



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

**A report on**

**Little Angels Day Nursery  
9 Claremont Road  
Llandudno  
Conwy  
LL30 2UF**

**Date of inspection: May 2017**

**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

Little Angels day Nursery is an English medium setting in Conwy local authority. It is registered for up to 31 children between the ages of three months and eight years.

There were 18 children on the register in the pre-school room during the inspection, 13 of whom are three-year-olds, and seven of whom receive early years funding from the local authority. One staff member supports the room supervisor. Both have appropriate early years qualifications.

Most children attending the setting come from the local area. Most have English as their home language and none come from homes where Welsh is spoken. A very few children are identified as having additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in October 2015 and by Estyn in July 2011.

## 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 current performance of the provider is good because:

- Most children make good progress from their individual starting points
- Nearly all children recognise their own name when they register in the mornings and are beginning to develop mark-making skills well
- Most children recognise numbers up to at least three and a minority to five or more
- Practitioners plan a range of interesting and challenging activities, both indoors and outdoors, that meet the needs of children successfully
- Practitioners work together as an effective team and provide a calm and caring environment, where children feel comfortable and behave well
- There is a good balance of adult-led and child-initiated activities
- The setting makes very good use of space

### Prospects for improvement

The setting's prospects for improvement are good because:

- The proprietor has a clear vision for developing the setting, which she communicates well to her staff
- The proprietor supports practitioners exceptionally well and recognises and uses individual expertise successfully to benefit the setting and others
- All leaders have a very good understanding of the work of the setting and of its current targets for improvement and are extremely effective at promoting and sustaining improvements over time
- Practitioners form a strong team with a clear vision focused on gaining high standards of achievement and wellbeing for all children
- The setting's self-evaluation is honest and accurate and development plans are effective
- The setting provides parents with regular, high quality information about their child's progress
- The setting responds positively to advice and suggestions provided by the local authority's advisory teachers
- In view of the good quality provision and the positive outcomes by the children, the setting provides good value for money

## Recommendations

R1 Improve children's thinking skills

R2 Provide more opportunities for children to make decisions about their learning.

### What happens next?

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

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most children make good progress from their starting points. Most express themselves well, for example when playing in the Safari Vet's role play area. Nearly all children enjoy engaging in discussions with adults or each other about what they are doing, such as when describing the snakes they find hiding in the purple sand.

Many children show a keen interest in books and stories. Around half choose to look at books both indoors and outside during free play. They handle them correctly and recall the main points of favourite stories well. Nearly all children sit quietly to listen to a story and make sensible comments when discussing the characters. Nearly all children recognise their own written name when registering in the mornings. They show increasing levels of control when drawing large spirals on paper outside or making patterns in sand and gloop.

Most children demonstrate show a developing understanding of numbers when they count how many children are present in the setting. They confidently find specified numbers of different animals in the small world jungle. Many show their understanding of longer than and shorter than when measuring and comparing a selection of snakes outside. Many children recognise and order numbers from one to three and a few more able children do this successfully to seven.

Most children show great confidence when using information and communication technology (ICT) equipment. They use a tablet computer to listen to the sounds made by different jungle animals and operate remote control cars skilfully around the outdoor area. However, children's thinking and problem solving skills are at an early stage of development.

Nearly all children develop their creative skills effectively through a range of art and craft activities such as mixing colours to paint elephants and crocodiles or making a home for a chosen animal in the craft area. Nearly all develop their physical skills effectively during daily morning exercise. They demonstrate good levels of control as they run, jump, skip and hop.

Nearly all children understand and respond correctly to the Welsh words and phrases used by the adults. They sing Welsh songs and rhymes with enthusiasm.

### Wellbeing: Good

Nearly all children arrive in the setting happily and settle quickly. They are developing good levels of independence when getting dressed ready to go outside or when putting on protective clothing for messy play. Most make clear choices about what they would like to do during free play and many access the equipment for their chosen activity independently and with confidence.

Most children concentrate for worthwhile periods and work sensibly with others, sharing equipment willingly. Most children behave well and are polite to visitors. They treat one another with affection and respect. At group times, nearly all children sit quietly and listen attentively to the adults who are speaking. Most contribute positively to discussions about things they have been doing at home and know to listen to the person who is speaking.

Nearly all children are very familiar with daily routines and co-operate well. For example, most help to tidy up willingly at the end of free play and then sit down ready to brush their teeth.

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

Practitioners meet the needs of the children very well. They plan together a varied range of exciting and interesting activities that stimulate and motivate children. As a result, most children are keen to investigate and participate actively in their learning. Practitioners take good account of children's differing developmental needs to plan high quality activities based firmly on the Foundation Phase principles. Often highly creative and practical activities engage children successfully and promote learning effectively. Indoor and outdoor activities link well to current themes and ensure broad and balanced coverage of the curriculum.

