



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

A report on

**Happy Days Coedpoeth
Plas Pentwyn
Castle Road
Coedpoeth
Wrexham
LL14 3NA**

Date of inspection: March 2016

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 |

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Queen's Printer and Controller of HMSO 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 24/05/2016

Context

Happy Days is based in Plas Pentwyn in Coedpoeth Wrexham. The service has been operating since 1968 and moved to their current premises in 2008. This English-medium setting is committee run and over seen by a supervisor. Practitioners one of whom is a registered person carry out the day-to-day running.

The setting comprises of one large room divided into areas of play, and a smaller room used both for quieter play and a meeting point for parents when they drop off or collect their children.

The setting is open four days a week during term time apart from bank holidays and is registered with the Care and Social Services Inspectorate Wales to provide full day care for up to 32 children.

Nearly all the children who attend are British and nearly all use English as their first language. No children have additional learning needs.

The children who attend the group mostly live in the local area and come from a range of backgrounds; however a few come from the surrounding area.

The setting receives support from the local school and the Wrexham Early Education Team. The setting is a member of Wales Pre-school Providers Association. There were 15 funded three-year-old children at the time of the inspection.

The last CSSIW inspection was in August 2015 and previous inspection by Estyn was March 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:

- The children make good progress from their starting points
- Nearly all children have positive attitudes to their learning
- All practitioners effectively demonstrate a sound knowledge of the Foundation Phase
- Suitable policies are in place to protect and keep children safe
- The setting is purpose built and has a rich learning environment

Prospects for improvement

Prospects for improvement are good because:

- The setting has made good progress since the last inspection
- Leadership is strong with extra adults to provide support for practitioners
- Partnership with the school and transition arrangements are effective
- Resources of good quality motivate the children to learn well
- Effective links with parents encourage them to support their child's learning at home

Recommendations

- R1 To further develop planning to include skill development opportunities for individual children and for outcomes to clearly include literacy and numeracy opportunities
- R2 For wall displays to reflect the children's own creative ideas
- R3 To re-organise the children at snack time so that valuable learning opportunities are not missed.

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? | Good |
|---|-------------|

Standards: Good

Nearly all children achieve well and make realistic progress from their starting points. These children can apply their key skills in a variety of contexts. Nearly all are constantly engaged in their work and demonstrate good problem solving skills such as where to put the snail they have found. Nearly all make good progress towards meeting the Foundation Phase outcomes.

Most children express themselves well and listen to each other carefully, for example during circle time. Nearly all carry out instructions well and ask relevant questions, for example when waiting for their snack. Nearly all children join in successfully with songs, rhymes and patterns in well known stories and handle books well as a reader. Most children make marks effectively in shaving foam and write lists in their shop.

Nearly all children can effectively operate simple programmes on a computer and are starting to develop their skills across all areas of learning, for example using a till in their shop.

Nearly all have a good understanding of number and can effectively select and use mathematical ideas and language and use equipment to solve problems. They join in successfully counting their friends as part of the routine and sing simple songs to understand simple subtraction.

Most children can understand and can repeat basic words and phrases in Welsh and join in enthusiastically with songs and counting. They are able to answer the register in Welsh and understand more words than they can speak.

Wellbeing: Good

Nearly all children have positive attitudes to their learning. Most are interested in their work and concentrate well such as when counting items of shopping or serving customers. Most children are confident, independent learners who can select resources to extend their play and learning.

Nearly all are well motivated and demonstrate good behaviour and relate well to other children and adults around them. A few have developed a strong bond with their friends and play together well. All children enjoy their time in the setting.

Most co-operate and work well together, for example when running their shop and serving customers.

Nearly all children enjoy challenging activities which effectively develop their learning such as making a shamrock for St Patrick's Day.

| |
|---|
| Key Question 2: How good is provision? |
|---|

| |
|-------------|
| Good |
|-------------|

Learning experiences: Good

Children have a good range of interesting learning experiences and activities are planned well. Planning ensures a broad, balanced and relevant curriculum. Although practitioners plan flexible, innovative activities for the children these do not always include specific opportunities to develop literacy and numeracy skills.

Children have good opportunities to recognise their names when they self register on arrival with their parents and identify their names on place mats ready for snack time. A good range of books and skilled story telling ensures that children develop early reading skills effectively.

There are effective opportunities for children to develop skills in numeracy through informal counting, songs and making patterns. The setting has successfully developed a number learning area for the children where they can recognise and use numbers independently as part of their play.

A computer with simple programmes effectively ensures that children develop appropriate skills. There are good opportunities to push buttons and operate switches and so children are starting to understand how technology works.

There are plenty of good opportunities for children to hear and use the Welsh language during the session, for example during circle time when they sing rhymes and count in Welsh and informally when they appropriately identify colours.

