



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

**A report on**

**Hopscotch Nursery  
Gilwern Primary  
New School Road  
Gilwern  
NP7 0AY**

**Date of inspection: September 2016**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Hopscotch Nursery is an English medium setting in the village of Gilwern, near the town of Abergavenny, in Monmouthshire local authority. The setting is located in a separate building within the grounds of Gilwern Primary School and has a fenced garden area and access to the school's outdoor areas.

The setting is open for five mornings per week from 9.00 a.m. to 12.00 p.m. and for two afternoons 12.45 p.m. to 3.00 p.m. There are seven members of staff employed, two of which are full-time and five are part-time. All are suitably qualified and experienced in working with young children. A new leader will start in October 2016 and the present leader will remain as an assistant.

The setting is registered to take up to 24 children and takes in children from two and a half years of age. Currently, 24 children attend the setting, all are aged three and funded by the local authority. Nearly all children speak English as their first language. There are very few children with additional learning needs.

The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in December 2015 and Estyn in May 2009.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- Most children make good progress from their individual starting points in line with their stage of development
- Many children develop a good understanding of numbers and shape
- Many children are developing good thinking and problem solving skills
- Many take part in conversations with each other, staff and visitors enthusiastically
- Most children recognise their own name in print when registering in the mornings and many show increasing control when writing
- Nearly all children enter the setting happily and settle quickly into their routines
- Practitioners plan a broad range of stimulating indoor and outdoor learning activities that interest, engage and meet the needs of the children well
- Children are encouraged to be independent, to think for themselves and to experiment with new experiences
- All practitioners work well together as a team and this contributes to the overall sense of purpose and positive ethos at the setting
- The setting provides a warm, welcoming and happy environment where children feel safe, settled and valued
- The setting makes very good use of space

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader provides a clear vision, with a strong focus on establishing a caring and welcoming ethos where children are happy and keen to learn
- All practitioners understand their roles and responsibilities, and work as a team with a shared sense of purpose
- All practitioners share a strong commitment to self-improvement and attend a range of training events readily
- The setting works very closely with parents and practitioners keep them well informed about what their child is learning
- There are beneficial links with the reception teacher at the nearby school and this supports the smooth transition of children to the next stage of their education
- Community links support children with a range of worthwhile learning opportunities
- The leader allocates funds appropriately according to the setting's priorities and there are sound arrangements to manage and monitor its budget

## **Recommendations**

- R1 Plan regular opportunities to develop children's information and communication technology (ICT) skills
- R2 Improve the use of assessment to measure children's progress accurately
- R3 Ensure that leaders use formal observations of practitioners to maintain and improve outcomes for children
- R4 Evaluate all actions and initiatives in terms of their impact on children's outcomes

### **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

Most children make good progress from their individual starting points in line with their stage of development. Many recall previous learning quickly and use it effectively to make further improvements, particularly in relation to their numeracy skills.

Most children listen carefully to instructions and follow them appropriately. Many take part in conversations with each other, staff and visitors enthusiastically. For example, when building towers using wooden blocks they talk about how tall the towers are and the differing shapes of the blocks.

Many children show a keen interest in listening to stories and choose to look at books on their own, talking with confidence about the pictures and discussing the characters. Most children recognise their own name in print when registering in the mornings and many show increasing control when writing patterns in shaving foam and drawing chalk pictures outside.

Many children demonstrate a good understanding of numbers when counting the number of knights and horses in the castle and how many children are present in the setting. Many can identify shapes such as rectangles and circles correctly and understand the concept of longer than and shorter than, when measuring objects outside. Many use money with a growing awareness that it carries a value when buying food in the role play shop.

Most children use a suitable range of words and phrases in Welsh, and many respond readily to simple questions about the weather and how they feel.

Around half the children are confident in using ICT equipment. They use a simple camera to take photographs of themselves and each other and a computer tablet to play a simple number matching game with support.

Nearly all children develop their physical skills well. They take part eagerly in movement sessions outdoors and balance on the outdoor trail confidently. Many children also develop good thinking and problem solving skills. They respond well to skilful questioning from practitioners, for example when sorting suitably sized twigs to make a skeleton and when working out how to join lengths of drainpipe together to enable a ball to travel the full length.

#### Wellbeing: Good

Nearly all children enter the setting happily and settle quickly into their routines. They are well motivated and many make independent choices about what they would like to do. Most discuss readily what they are doing and are confident when making their likes and dislikes clear. As a result, they are beginning to contribute valuable ideas as part of the planning process.

Most children behave well in the setting and follow the setting's routines. Levels of engagement are high throughout the setting with most children busily and confidently making choices as they move between tasks. Many help to tidy up after snack time and at the end of activities. Nearly all children relate well to each other and to adults and demonstrate good social skills when chatting at snack time and when sharing resources. Many know to wash their hands before eating and after being outside. They also display a useful understanding of how to keep healthy by eating fruits and vegetables and doing exercise.

