



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

A report on

**Kingfisher House Day Nursery
Airfield View
off Manor Lane
Hawarden
Flintshire
CH5 3QZ**

Date of inspection: June 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:

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

Kingfisher House Day Nursery is situated on an industrial estate between Hawarden and Broughton in Flintshire local authority.

The setting is open from 8am to 6pm every weekday for 51 weeks a year. It is registered to take up to 75 children from six months to eight years. At present, there are 31 children on the pre-school roll, of whom seven receive funded early education. Many of the children in the pre-school have English as their home language, while a few are learning English as an additional language. None of the children speak Welsh at home. There are no children with additional learning needs.

Twelve full-time and two part-time members of staff work in the setting. All are suitably qualified and experienced in working with young children. The proprietor has led the setting since it opened in February 2001. The general manager has been in post since April 2010. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in July 2015 and by Estyn in February 2011.

Summary

The setting's current performance	Adequate
The setting's prospects for improvement	Good

Current performance

The setting is adequate because:

- Most children make good progress in the setting
- Most children develop their literacy, numeracy and thinking skills well
- Nearly all children are happy and well-motivated, and they join in activities confidently
- Children have worthwhile opportunities to develop their skills indoors and outside using a wide range of interesting resources
- Practitioners manage children's behaviour well and promote children's health and wellbeing successfully

However:

- Practitioners do not plan together effectively to meet all children's learning needs
- The setting's planning does not include opportunities to develop children's Welsh language and information and communication technology (ICT) skills progressively
- Practitioners do not use observations and assessments effectively enough to identify the next steps in children's learning successfully
- Opportunities for children to learn about different cultures are satisfactory
- The setting does not make best use of visits into the community and visitors to the setting to help children learn about the world around them

Prospects for improvement

The setting's prospects for improvement are good because:

- The proprietor and manager are dedicated to improving the setting, and act promptly on advice and support provided
- Leaders have high expectations for the standards of care and education and communicate these well
- There are well-established systems to ensure that staff are aware of their roles and responsibilities and fulfil these effectively
- Leaders use performance management systems well to support and challenge staff to do their best
- The setting has strong partnerships that support children's wellbeing effectively
- Practitioners benefit from good training opportunities
- Resources are managed well

Recommendations

- R1 Improve children's Welsh language skills
- R2 Ensure that practitioners work together effectively to plan learning experiences that meet the needs of all learners
- R3 Plan regular opportunities to develop children's information and communication technology (ICT) skills systematically
- R4 Use observation and assessment systems to track children's learning carefully and to identify next steps effectively so that all children make systematic progress
- R5 Improve self-evaluation procedures to ensure an effective focus on outcomes for children and that all stakeholders are consulted appropriately
- R6 Prioritise areas for improvement effectively and include suitable timescales and opportunities for reviews in order to ensure sustained progress

What happens next?

The setting will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make at least the expected progress in their time in the setting's pre-school. They listen well and make good use of the interesting resources set out for them to practise and develop their skills.

Most children develop good communication skills. They take part in conversations with the setting's staff regularly and confidently. Most children listen carefully to instructions and follow them appropriately, including when helpers go to collect dishes ready for their snack. Nearly all children enjoy listening to stories, concentrate well and join in eagerly to suggest rhyming words at the end of sentences. They choose to look at books on their own, taking interest in the pictures. A few children point to the words, beginning to follow the print appropriately. All children recognise their own name in print when they register in the mornings. Most children control a range of mark-making tools well, including using chalk to draw carefully formed rainbows outdoors.

Most children are developing a good understanding of numbers. For example, nearly all children take two pieces of toast when asked and a few children count on from 25 to 30 successfully to find the date. Many children identify shapes correctly, such as the rectangle shaped table, and they are developing a good understanding of different sizes. When they pour their own drinks, they show a good understanding of full and empty.

Most children are enthusiastic about opportunities to use the ICT equipment in the setting and their skills are developing well. For example, many direct remote control toys forwards and backwards skilfully. Almost all children are developing their physical skills well. They run around happily outside, climb up and down the stairs confidently, and manipulate the toy buggies and the big blocks effectively. Most children develop good thinking skills. They respond well to skilful questioning from practitioners, such as when they think about which items will float and which will sink in the water tray.

Many children are beginning to respond to simple questions about the days of the week and the weather in Welsh at the beginning of the session. They are beginning to understand the Welsh words for milk and water when they have drinks and a very few repeat the words 'dwr' and 'llaeth' correctly. However, in general, most children do not develop their Welsh language skills well because they have limited opportunities to practise these.

