



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

**A report on**

**Kiddies World Children's Centre  
Tower View  
Llangollen Road  
Acrefair  
Wrexham  
LL14 3SH**

**Date of inspection: February 2016**

**by**

**Michael T Ridout  
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**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:

<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

Kiddies World Children's Centre is a non-maintained English medium setting situated in Acrefair, near Wrexham. A voluntary committee runs the centre that is based in Acrefair Primary School. It is registered to provide day care and education for a maximum of 26 children. Five morning sessions, catering for two and three year olds, are provided each week during school terms. In addition, afternoon care sessions are provided for children attending the school's nursery class in the morning.

At the time of the inspection 10 three year olds were registered. The Early Years Development and Childcare Partnership fund six children, up to 10 hours per week, but not all attended the sessions inspected.

Nearly all the children are English speaking and British born. A very few are from ethnic minorities. No families speak Welsh at home and none have additional learning needs.

In total there are four appropriately qualified and experienced practitioners including the playgroup supervisor.

The setting participates in the Designed to Smile Dental health scheme and has received a gold award. Two qualified practitioners were appointed within the last two years.

The Care and Social Service Inspectorate for Wales last inspected the setting in June 2014 and Estyn in February 2010.

## Summary

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

### Current performance

Performance is good:

- A good range of learning experiences successfully engages children's interest
- Provision for healthy development and to promote wellbeing is effective
- Practitioners and children have good relationships
- Teaching is enthusiastic and has high expectations
- Resources are used well to promote children's learning
- The setting has strong partnerships with parents and supporting agencies

### Prospects for improvement

Improvement is good:

- The setting is well-led, managed and organised
- There is a strong ethos of teamwork
- Strong emphasis is placed on improving professional practice
- Leadership ensures clear direction in developing learning and teaching
- Improvements in provision impact well on standards and
- Self-evaluation and planning for improvement are well focused

## **Recommendations**

- R1 sharpen the focus on the learning in planning and ensure assessments inform next steps for children of differing abilities
- R2 prioritise key educational targets and monitor their impact
- R3 formalise managerial procedures and develop forward planning to meet future resource needs

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>N/A</b>
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**Standards: 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 at the time of the inspection was too few to report on without identifying individual children.

**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 at the time of the inspection was too few to report on without identifying individual children.

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

A good range of learning experiences successfully meets the needs of children and the community. The Foundation Phase is implemented well and over time planning ensures appropriate progression. All areas of learning are well represented. A good range of interesting indoor and outdoor activities successfully engage children's interest.

Broad themes provide appropriate contexts for learning. Planning is suitably detailed and activities are well defined with appropriate learning objectives. Longer term and fortnightly planning is implemented flexibly and provides a good basis to guide practitioners in how and what children will learn.

Appropriate emphasis is placed on developing literacy and numeracy skills. Activities such as a 'bug hunt' are used skilfully to promote oracy skills and counting skills are developed in well-chosen play activities. The focus on developing ICT skills is steadily developing.

The provision for Welsh language development is appropriate and awareness of Welsh history and culture is well promoted.

**Teaching: Good**

Practitioners manage and support learning well. They have high expectations of behaviour and provide good models in language. All have good knowledge of the Foundation Phase. Practitioners understand the purpose of planned activities and sensitively engage children's interest. Children are given plenty of time to complete tasks. Practitioners use questioning and praise well to encourage learning. They develop communication and social skills very well, such as during creative tasks. Teaching maintains a good pace and generally promotes learning well.

Systematic procedures for assessment are implemented. Practitioners record individual achievements; this information is discussed and added to individual learning journals. Individual assessment records and collections of work provide an informative profile of progress. However, assessments are not always closely linked to planning or built upon to plan the next steps in learning.

Parents' value informal communication with practitioners about their child's progress before and after sessions and they receive a written report before their child transfers to school.

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

The setting provides appropriate care, support and guidance. Arrangements to assure children's healthy development and wellbeing are effective. The promotion of children's personal development successfully encourages a sense of curiosity about the world and fosters a sense of honesty and fairness. Practitioners strongly promote good behaviour and enthusiastically engage children in a range of community and cultural activities. The provision for moral and social development is very effective. Opportunities for spiritual and cultural development are offered, such as in Forest School sessions and in celebrating festivals. Provision to promote awareness of sustainability is at an early stage.

