



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

A report on

**Clebran Day Nursery
24 Vicarage Road
Llandudno
LL30 1PT**

Date of inspection: February 2016

by

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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

Clebran Day Nursery is based in a converted house, built in 1914 as a family home, near to the town of Llandudno. It became a nursery in 1991 and this English-medium setting is overseen by the owner with room leaders and practitioners who carry out the day-to-day running of the nursery.

The setting is open all year round and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 54 children.

All the children who attend the setting are British and use English as their first language. None have additional learning needs.

There were 2 funded three-year-old children at the time of the inspection.

The last CSSIW inspection was in May 2014 and the previous inspection by Estyn was in March 2011.

The setting receives support from the Conwy Early Education Team.

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:

- learning experiences are varied and interesting
- all practitioners are well briefed and deployed
- care, support and guidance are good and
- all practitioners create a stimulating environment for learning

Prospects for improvement

The prospects for improvement are good because:

- the setting has made good progress since the last inspection
- leadership and management of the setting are good
- the setting has identified strengths and areas for improvement and
- the setting works effectively with partners for the benefit of the children

Recommendations

- R1 Provide more opportunities for the children to develop their thinking skills
- R2 Further develop the outdoor provision to provide a greater range of learning experiences.
- R3 Make more use of the local community to extend the learning of the children.

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?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in their skill 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.

Wellbeing: Not applicable

There is no report on children's progress, standards in their skill 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

Learning experiences: Good

Planning includes a good range of interesting learning experiences that successfully engages all children, especially when the children go outside exploring on a bear hunt around the garden. The indoor and outdoor environments are used well to develop skills successfully and all children make good progress towards meeting the Foundation Phase outcomes.

Learning experiences effectively encourage children to work together and co-operate. They successfully form relationships with each other and with adults around them and show respect and tolerance for all cultural backgrounds.

The curriculum builds appropriately on children's existing knowledge and understanding and provides a few opportunities to develop thinking skills. Skills in literacy and numeracy are embedded successfully both into planned activities and spontaneous experiences. A good range of information communication technology including a computer and programmable toys, successfully ensure that the children develop effective skills.

Practitioners develop children's literacy by sharing books including those written in Welsh and by story telling. There are good opportunities to develop early mark making through a range of different medium such as coffee, berries, mud and porridge. Children have good opportunities to recognise their own names as they find them to self register in the setting. Numeracy is developed well through games, counting and rhymes.

There are good opportunities for children to hear and use the Welsh language both during circle time and throughout the session with Ticw the Welsh bear. As a result children respond well. They share traditions and festivals with their friends such as St David's Day and Chinese New Year.

Children are starting to have an understanding of the world around them and they have opportunities to learn effectively about caring for living things by finding and observing mini beasts and growing plants in their garden.

Teaching: Good

All practitioners are well briefed and deployed. They have up to date knowledge of child development and manage behaviour effectively. All have an appropriate understanding of the requirements of the Foundation Phase and as a result move all the children's learning forward. All practitioners are good language models and they are flexible in their approach making good use of resources to help the children to learn. Although practitioners ask appropriate questions these are not always well focused to extend the children's thinking skills. There are insufficient opportunities for the children to be independent thinkers, deciding on and selecting resources to develop their play such as when making grass pictures.

All practitioners use a good level of Welsh with the children and successfully encourage the children to listen and respond. Circle times are used highly effectively to let the children know what activities are available during the session, to share books and stories and to develop the Welsh language.

Practitioners carry out useful observations of the children, link them successfully to outcomes and next steps for learning are identified. Parents are involved in the achievements of their children and as a result they are actively aware of the progress they are making.

Care, support and guidance: Good

The setting has a good range of policies and procedures to support the children and effectively promote their health and wellbeing including their spiritual, moral, social and cultural development. There is safe recruitment, children are protected and 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 toys and successfully learn to distinguish right from wrong. The setting successfully fosters values such as honesty, fairness and respect and effectively develops a good understanding of living and sharing with others and as a result children are confident learners.

The children are starting to develop a sense of awe and wonder about the world in which they live by observing living things and using a range of technology. Children are successfully involved in caring for their environment with opportunities to grow and care for their plants and simple recycling.

The setting actively provides guidance and because practitioners know the children they respond effectively to their needs. They provide consistency and support with successful strategies to assist any children with an additional learning need and work

effectively with parents and other professionals. As a result all children achieve well and make good progress in the nursery.

