



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

**A report on**

**Lighthouse Nursery  
Thornhill Church Centre  
Excalibur Drive  
Thornhill  
Cardiff  
CF14 9GA**

**Date of inspection: February 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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**Publication date: 28/04/2016**

## Context

Lighthouse Nursery is a private day care setting operating from the Thornhill Church Centre in Cardiff local authority.

The setting is registered to take up to 24 children up to five years of age, for 44 weeks of the year. There are currently 17 three-year-old children receiving funded early years education in the setting

Almost all children have English as their home language and no children come from homes where Welsh is spoken. At the time of the inspection, there were no children with additional learning needs.

There are four permanent members of staff, including the setting leader. The setting leader has been in post since 2011 and is the responsible individual for the setting.

The Care and Social Service Inspectorate for Wales last inspected the setting in June 2015. This is the setting's first inspection by Estyn

## 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 is good because:

- Most children make good progress during their time in the setting
- Nearly all children settle quickly and are happy in the setting
- Practitioners provide a wide range of interesting and stimulating learning experiences
- The setting develops children's literacy and numeracy skills well
- There are good procedures in place to assess children's learning and move them forward
- Provision for healthy development and to promote wellbeing is effective
- The setting co-operates effectively with external agencies, which contributes significantly towards the setting's success
- The inclusive, welcoming ethos of the setting is a good feature

### Prospects for improvement

The prospects of improvement are good because:

- The setting's leader manages the setting well
- Practitioners fulfil their roles well and work very effectively as a team
- Practitioners make good use of training and visits to other settings to improve standards and provision
- The setting is open to new ideas and responds positively to advice and guidance
- The setting has a good range of quality resources to support learning
- The setting has developed positive relationships with the parents and carers
- The leader manages resources well

## Recommendations

- R1 Plan systematically to develop children's Welsh language skills
- R2 Develop the trustees' role in challenging the setting to improve children's standards and provision
- R3 Make self-evaluation processes more robust by including the views of all stakeholders and identifying clearly the most important areas for improvement

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Nearly all children achieve good standards and make progress in line with their age and stage of development by the end of their time in the setting. Most children enjoy their learning and make confident choices. They persevere well for sustained periods when engaged in a range of appropriate activities, for example when planting seeds and during role play when children 'repair' bicycles in their garage workshop. Most children have effective skills in literacy and numeracy and use them confidently across the Foundation Phase curriculum.

Most children have good communication skills. Many are eager to engage in discussion with adults and their peers and speak clearly and confidently about what they are doing, for example when making breakfast during the early start role play session. Most children listen well and follow instructions appropriately. Almost all children enjoy listening to stories and respond eagerly to prompts at appropriate times. Many children choose to look at books independently and handle them appropriately as readers. Nearly all children join in enthusiastically with familiar songs and rhymes in English and Welsh. This has a positive effect on developing their literacy skills.

Most children enjoy mark making to develop their early writing skills. They use a suitable range of instruments such as chalks, pencils, and paintbrushes with confidence to draw pictures. Many are beginning to understand that writing has a purpose, such as making a list of ingredients or a notice for an outdoor play activity. Many children make good attempts to write the first letter of their name and most children can draw recognisable shapes.

Most children have good numeracy skills and are beginning to use them confidently across the curriculum. Most children count to five independently and a few count to 15 with confidence. Many children recognise and name numbers up to four accurately. The majority of children use a good range of mathematical language such as 'heavier' and 'lighter', 'small' and 'big, whilst playing in role play areas. Many recognise and name familiar shapes such as a square and triangle, when making patterns.

Nearly all children enjoy physical activities and demonstrate well-developed skills when riding bicycles and scooters in the limited space available outdoors. They use small instruments such as spanners, rollers and cutting tools correctly and safely with limited supervision.

A few children use simple educational computer games independently and with confidence. Most children respond well to questions such as 'How will you mend your bicycle?' and 'What will you need?' Children's problem solving and thinking skills are appropriate.

Most children enjoy singing songs and simple rhymes in Welsh such as 'Mr Hapus ydw i', 'Penblwydd Hapus' and 'Hwyl Fawr Ffrindiau'. Many children recite numbers up to 10 in Welsh with support and a few describe the weather correctly and say the day of the week. However, very few children know what to do when they are given instructions in Welsh. A very few use familiar Welsh words and phrases appropriately during activities, although most are not confident in using simple words without significant adult encouragement.

### **Wellbeing: Good**

All children are relaxed in the setting and settle quickly. Nearly all come in happily in the morning and are excited to see what they will be doing during the day. Most children are confident learners; they enjoy familiar routines and have good levels of self-esteem. Almost all children have a comprehensive awareness of how they can stay healthy by washing their hands regularly and eating a nutritious snack.

Most children have a good attitude towards learning new skills. They listen attentively to each other and to adults, responding promptly to instructions and familiar signals.