Wellbeing: Good

Nearly all children come into the setting happily and settle quickly into their routines. They are eager to use the resources provided for them and concentrate well, such as when they listen to stories. They are well motivated, make confident choices about

what they would like to do and show initiative in their play. They discuss what they are doing readily with staff, making their likes and dislikes clear. They are beginning to contribute their ideas appropriately to planning.

Nearly all children behave well in the setting and follow the setting's routine with little fuss. They show a good understanding of the setting's Golden Rules and respond well to reminders from the staff. Most children help to tidy up when asked and volunteer enthusiastically for tasks such as mopping the floor under the water tray.

Nearly all children relate well to each other and to adults. They are developing good social skills, such as when they chat companionably with staff at breakfast time. They are aware of the need for good hygiene and know to wash their hands before eating.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The lead practitioner plans a suitable range of learning experiences across the Foundation Phase areas of learning. Most children enjoy these activities and plans take account of children's interests appropriately. However, practitioners do not plan together as a team. This means that, at times, they are not all fully aware of the purpose of different activities. As a result, they are not always able to provide the best support for the children or to assess how successfully they are developing. Practitioners do not always adapt activities sufficiently for different ages and abilities. As a result, children do not always make as much progress as they could.

Practitioners make good use of opportunities to develop children's literacy skills. They encourage children to talk about what they have been doing during the session regularly. They provide a wide range of interesting opportunities for children to practise mark making, including using paint, soil, sand and a mix of chalk and water. Practitioners read to the children regularly, helping children develop a love of books. There are daily opportunities for children to recognise their names, for example, when they find their name to put on the table where they want to sit for breakfast.

There are good opportunities to develop children's numeracy skills in the setting. For example, practitioners provide good opportunities for children to learn how to compare items by size and to sort by colour. They encourage children to re-create simple patterns, such as when they clap out different rhythms.

The setting provides an appropriate range of ICT equipment for the children to use. This includes equipment to operate buttons and switches in the role-play area and remote controlled vehicles outdoors. However, the setting does not plan to develop children's ICT skills systematically.

There are satisfactory opportunities for children to hear and use the Welsh language during circle time, including listening to stories written in simple Welsh phrases. However, in general, the setting does not plan well enough to develop children's Welsh language skills progressively. Children have appropriate opportunities to learn about Welsh culture, including celebrating St David's Day.

Overall, learning experiences encourage children to work together and form effective relationships with each other and adults around them, showing respect and tolerance. Children have good opportunities to be independent learners and to develop their thinking skills. However, visits within the community and visitors to the setting are too few to extend children's understanding of the world they live in and the work that people do.

Teaching: Adequate

Practitioners have high expectations of the children. They have strong and warm relationships with the children and provide a consistent daily routine. As a result, practitioners manage children's behaviour well. All practitioners have a good understanding of child development and the importance of learning through play. However, adults tend to choose which resources are set out during the sessions and, as a result, children do not always have enough opportunities to follow their own interests and initiative. Most practitioners help to develop children's thinking skills well, such as by challenging them to think about which objects will float and which will sink. They work purposefully throughout the session and intervene in children's play sensitively, including giving helpful feedback that encourages children to find things out for themselves. In general, practitioners are not confident enough to use Welsh as part of the everyday life of the setting.

Practitioners carry out general observations appropriately and develop a good overall understanding of what children can do. However, they do not carry out observations and assessments linked to the planned learning outcomes from focused activities. This limits practitioners' understanding of how well individual children are progressing and what specific steps they need to take in order to move forward. The setting has started to use the Foundation Phase Profile to help establish the children's starting point. However, this is a new development and the setting is not using the results consistently to build systematically on children's learning yet. Practitioners provide useful information to parents about their child's progress through daily informal contact and sharing children's assessment records in evening meetings.

Care, support and guidance: Good

The setting promotes children's health and wellbeing successfully. It provides healthy food and plenty of opportunities for children to exercise regularly in the fresh air. Practitioners help children to learn to treat each other and adults in the setting with respect and to manage their feelings appropriately.

In general, the setting makes good provision for children's spiritual, moral, social and cultural development. For example, children develop a sense of awe and wonder about the world around them when they play in the rain and find spiders lurking in their sand pit. The setting develops children's social skills successfully through plenty of conversation during meal times when practitioners sit with the children to talk about their homes and interests. However, although practitioners celebrate festivals such as Chinese New Year, they do not provide meaningful opportunities for children to develop curiosity about their own and other peoples' lives and beliefs.

Leaders give safeguarding children a high priority and act on advice promptly where necessary to review procedures. As a result, the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

There are appropriate opportunities for children to learn about sustainability, including bringing boxes from home for junk modelling and recycling waste food.

There are effective arrangements to support children with additional needs. These include appropriate transition arrangements within the setting and when children move on to school.