There are good links with school that successfully extend the children's learning experiences, for example they join the Eisteddfod and the Christmas concert and teachers from the school come over to visit the setting to carry out activities. Children learn successfully how to treat living things with care and respect as they plant bulbs, grow potatoes which they eat as part of their snack and decide where to put a snail they have found.

Teaching: Good

All practitioners effectively demonstrate a sound knowledge of the Foundation Phase and child development and as a result children make good progress in the setting from their starting points.

Although not all practitioners are involved in planning they work well together and are effectively briefed before the session and provide good opportunities for children to learn through play. All know what to do to effectively support the children in their learning, for example they give the children plenty of time to finish what they are doing. Practitioners provide a good balance between child selected and adult led activities. They are good language models and question children effectively to extend their learning.

They all work together successfully and as a result manage behaviour consistently well. There are successful strategies with plenty of praise and encouragement to help children to join in, resulting in children becoming confident learners.

All practitioners use Welsh often during the session and this effectively encourages the children to respond and develop their skills well.

Practitioners observe the children and provide good feedback about what they are doing. They assess the progress that the children make, however using the outcomes of assessment to plan for individual children's next steps are in the early stages. Assessment booklets and progress records are effectively shared with parents so they are aware of the achievements of their children and what they can do to help them at home.

Care, support and guidance: Good

Children develop social, moral and cultural skills well through a range of effective policies and procedures which are known to all and the daily routines of the setting. Parents know the way the setting works because of the information and the policies and procedures which are displayed on the wall outside the main room. Children's spiritual development is promoted effectively when there is an opportunity for quiet reflection when they say a prayer before eating their snack.

The setting effectively fosters values such as fairness by introducing games with opportunities for the children to take turns and follow simple rules. Practitioners remind children to have good manners such as remembering to say please and thank you during snack time. The children are starting to know the difference between right and wrong.

Doors are locked and there is a robust procedure for visitors to the setting to successfully ensure that children are kept safe. A good range of policies supports the work of the setting to protect and safeguard the children. Practitioners have undertaken training so that they are fully aware of their responsibilities. The registered person is the designated child protection individual and practitioners know the procedure to follow and who to contact if they have any concerns. Taken overall the setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

Children take part in activities to increase their awareness of issues of sustainability and caring for their environment. They re-cycle boxes to use in their shop and to make models. Waste food is re-cycled and children understand successfully that yoghurt pots make very good glue containers.

Although there are no children with additional learning needs there are effective procedures to support them including working with families and other professionals. There are appropriate plans which successfully help children to make good progress whilst in the setting.

Learning environment: Good

The setting is inclusive and takes into account and values the different backgrounds of the children. There is a supportive, family like environment and all the children have equal access to the Foundation Phase curriculum and work well along side each other. Diversity is celebrated effectively through festivals and special events and promoted well through high quality resources and learning experiences.

There are a core team of skilled practitioners who all have relevant qualifications and experience working with young children. They understand the requirements of the Foundation Phase and as a result move children's learning forward. The setting is purpose built and practitioners have made a warm, rich learning environment. The learning areas are well set out for the children's play and learning and there is plenty of space for them to move around. However the wall displays contain many pre-drawn shapes for the children to fill in and there is insufficient of the children's own creative work to reflect and celebrate their ideas.

Resources are plentiful and of high quality and as a result support the requirements of the Foundation Phase well and the needs of the children attending. The premises are used effectively for the children's play and learning. They are secure and well maintained.

The local environment particularly the top field and the school grounds are used well to enhance the existing facilities of the setting and provide the children with a good variety of learning experiences.

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

Leadership: Good

Leaders understand and fulfil their roles well. They are aware of their responsibilities and give the setting clear direction. Practitioners are well briefed and know what to do during the session to help the children and facilitate their learning through play. Supervision and appraisals ensure that training is successfully identified and this means that practitioners can up date their knowledge and skills and become more effective in supporting the children's learning and improving outcomes.

Practitioners are managed well and extra adults such as the lady who comes in to prepare snack and the committee member who provides administrative support enable all practitioners to work effectively with the children for the whole session and maximise learning opportunities.

The organisation of the children however is not always effective because when the children are together as a large group such as at snack time many of them are sitting for a long time waiting for their turn, for example to wash their hands or to put on their coats after eating and valuable learning opportunities are missed.

Feedback through regular meetings every half term ensures that leaders are always kept up to date with what is happening in the setting. The treasurer has weekly up dates from the practitioners and registered person which are passed on to the

management committee to keep them effectively informed about progress and any issues in the setting. The registered person works part time in the setting and as a result values aims and objectives are successfully shared.

Leaders pay good attention to local and national priorities such a literacy and numeracy and for example the setting is part of the Designed to Smile programme which encourages and supports children to take care of their teeth.

There are high expectations which are realised in practice which focus firmly on the needs of the children and their families. Effective links with parents successfully encourage them to support their child's learning at home.