Many children demonstrate high levels of self-confidence when dressing themselves in coats and wellington boots for outdoor play.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Practitioners plan a broad range of stimulating indoor and outdoor learning activities that interest, engage and meet the needs of the nearly all children well. The curriculum is generally broad and balanced and based firmly on the Foundation Phase principles of learning through first-hand experiences. .

Practitioners place a strong emphasis on the development of children's literacy and numeracy skills. As result, planning for the use of the facilities indoor and especially the outdoors supports these skills particularly well. For example, the use of a gazebo area encourages quiet reading and reflection time and an outdoor house promotes children's oracy and social skills effectively. However, there are insufficient opportunities for children to develop their ICT skills systematically across areas of learning.

Children are encouraged to be independent, to think for themselves and to experiment with new experiences. Routines and practices are well established and this promotes a calm and purposeful environment. There is a good balance between activities led by adults and those chosen by the children.

The setting promotes the Welsh language suitably with daily focused sessions on the weather and through practitioners modelling the use of the language effectively. Children have purposeful opportunities to learn about Welsh culture and traditions through a range of visits, for example the visits to the Monmouthshire and Brecon Canal and Abergavenny Castle and museum.

There are worthwhile opportunities for children to learn about sustainability and recycling, with the leftover healthy snack food being recycled in the wormery and compost pot. Practitioners make good use of visitors and the local community to enhance children's learning experiences. A local travel agent provides posters, which helps to develop children's understanding of wider world well.

### **Teaching: Good**

All practitioners work well together as a team and this contributes to the overall sense of purpose and positive ethos at the setting. Their use of praise with the children and encouragement to persevere promotes positive behaviours. It also develops children's confidence and independence in trying new experiences effectively.

All practitioners have high expectations and a sound knowledge and understanding of the principles of the Foundation Phase. They make good use of their questioning skills to fully engage the children from the start the day and to check children's understanding. They intervene in play situations purposefully to move children's learning on sensitively and are exceptionally good language role models. This raises children's oracy skills and enhances their vocabulary successfully.

The setting is developing good procedures for observing and assessing children through regular focused activities. They use an appropriate range of ongoing assessment to help plan children's next steps in learning. However, these procedures are relatively new and have not had time to embed fully. As a result, the setting does not always use the information well enough to measure children's progress accurately over time.

The setting keeps parents very well informed about their child's progress through informal daily feedback, and the regular use of comment books. Parents appreciate this 'open door' policy and the informative end of year reports.

### **Care, support and guidance: Good**

The setting provides a warm, welcoming and happy environment where children feel safe, settled and valued. All practitioners promote children's understanding of healthy living well and there are appropriate policies and practices for ensuring children's emotional and physical wellbeing. For example, there is daily access to a range of physical activities such as bikes and balancing beams. This encourages children to use apparatus confidently and promotes children's understanding of sharing and working co-operatively successfully. Children are encouraged to wash their hands before eating food and after being outside. This helps them to become responsible for their personal hygiene.

A broad range of learning experiences fosters children's spiritual, moral, social and cultural development effectively. For example, the study of the lifecycle of a frog and how solar energy powers the water fountain develops children's sense of awe and wonder and curiosity successfully. Children learn about the importance of caring for the environment by growing flowers and vegetables and participating regularly in recycling activities. The setting develops children's cultural understanding well and they celebrate a range of festivals from other cultures such as Diwali.

Practitioners identify children's learning and emotional needs quickly and work hard to meet these needs. There are clear procedures to support children with additional learning needs and the setting uses staff expertise in this area very effectively. A network of contacts with external agencies provides extra support and advice, as and when required. As a result, children identified as needing extra support integrate extremely well into the setting.

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

## **Learning environment: Good**

The setting is an inclusive community where all children have equal access to activities. As a result, all children feel valued, are confident and enjoy talking to visitors. Practitioners are suitably qualified and experienced in working with young children. There are plenty of good quality resources for most areas of learning and practitioners ensure that they match children's needs closely and the setting is safe and secure.

The setting makes very good use of all available space, both indoors and outdoors. Practitioners plan activities carefully to encourage children to experiment and develop their own learning in order to widen their interests and sense of curiosity.

An appropriate range of children's work, photographs and displays enhance the learning environment and all areas are easily accessible. The setting uses its outdoors space and the adjacent school grounds effectively. For example, nature walks looking at the seasonal changes and observations of the birds develop children's understanding of the world around them successfully. The regular use of the local library promotes children's enjoyment of reading and listening skills beneficially.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The leader provides a clear vision for the setting, with a strong focus on establishing a caring and welcoming ethos in which children are happy and keen to learn. She communicates with stakeholders effectively through newsletters, email, a parent noticeboard and through the setting's social media page. This keeps parents suitably well informed about the day-to-day work and life of the setting.