Learning environment: Good

The setting has effectively developed an inclusive ethos and values the diversity of the children's backgrounds. Equal access to the curriculum is offered to all and there is an effective range of policies and procedures that actively support the children, and promote their health and wellbeing. There are highly valued practitioners with relevant and appropriate qualifications and experience of working with young children.

All practitioners create a stimulating environment for learning indoors and out and are well informed about what they need to do to help the children to succeed. There are good opportunities for safe outdoor play with a range of resources that provide appropriate activities for the children such as going on a 'bear hunt'. However overall learning outdoors is in the early stages and as a result experiences are too limited. The resources are appropriate and suitable and effectively address the requirements of the Foundation Phase and support well the needs of the children attending.

Accommodation is of good quality, effectively set out, secure and well maintained. Children's work is effectively displayed using their own creative ideas. Their work is well annotated and includes photographs and numbers.

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

Leaders fulfil their roles and responsibilities well. The setting is managed effectively with clear direction and a sense of purpose and as a result outcomes for children are good. Leaders are highly organised and as a result documentation and records are well organised and information is exceptionally easy to find. The practitioners take ownership of their room and as a result there is a positive ethos. Values, aims and objectives are shared and all are working for the benefit of the children. There are high expectations and the focus is firmly on the needs of the children and making progress in their learning.

Practitioners, children, learning and teaching are organised well and well established links with parents successfully support the learning of their children and they are fully aware of their progress and achievement. There is a sound induction process and effective appraisals improve practice so practitioners are able to develop as professionals and improve their knowledge and ways of working.

The leader is well informed about the performance of the setting by an exceptionally comprehensive Quality of Care review and by speaking daily to practitioners about any issues. Relevant legislation and guidance are taken into account and information is used effectively to make beneficial decisions. Leaders are aware of initiatives and are involved in working towards national and local priorities such as language and numeracy, the Healthy and Sustainable Pre-school and healthy eating.

Improving quality: Good

The setting has made good progress since their previous Estyn inspection and has satisfactorily addressed all the recommendations. The owner and practitioners are able to evidence how the provision and standards of children's achievement and wellbeing have improved and how the setting has developed.

Self-evaluation involves parents who are consulted using questionnaires and all practitioners. As a result, because they know the setting well, strengths and areas for development are recognised and prioritised and action is taken to maintain good practice and make effective changes and improvements for the benefit of the children.

Practitioners are engaged in professional development and attend courses such as those organised by the early education team that effectively raise standards and support the wellbeing of the children.

There is a positive culture of self-evaluation and practitioners are open to new ideas and are willing to try different ways of working. They successfully share their expertise and knowledge to benefit each other and ensure a positive impact on the setting.

Partnership working: Good

The practitioners have an effective working relationship with parents to support the learning and achievements of the children. There is good communication between parents and the setting, for example they have both written and verbal feedback each day. A regular newsletter every three months also keeps parent informed of what is happening in the setting. Questionnaires are sent out to parents every six months for their opinion and comments about any changes in the nursery. Parents are actively informed of their child's progress by speaking to the practitioners and by an on going assessment record.

The setting works effectively with partners for the benefit of the children. There is a good level of trust and clear communication between all. A range of successful partnerships makes a valuable contribution to the progress of the children and their wellbeing.

There are developing relationships with several local schools and the setting has good transition arrangements to support children moving on, including visits and activities with a Going to School theme in the summer term where the children dress up in local school uniforms to prepare to go to school.

There is a positive relationship with the local authority advisory teacher who visits the setting, providing valuable support and guidance, which impacts positively on the progress of the children and effectively develops the setting. Any suggestions are quickly acted on to improve the provision for the children.

The setting has an effective partnership with other professionals to ensure a good level of support for any children with additional learning needs. Practitioners work well together as a team, are well briefed and effectively share information for the benefit of all the children.

Community links and visitors to the setting are used insufficiently well to support the children's learning and to effectively enhance the work of the setting.

Resource management: Good

A good supply of high quality resources is well matched to the stages of development of the children and meets effectively any additional learning needs. The setting makes successful use of a range of resources to motivate and encourage the children to learn. The outdoors is used appropriately to develop the skills of the children across many of the areas of learning.

The practitioners are engaged in professional development attend lots of courses and as a result have good opportunities to learn from others and share good practice. All are experienced and well qualified. They are well deployed and move successfully around to support and facilitate the learning of the children.

Leaders and managers have a good understanding of budget matters, accounts are audited and future resource needs are well planned for. They ensure that any purchases will develop the provision and have a positive impact on the progress and well being of the children.

The funding that is received is used well and overall 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.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.