Improving quality: Good

The setting has made good progress since the last inspection. Practitioners are pro active in moving the setting forward and developing the provision. They make positive, effective improvements, for example by implementing ideas that have come as a result of training they have attended. This includes re-defining the way water play is managed. Any changes to the provision are always swiftly put into practice so that children can have maximum benefit by improved learning opportunities.

Self-evaluation involves all practitioners, parents and children and as a result successfully identifies the areas of strength and weakness in the setting. Highly effective changes have been made such as the introduction of a separate number area indoors and developing the continuous provision outdoors by including books, chalking and sand to give a wider variety of learning experiences.

Partnership working: Good

The setting has developed a successful range of partnerships which contribute effectively to the progress of the children and their continued wellbeing. These include an effective transition arrangement with the school and the Designed to Smile dental programme.

There is a highly positive working relationship with the school and a teacher from the school visits the setting to support the practitioners and develop the work that they do within the Foundation Phase curriculum. As a result areas have been moved to make them more defined and accessible such as the number area. The setting shares the field for children's physical play with balls and hoops and joins in Sports Day. A day spent in school where children can meet their nursery teacher and a return visit to the setting by the teacher ensures that children become familiar with the school and the teachers and settle quickly and easily to life in school. For two weeks in September two practitioners go to school with the children and stay with them for the morning. This ensures that a familiar face is around and makes moving on exceptionally well supported.

There is good relationship with parents and they are welcomed. They work effectively together on such things as fundraising, for example where they contribute to a hamper. A closed social networking page updated every two days ensures that parents are made effectively aware of what their children have been doing. An open afternoon Come and Play session offers parents the opportunity to see first hand what the children do and how they actively learn through play.

The children have a few good opportunities to become involved in the life of the local community when they visit the library in the centre to sing songs at Christmas time.

Resource management: Good

All practitioners and support staff are well deployed in the setting and know what to do to make the session run smoothly for the children and facilitate their learning through play. Resources of good quality motivate the children to learn well. Future resources are planned for and take effective account of what needs to be replaced and the ideas of the children such as a new trampoline.

Children have a safe outdoor area where they learn successfully how to grow plants and they visit the school field to look for mini beasts in the long grass. Resources are managed well to provide appropriate experiences which effectively enhance the children's learning.

Practitioners have met with colleagues whilst training and two groups have been to observe how effectively the setting is run and to share good practice.

Accounts are audited and leaders take effective account of budgets and ensure that any expenditure has a positive impact on the outcomes and wellbeing of the children.

Overall the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the setting. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r lleoliad yn gyffredinol. |
| | | 80% | 20% | 0% | 0% | | |
| My child likes this setting. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn hoffi'r lleoliad hwn. |
| | | 85% | 15% | 0% | 0% | | |
| My child was helped to settle in well when he or she started at the setting. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad. |
| | | 86% | 13% | 0% | 0% | | |
| My child is making good progress at the setting. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad. |
| | | 81% | 18% | 0% | 0% | | |
| Children behave well in the setting. | 14 | 9 64% | 5 36% | 0 0% | 0 0% | 0 | Mae plant yn ymddwyn yn dda yn y lleoliad. |
| | | 72% | 27% | 1% | 0% | | |
| Teaching is good. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 81% | 19% | 0% | 0% | | |
| Staff treat all children fairly and with respect. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 84% | 16% | 0% | 0% | | |
| My child is encouraged to be healthy and to take regular exercise. | 13 | 11 85% | 2 15% | 0 0% | 0 0% | 1 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 76% | 23% | 0% | 0% | | |
| My child is safe at the setting. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn y lleoliad. |
| | | 85% | 15% | 0% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs. | 14 | 8 57% | 6 43% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 72% | 27% | 1% | 0% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I am kept well informed about my child's progress. | 13 | 6 46% | 6 46% | 1 8% | 0 0% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 63% | 31% | 5% | 1% | | |
| I feel comfortable about approaching the setting with questions, suggestions or a problem. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem. |
| | | 80% | 18% | 1% | 0% | | |
| I understand the setting's procedure for dealing with complaints. | 13 | 6 46% | 6 46% | 1 8% | 0 0% | 1 | Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion. |
| | | 65% | 31% | 3% | 1% | | |
| My child is well prepared for moving on to school. | 13 | 7 54% | 6 46% | 0 0% | 0 0% | 0 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol. |
| | | 74% | 25% | 1% | 0% | | |
| There is a good range of activities including trips or visits. | 14 | 6 43% | 7 50% | 1 7% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 63% | 32% | 4% | 1% | | |
| The setting is well run. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Mae'r lleoliad yn cael ei redeg yn dda. |
| | | 82% | 17% | 1% | 0% | | |

Appendix 2

The reporting inspector

| | |
|----------------------------|---------------------|
| Mrs Anne Elizabeth Manning | Reporting Inspector |
|----------------------------|---------------------|

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. |