Practitioners are encouraged to take responsibility for areas of learning. This shared approach to leadership ensures practitioners feel valued and have high expectations of themselves and others. As a result they are becoming more reflective and understand the need to continue to develop the provision they offer in order to sustain improvements.

All practitioners understand their roles and responsibilities, and work effectively as a team with a shared sense of purpose. New performance management procedures identify their training needs well and leaders respond to these quickly. These procedures provide practitioners with a good range of beneficial external and internal training opportunities. As a result the setting has adapted its planning to ensure a stronger focus on developing children's literacy, numeracy and Welsh language skills. This is effective in raising children's standards. There are suitable opportunities for practitioners to share and develop their practice through informal staff meetings. However, the use of formal observations of teaching as a method to share good practice is at an early stage of development.

The management committee meet regularly and provide worthwhile support and challenge. The setting embraces local and national educational initiatives and

responds well to opportunities to develop and improve its provision accordingly. For example, ongoing assessment is used effectively to inform future planning and to enhance areas of learning.

### **Improving quality: Good**

The leader and other practitioners know the setting well and are aware of the setting's strengths, as well as areas that need to be developed. They make worthwhile use of a wide range of evidence to identify what works well and to prioritise areas for improvement within the setting improvement plan. The targets identified in the development plan link closely to the self-evaluation process. They focus well on improving provision and are beginning to focus on how actions taken will impact on improving outcomes for children. However this is at an early stage of development and as such is not always evaluative enough.

All practitioners demonstrate a strong commitment to self-improvement and readily attend a range of training events and then feedback to all staff. This is helping to improve their practice and provision within the setting as a whole. For example, following recent training practitioners improved their planning for numeracy outdoors and developed their use of questioning to ascertain children's understanding, successfully. Practitioners are very open to new ideas and respond to support from the local authority advisory teacher positively.

The setting has made good progress in addressing the recommendations of the previous inspection, in particular developing children's Welsh language skills through improved provision and regular use by staff. This has impacts positively on children's standards and confidence in using Welsh.

### **Partnership working: Good**

The setting works very closely with parents and practitioners keep them well informed about what their child is learning and how they can best support them at home. Parents visit the setting regularly to join in with activities such as an Easter egg hunt and to make resources to sell at the Christmas fete. This promotes a sense of community spirit successfully.

There are beneficial links with the reception teacher at the nearby school; this supports the smooth transition of children to the next stage of their education. The setting has use of the school hall for physical development activities and can share resources such as story sacks to support children's literacy skills.

Practitioners make effective use of support from the local authority advisory teacher to access training and to develop learning opportunities for the children. Examples include recent training on the use of assessment to inform future planning and provision and to identify children's progress and next steps. However, whilst the setting is at an early stage in evaluating assessment data consistently, practitioners are well aware of individual children's academic and social needs and adapt learning activities accordingly.

Community links support children with a range of worthwhile learning opportunities. For example, visits from the nurse and local police officer, and a road safety talk, support children's understanding of how to keep healthy and safe effectively.

**Resource management: Good**

The leader manages practitioners and resources efficiently. This ensures that the setting has staff that are suitably qualified and experienced to work with young children. Good use is made of practitioners' individual skills and interests and this is improving provision and raising children's outcomes successfully.

The setting arranges access to a range of appropriate training regularly in order to secure improvement. As a result, all practitioners have up-to-date information about recent developments in the Foundation Phase. For example, using the Foundation Phase Profile to assess children's progress and to inform planning and provision.

The leader allocates funds appropriately according to the setting's priorities and there are thorough arrangements to manage and monitor its budget. Children benefit from access to good quality resources that meet their learning needs effectively. The management committee evaluates expenditure carefully in order to consider the effect on improving provision and children's wellbeing. However, the setting's systems for evaluating the impact on the standards that children achieve are at an early stage of development.

As a result of the good outcomes children achieve, the strong teaching, and high quality care, support and guidance, 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.	24	15 62%	9 38%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	24	18 75%	6 25%	0 0%	0 0%	0	Mae fy mhlentyn 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.	24	18 75%	6 25%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	24	17 71%	7 29%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	22	13 59%	9 41%	0 0%	0 0%	2	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	22	15 68%	7 32%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	20	16 80%	4 20%	0 0%	0 0%	4	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.	21	15 71%	6 29%	0 0%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		77%	23%	0%	0%		
My child is safe at the setting.	24	18 75%	6 25%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	20	15 75%	5 25%	0 0%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	24	13 54%	10 42%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		

	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 feel comfortable about approaching the setting with questions, suggestions or a problem.	24	19 79%	5 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.	23	13 57%	9 39%	1 4%	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.	24	18 75%	6 25%	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.	24	13 54%	11 46%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	24	17 71%	7 29%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The inspection team

Susan Davies	Reporting Inspector
Helen Turner	Team Inspector

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.