement.

There are effective processes in place to appraise staff performance and to identify specific training needs. However, job descriptions do not accurately reflect the current roles of the practitioners. All practitioners take advantage of opportunities for training to extend their knowledge and skills. The setting has addressed national and local priorities such as healthy eating and is taking good account of the literacy and numeracy framework.

Improving quality: Good

Self-evaluation has been in place for several years and gives a good all-round picture of the setting. Led by a staff member with special responsibility for overseeing the self-evaluation process, the staff team has developed a successful process that identifies strengths and areas for development well. Priorities identify the adults responsible and include resource implications, costs, timescales and success criteria. All staff contribute towards regular reviews of practice and progress towards targets for improvement. The current setting improvement plan accurately reflects the findings of the self-evaluation but targets do not always focus sufficiently on children's achievement.

The setting consults parents and carers regularly, both formally and informally and take good account of any suggestions. For example, the setting now provides parents and carers with the words of the songs they are currently singing with the children so that they can join in at home.

Partnership working: Good

The setting has established a good range of partnerships that contribute effectively to the quality of provision, children's wellbeing and the standards they achieve.

Relationships with parents are strong. Regular informal contact when parents bring and collect their children from the setting ensures that staff are able to deal with any issues or concerns brought to their attention quickly and appropriately. The setting does not currently provide parents with information about the activities they are planning for the children.

The setting has an effective partnership with the local authority advisory teacher who visits the setting to provide support and guidance. There is good evidence that the setting has acted upon her suggestions and this contributes to improvement in standards and provision.

Links with the nearby primary school are good and ensure the children have a smooth transition to the next stage of their learning. For example, the nursery teacher visits to have lunch with the children at least once a term and children in the setting attend the nursery's Christmas concert.

Resource management: Good

The setting has an appropriate number of experienced and well qualified practitioners who are appropriately deployed to deliver the Foundation Phase curriculum effectively. All practitioners use the good quality resources well to motivate the children and to support the delivery of the planned activities. They attend suitable training courses to further their professional development and share good practice with one another. Good procedures are in place to evaluate the impact of this training.

The setting uses the services of an accountant to oversee the budget. Spending is carefully prioritised in line with the identified needs of the setting and funding and grant applications have been successful in supporting this.

The setting successfully enables children to learn and make 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 Mary Elspeth Dyas	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 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.