The setting provides a calm and purposeful learning environment where children feel safe and understand what adults expect of them. This enables them to concentrate and persevere well with their chosen activities.

Practitioners further enhance children's learning experiences by inviting visitors to the setting. For example, as part of the theme based on the story of Handa's Surprise, the bird rescue centre came to visit with a parrot. Frequent and engaging visits around the local community are a real strength of the setting. These include a trip to the supermarket to buy ingredients for cakes for a fundraising event. Each child had a shopping list with an ingredient to find and buy in the shop, which promoted their literacy and numeracy skills well. Regular visits to the library for story time, the post office to post mail and to buy stamps, and to local shops, further encourage children to become confident and inquisitive learners.

Practitioners use simple Welsh phrases and words informally and consistently throughout the sessions and encourage children to respond appropriately. Activities such as dressing up, studying leeks and daffodils and baking on St David's Day support children's knowledge and understanding of the wider Welsh dimension effectively.

**Teaching: Good**

All practitioners effectively demonstrate a sound knowledge of the Foundation Phase and child development. As a result, most children make good progress from their starting points. The close working partnership between practitioners creates a very calm and happy ethos. There is a strong emphasis on kindness and caring, which

promotes positive behaviour effectively. Practitioners use their questioning skills successfully to engage children's interest and to encourage them to persevere and talk about what they are learning. This promotes children's oracy skills effectively. They intervene sensitively to support learning and know when to stand back and enable children to investigate for themselves.

Practitioners make regular observations of children's progress both incidentally and during adult-led focused activities. They use the Foundation Phase Profile successfully to record children's progress and stages of development. They make valuable use of this information to plan carefully for the next steps in individual children's learning.

The setting keeps parents very well informed about their child's progress through informal daily feedback. High quality monthly written reports give information about what their child has achieved over the past month and their next steps in learning for the month ahead. Parents appreciate the information they receive and the twice-yearly opportunity to meet with the practitioners and discuss their child's learning in more detail.

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

The setting provides positive opportunities to support children's health and wellbeing. Practitioners model and discuss values such as sharing, honesty and fairness regularly. This creates a calm and caring environment where the children feel safe and valued.

Practitioners promote children's spiritual, moral and social development successfully. They provide children with worthwhile opportunities to experience a sense of awe and wonder, for example when finding insects in the garden and then carrying them carefully to live in the setting's bug hotel. Children learn about the importance of caring for living things through looking after African land snails and spraying their shells and giving them cucumber to eat every day.

Nearly all children know that it is important to share and to take turns and most manage this successfully, demonstrating good social skills. They are able to take responsibility for their personal hygiene when brushing their teeth daily and washing their hands after using the toilet and before eating.

Practitioners provide good opportunities to promote children's understanding of their own and other cultures. These include celebrating events such as St David's Day and Diwali and visiting a local Chinese restaurant as part of their topic about Chinese New Year. Children routinely recycle paper and plastic by sorting items into appropriate containers. This promotes their understanding of caring for their environment successfully.

There are good procedures in place to support children with additional learning needs. Children receive specialised support when needed and the setting works closely with outside agencies.



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

**Learning environment: Good**

The setting is a warm and happy community where all children have equal access to activities. As a result, nearly all children feel happy and enjoy their time in the setting. Practitioners are well qualified and experienced in working with young children. They use the plentiful supply of good quality resources thoughtfully and imaginatively to support children's learning successfully.

The setting makes very good use of all available space. An extension to the pre-school indoor space and a canopy over part of the outdoor area have been very beneficial to the work of the setting. The bright and airy classroom is attractively set out with clearly defined areas of learning. Resources are well labelled and readily accessible to the children. Attractive examples of children's work, photographs and 'treasure books' of recent activities further enhance the learning areas. Children access the outdoor area daily and thoroughly enjoy the range of opportunities available. Frequent opportunities to visit the local area further enhance children's learning experiences beneficially.

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

The nursery proprietor leads the setting highly effectively. She works closely with the setting's two deputy managers and as a team they are jointly responsible for the day-to-day operation of the setting. All leaders have a very good understanding of the work of the setting and of its current targets for improvement and are extremely effective at promoting and sustaining improvements over time. Together they form a strong leadership team with a clear vision focused on gaining high standards of achievement and wellbeing for all children.

They provide strong strategic direction to the daily and long-term practices of the setting. Regular staff meetings and internal newsletters share their vision clearly throughout the nursery. As a result, all practitioners feel involved in helping to improve standards of teaching and learning. They work well together as a highly effective team with high expectations of themselves and one another.

All practitioners have clear up-to-date job descriptions and a thorough understanding of their responsibilities, and fulfil their roles diligently. Leaders know the staff well and provide strong support to enable access to good quality training linked to the current targets for development. As a result, there have been highly beneficial improvements in raising children's standards in numeracy and developing their oracy skills successfully.