Nearly all children are developing good social skills such as taking turns to share toys, sitting, and talking with their friends when waiting patiently for their snack. Many children say "please" and "thank you" with a little prompting from practitioners. Most children show a suitable awareness of good hygiene, for example washing their hands before eating and after visiting the toilet. They are developing a good understanding of the need to help each other and they work together well, for example when tidying away equipment at the end of an activity.

Most children behave well in the setting. They are kind and considerate towards each other and show respect for adults and visitors. Nearly all children are involved in creating mind maps with adult support to plan new topics for learning. As a result, most children show high levels of engagement and enthusiasm.

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

Practitioners work well together to plan and deliver a wide range of engaging learning experiences to support children's learning. They provide worthwhile activities that develop children's independence successfully across the curriculum, for example recycling old clothes at a local centre.

Practitioners plan carefully to ensure that they provide valuable opportunities to develop children's literacy and numeracy skills effectively. They plan interesting activities that engage children well and build effectively on previous learning. Literacy and numeracy skills are very evident in both indoor and outdoor activities. Practitioners provide good opportunities for children to develop their knowledge and understanding of the world, for example by planting seeds and observing mini beasts. Nearly all children are provided with regular opportunities to use outdoor equipment such as scooters, hoops and the slide. This supports their physical development successfully.

The setting's provision for developing children's information and communication technology (ICT) and thinking skills is appropriate.

The setting makes beneficial use of visits to the local supermarket and recycling centre to enrich learning experiences. Visitors are welcomed into the setting to enhance learning experiences. For example, the Community Police Officer and a representative from the Recycling Centre have visited recently.

The setting provides suitable opportunities for children to celebrate Welsh traditions. For example, on St David's Day, children eat traditional Welsh food, listen to traditional stories, and dress up in traditional costume. Children have appropriate opportunities to learn about other cultures, for example learning about calligraphy to celebrate the Chinese New Year and making cards for special days like Mother's Day.

When practitioners communicate with children in Welsh, they are good role models and encourage children to respond to directions and questions. However, most staff do not use Welsh consistently during daily routines. Their use of Welsh during free play and focused tasks is also limited.

### **Teaching: Good**

All practitioners in the setting are well qualified and suitably experienced. They have a good understanding of the Foundation Phase curriculum and a practical knowledge of how children learn and develop.

All practitioners are involved in planning and delivering the curriculum successfully. They make effective use of their areas of expertise to provide stimulating learning experiences for the children. Practitioners use an appropriate range of teaching strategies to ensure that children learn effectively through play and first-hand experience. As a result, the setting provides a good balance between child-directed learning and practitioner led activities.

Practitioners use questioning skills well to extend children's learning. However, this strategy is not always used as effectively to develop children's thinking skills across the curriculum. Most practitioners know the children well and are skilled at recognising when to intervene in children's activities and when to step back. On a few occasions, practitioners intervene too soon and miss opportunities to extend children's learning. All practitioners manage behaviour skilfully and sensitively.

All practitioners in the setting provide children with good language models. Practitioners use the outdoor space well to enhance learning and encourage children to participate in outdoor activities.

Practitioners regularly observe and assess children. They keep detailed individual assessment records that identify what each child can do, and what they need to do next. Practitioners make effective use of this information to plan the next steps for learning. The setting has established good procedures to ensure that parents and carers are well informed about their children's progress, so that they know and understand what they can do to help their child.

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

The setting provides a caring environment that supports children's spiritual, moral, and cultural development effectively. It plans a variety of worthwhile learning experiences, such as Christmas celebrations with the church where the setting is based, and daily prayers are used successfully to develop the children's understanding further.

All practitioners provide good opportunities for children to learn about important values such as respect, kindness and fairness. They promote the setting's rules, which focus on children caring for themselves, each other and the setting effectively. Practitioners nurture children's self-esteem and confidence. They are good role models and encourage the children to treat one another with respect and to listen to one another. This is evident in free play sessions where children share toys and take turns willingly.

Practitioners use snack time effectively to promote the children's understanding of healthy eating and drinking and the importance of cleanliness. Practitioners also provide valuable opportunities for children to learn about recycling and sustainability. There are regular reminders for children around the setting to recycle paper, plastic and food.

The setting has well-established and effective procedures in place to identify and support children with additional learning needs. Record keeping is detailed and individual educational plans are regularly monitored and evaluated by practitioners. They liaise well with appropriate agencies and access appropriate specialist support for these children where appropriate. Parents are fully involved at each stage of the process.

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

### **Learning environment: Good**

The setting's environment is welcoming and inclusive. There is a clear emphasis on recognising, respecting and celebrating diversity, and the setting provides good opportunities for children to gain an understanding of different cultures.

Practitioners treat all children fairly and are skilled in helping children to develop good relationships. As a result, children are happy and confident in the setting. Every child has equal access to a well-balanced curriculum.

There are sufficient practitioners in the setting with the appropriate qualifications and experience of working with young children.