The setting has procedures to provide personal and specialist support when required. Arrangements to integrate children who need extra help with their learning are appropriate.

Suitable procedures are in place to ensure the setting is safe. Risk assessments are undertaken and these show an appropriate focus on specific activities.

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

### **Learning environment: Good**

The setting has a welcoming and inclusive ethos. Practitioners treat children with respect. They skilfully foster positive relationships and take good account of children's backgrounds. This helps ensure children feel safe and free from undue anxiety.

Practitioners sensitively encourage understanding towards others and use positive strategies to manage behaviour. Equal opportunities are well promoted. The setting's policies are evident in practice and these are made available to parents. However, policies do not include details of steps to ensure that future children with disabilities do not experience less favourable treatment.

There are sufficient appropriately qualified practitioners for the number of children. A good range of age appropriate learning resources provides well for the Foundation Phase. The accommodation is spacious and provides a safe and secure setting. The provision is very well organised and practitioners create a stimulating environment. The outdoor space is used well to enhance learning.

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

The setting is well led, managed and organised. The supervisor provides clear direction, has high expectations, communicates well with parents and sustains improvements in provision. Practitioners have a good understanding of their responsibilities. A shared sense of purpose and a strong ethos of teamwork are evident. An appropriate range of policies and procedures are implemented consistently.

A voluntary management committee maintains informal oversight of the setting's work. Day-to-day administrative procedures are well supported and the committee meets when required. However, arrangements for the annual meeting are insufficiently formalised and procedures to ensure accountability lack clarity.

Practitioners contribute to an annual appraisal. However, targets are seldom linked to the setting's goals. Strong emphasis is placed on updating practitioners' professional expertise and this impacts well on provision.

The setting takes forward national and local priorities well. The provision embraces the Foundation Phase philosophy and approach effectively. There is strong emphasis on improving outcomes for children.

### **Improving quality: Good**

The setting has established procedures for self-evaluation and planning for improvement. A culture of self-improvement ensures all practitioners are involved in the process. Appropriate account is taken of the views of parents, carers and children as much as possible. The current self-evaluation report and action plan provide a good basis to prioritise key goals and structure initiatives. The goals identified are relevant and achievable.

Areas for improvement and appropriate targets are identified annually. The setting leader monitors progress with initiatives informally and knows their impact well. Evaluations of initiatives are recorded on the action plan, which is used well as a working document. This monitoring provides a good basis to report progress to the committee and parents.

There is a good track record of improvement in meeting the recommendations from the last inspection and strong evidence of steady improvement in relation to the targets for improvement set over the last two years.

### **Partnership working: Good**

The setting has well-established partnerships with parents and the school. These contribute effectively to children's learning and wellbeing. Parents are provided with a good range of information and their involvement in their child's education is encouraged. Friendly relationships promote well the exchange of information about children and more formal opportunities are arranged to discuss children's progress



before they transfer to school. Links with the primary school to which most children transfer are well established. The setting is currently developing its links with community organisations.

Practitioners regularly take opportunities to share good practice with other settings, through attending training events. The partnership with the local authority and other agencies, including the Wales Pre-school Providers Association, is beneficial in the provision of training and guidance. The support and quality assurance provided by the local authority has a positive impact.

**Resource management: Good**

The setting is efficiently organised. Staff rotas and routines successfully promote a good pace across activities. Practitioners are effectively deployed; sessions are well-organised and learning resources easily accessible. The management of resources is particularly successful in promoting learning. Very good use is made of indoor and outdoor facilities. Practitioners regularly attend training events and participate in courses to enhance their qualifications. They reflect on the good practice discussed and thoughtfully implement strategies to improve provision in the setting.

The impact of resources on learning and teaching is reviewed informally. The treasurer conscientiously manages income and expenditure. Financial records are detailed and accounts are independently audited. However, financial procedures are not sufficiently formalised as accounts are not published and there is little evidence of planning for future resource needs.

The setting uses its own resources and the funding received for early entitlement education, to good effect. This impacts well on provision and represents 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

Mr Michael T Ridout	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](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.