A well-established annual appraisal system informs training needs successfully. This has a positive impact on children's outcomes and engagement in learning.

The proprietor supports practitioners exceptionally well and recognises and uses individual expertise successfully to benefit the setting and others. For example, practitioners make valuable contributions to the weekly planning, which supports the setting in providing high quality activities which enable most children to make good progress and to develop their independence and confidence.

Leaders undertake regular meetings to discuss the progress of individual children and to listen to any concerns or contributions practitioners wish to make. This enables all staff to know the needs of individual children very well. An outstanding and innovative development has been the monthly report prepared for every child in the nursery. This enables practitioners to know how well individual children are progressing and what their their next steps in learning are. They share this information with parents regularly, enabling them to feel fully involved in their child's learning.

The setting works effectively to meet national priorities, for example developing literacy and numeracy skills through outdoor play, Design to Smile and healthy eating.

### **Improving quality: Good**

Self-evaluation is very much an ongoing part of the life of the setting. The nursery has made positive progress since the last inspection. For example, practitioners have developed an effective system of planning that enables them to deliver a comprehensive curriculum and to identify children's individual learning needs successfully. This enables staff to feel fully involved in helping to move the setting forward and to understand their roles and responsibilities in this process clearly. As a result, they are becoming reflective practitioners and regularly review and adapt planning and areas of learning accordingly.

The proprietor and lead practitioner ensure that they address progress towards targets in the development plan well. They identify strengths and areas for development effectively in the course of the day-to-day running of the setting. Targets in the current setting development plan link directly to areas for development identified in the self-evaluation process. Leaders identify costs, timescales, success criteria and persons responsible effectively.

The self-evaluation process involves practitioners, parents and children successfully. For example, when parents expressed a wish to see more photographs of what the children were doing, the nursery set up a closed social media site to which all areas of the nursery post regular contributions.

### **Partnership working: Good**

The setting has built up a number of valuable partnerships. The proprietor and staff have established strong relationships with parents and carers. Parents speak very positively about the setting and appreciate the levels of information and involvement provided. This includes regular parental engagement tasks such as the recent request for each child to design and make a birthday card for Sali Mali.

Parents receive useful information through daily contact, via social media, newsletters and the high quality individual monthly reports on their child's progress. Parents value the level of care and understanding their children receive at the nursery and the range of exciting learning experiences provided.

The setting has good informal links with many local schools through daily visits to take and collect children attending nursery classes. This enables them to pass on information when children transfer from the setting, enabling them to settle in quickly.

The proximity of the nursery to the town enables practitioners to develop good partnerships within the local community. Children from the nursery are a regular sight in the area, visiting the beach, the pier, the library, shops and the park. This extends the children's learning experiences successfully.

The setting has a beneficial partnership with the local authority advisory teacher. For example, she supports the staff in using the outdoor learning area well and in developing an effective system of planning and assessment. As a result, practitioners have a clear understanding of what the children are able to do and plan successfully for their next steps in learning.

### **Resource management: Good**

The proprietor ensures that the setting has sufficient practitioners who are suitably qualified and experienced to work with young children. Practitioners are deployed effectively and the lead practitioner is given time to complete planning and to update the children's learning profiles. Leaders provide interesting and good quality resources appropriate to the age and stage of development of the children, which supports children's learning effectively.

All practitioners have worthwhile opportunities to attend suitable training courses. This is beneficial in developing their practice and securing improvement. For example, Foundation Phase profile training enables them to assess children's progress and inform future planning very effectively.

The proprietor has made significant improvements to the fabric and layout of the building to benefit children of all ages. The building is bright and airy, resources are plentiful and the building is maintained to a high standard.

The proprietor allocates funds efficiently according to the setting's identified priorities for development. There are sound procedures in place to manage and monitor the budget. In view of the good quality of the provision and the positive outcomes by the children, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	14	13 93%	1 7%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	14	11 79%	3 21%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	16%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	13	13 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	14	12 86%	2 14%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	14	11 79%	3 21%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	28%	1%	0%		
Teaching is good.	14	13 93%	1 7%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	14	13 93%	1 7%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		83%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	14	12 86%	1 7%	0 0%	0 0%	1	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.	14	13 93%	1 7%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		84%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	14	12 86%	2 14%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	14	12 86%	2 14%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	14	12 86%	2 14%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	14	9 64%	5 36%	0 0%	0 0%	0	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.	14	13 93%	1 7%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	14	11 79%	3 21%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	33%	4%	1%		
The setting is well run.	14	13 93%	1 7%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	18%	1%	0%		

## Appendix 2

### The reporting inspector

Mary Elspeth Dyas	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.