All practitioners work well together to create a stimulating environment for learning both indoors and outdoors. Displays of children's work are attractive, enhance learning opportunities, and reinforce learning. The indoor room is well organised and makes the best use of the available space to meet the requirements of the Foundation Phase. The setting has an appropriate range of good quality resources

that are well matched to the age and stage of the children. All resources are efficiently organised, although not all resources are easily accessible to children. The outdoor learning environment is well resourced and the use of the limited space is very effective in supporting children's learning across all areas of the curriculum.

The building is in good condition and arrangements are in place to ensure that it is well maintained. The setting provides a safe and secure environment for learning for young children.

<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 by an experienced practitioner. She has a strong vision for the setting and communicates this clearly to other practitioners, parents, and trustees.

All practitioners fully understand their roles and responsibilities and work together as a strong team, sharing responsibilities effectively between them. Practitioners have high expectations and the leader challenges everyone to do their best.

The leader involves all staff in planning learning experiences to make the best use of their individual expertise. The setting has suitable formal arrangements in place to review the performance of practitioners at regular intervals. All practitioners attend relevant training and this has a positive impact on the quality of provision.

The setting has established strong relationships with parents, carers and the trustees. These partnerships ensure a positive community ethos and a shared commitment that focuses on providing high quality experiences for nearly all children.

The setting's leader provides the trustees with a comprehensive annual report detailing the progress of the setting. The trustees are supportive of the setting; however, their role in challenging the setting to improve children's standards and provision is underdeveloped.

Policies and initiatives are regularly reviewed and consistently implemented by all practitioners in the setting, for example the Foundation Phase curriculum and safeguarding.

### **Improving quality: Adequate**

The leader and practitioners know the setting well. They are aware of what they are doing successfully and what they need to do to improve. However, systems to record this information effectively have not yet been formalised.

The self-evaluation document provides a detailed description of the provision in the setting. However, it does not judge the standard of the children sufficiently. As a result, the areas for development do not always focus clearly enough on improving children's outcomes.

Processes for self-evaluation take into account the views of all practitioners in the setting. However, not all stakeholders are included in the process. This limits the setting's ability to judge its performance effectively.

The setting's improvement plan is very detailed and duplicates much of the information contained in the self-evaluation document. Although clear areas for development are highlighted in the improvement plan, priorities for the setting are not identified clearly.

The trustees have identified self-evaluation and improvement planning as areas that require further development.

### **Partnership working: Good**

The setting has established good partnerships with parents and carers. They are kept well informed of their children's achievements and progress. Parents and carers express high levels of satisfaction with the setting and an appreciation of the standards of care and quality of education it provides. Parents and carers have regular opportunities to meet with practitioners and the setting responds quickly to any issues that may arise.

The setting ensures that parents and carers know how well their child is doing and they are clear about the next steps for learning. An informative parents' handbook, a webpage and the use of social media provide parents and carers with relevant details about the setting.

By the time children leave the setting, they are well prepared to take the next step in their education. The setting has established a worthwhile link with the local primary school.

The setting works effectively with the local authority Foundation Phase advisory teacher. This has had a positive impact on the achievements of the children and enhanced the provision in the setting. The setting acts promptly to follow advice given by external partners such as the local authority Foundation Phase advisory teacher, engaging well with them to resolve any issue that may arise.

### **Resource management: Good**

The leader ensures that the setting has sufficient staff, with appropriate experience, qualifications and training, to deliver the Foundation Phase curriculum well. She manages resources efficiently to support learning and secure improvements. The resources available generally support children's learning well, although resources for ICT are limited.

The setting ensures that all practitioners access suitable professional development. They attend appropriate courses and have good opportunities to learn from each other and share good practice with other similar settings.

The trustees have effective processes in place to monitor the setting's expenditure closely. The setting complies in full with financial regulations.

In view of the outcomes achieved by the children, the effective provision and successful leadership, 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.	25	21 84%	4 16%	0 0%	0 0%	1	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	25	21 84%	4 16%	0 0%	0 0%	1	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.	26	23 88%	3 12%	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.	25	18 72%	7 28%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	23	14 61%	9 39%	0 0%	0 0%	3	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	22	19 86%	3 14%	0 0%	0 0%	4	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	23	19 83%	4 17%	0 0%	0 0%	3	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.	23	16 70%	7 30%	0 0%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	26	22 85%	4 15%	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	12 60%	8 40%	0 0%	0 0%	5	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.	26	11 42%	13 50%	2 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	6%	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.	25	19 76%	5 20%	1 4%	0 0%	1	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	14 61%	9 39%	0 0%	0 0%	3	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	22	10 45%	12 55%	0 0%	0 0%	4	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.	25	10 40%	14 56%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	25	23 92%	2 8%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The inspection team / reporting inspector – delete as appropriate

Mrs Sharon Randall-Smith	Reporting Inspector
Mrs Jane Rees	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 partnership's 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.