Learning environment: Good

The setting's ethos is warm and welcoming to children and parents. There is an effective range of policies and procedures to support the work, including appropriate equal opportunities and complaints procedures. All children have good access to the curriculum and their contributions are valued.

Practitioners are suitably qualified to meet the requirements of the Foundation Phase. They create a safe and effective learning environment inside and outside. Equipment is easily accessible for the children to enable them to become confident learners. In general, the setting provides plenty of good quality resources that support the requirements of the Foundation Phase and the needs of the children well. However, there are insufficient multi-cultural resources to help children develop tolerant attitudes and an understanding of diversity in the world around them effectively.

The setting is safe and managers and practitioners make good use of the space to create an attractive and purposeful learning environment. The setting maintains the outdoor area well. It uses the grounds successfully to develop the children's interests, such as providing a digging area and an inviting story area.

There are many attractive displays throughout the setting. These include examples of the children's work displayed at their level allowing them to see their work clearly. However, few of the displays include any numbers or images to support children's developing numeracy skills.

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

The proprietor and manager are well motivated and dedicated. They work together effectively and share responsibilities successfully, organising and managing the nursery well. Both leaders communicate high expectations to all staff, particularly regarding the quality of care offered in the setting. They have a good understanding of the requirements of the Foundation Phase and welcome advice from the local authority link teacher to help them achieve these. The setting's policies are up to date and focus well on children's needs.

The proprietor and manager have a clear vision to deliver a high standard of care and Foundation Phase education in the setting. They communicate this clearly both formally and informally. There are well-established systems to ensure that all staff are aware of their roles and responsibilities and they seek to fulfil these effectively. Leaders understand the importance of appraisal in supporting staff's performance and professional development well. They use the system appropriately to identify and respond to staff training needs. The setting uses supervision meetings effectively to challenge underperformance and put steps in place to support continuous improvement.

The leaders pay good attention to most local and national priorities. They have worked effectively to develop a stimulating outdoor learning environment and to promote healthy living successfully.

Improving quality: Adequate

Leaders and managers know the setting well. They reflect on the quality of the provision regularly and can point to many improvements made in the learning environment as a result. For example, practitioners moved the book corner to a quieter area to encourage children to use it more often. However, more formal self-evaluation procedures are at an early stage of development.

The setting manager and pre-school leader work together to produce a self-evaluation report. This helps them begin to identify the setting's strengths and areas for development leading to improvements in the quality of the learning environment, as well as the resources available to the children both inside and outdoors. However, the current systems tend to focus on what practitioners do, and do not focus well enough on how well children are progressing. Although the setting listens to the views of staff and parents informally, there are no formal processes to consult them. As a result, the setting does not always recognise all the areas that need to be improved.

The setting prepares action plans to deal with individual targets, arising appropriately from its self-evaluation report. These identify the intended outcome of actions clearly as well as who is responsible for working on them. However, there is no overall plan in place to prioritise actions and to ensure continuous and systematic improvement over time. As a result, although the setting has made useful improvements, it has not made sufficient progress with long standing priorities such as Welsh language development and building strong links with the local community.

Partnership working: Good

The setting has a useful range of partnerships, which have a positive impact on children's standards and wellbeing. Partnerships with parents are strong. Practitioners keep them well informed through informal contact at the beginning and the end of the day, and through evening meetings to discuss children's progress. The setting provides useful newsletters and updates about activities to help keep them informed. It has recently set up an attractive website, which provides a useful overview of the nursery's provision.

The setting feeds a number of schools in the local area. It has established valuable links with a number of these through its drop-off service and has arranged helpful visits from a local school to help children prepare for the next stage in their education.

The setting values the support and challenge provided by the local authority link teacher and benefits from the training and resources provided by the local authority Foundation Phase Team. Although the setting visits a local care home at Christmas, in general partnerships with the local community are not as well developed.

Resource management: Good

The setting manages resources well. All staff are suitably qualified and experienced, including relief staff. Children benefit from access to good quality resources that meet their learning needs effectively. These include good quality books, ICT resources and resources to help them learn in the outdoors.

The setting keeps careful records to ensure that all essential training is up to date. Through its performance management system and partnership with the local authority, staff have regular opportunities to attend Foundation Phase training. This develops individual practitioners' skills and has a positive impact on standards of teaching and learning, such as developing children's thinking, literacy and numeracy skills. However, the setting has not developed strong enough systems for evaluating the impact of training on standards and provision to make sure that children always benefit well enough as a result.

There are effective processes to monitor and review spending. Leaders ensure that they allocate resources effectively to meet their targets for improvement, such as developing the outdoor area.

In view of the standards achieved by children in most areas of development and in their wellbeing, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Anne Elizabeth Manning	Team 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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.