



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

**A report on**

**Little People's Day Nursery, Northop  
Ivy House  
High Street  
Northop  
Flintshire  
CH7 6BQ**

**Date of inspection: February 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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**Publication date: 05/05/2017**

## Context

Little People's Day Nursery is located in Northop in Flintshire local authority. Families using the service come from a wide area. The setting is privately owned and operates in a self-contained area of a private dwelling. The business was established in 1997 and enrolled to provide early entitlement education in 2015.

The setting is registered to take up to 20 children from three months up to five years of age. The setting is open on weekdays, throughout the year, from 7.45a.m. to 5.30p.m. During school terms education sessions are provided for three-year-olds from 9.00a.m. –11.00a.m. At the time of the inspection there were 38 children on roll. This includes 10 three-year olds, of which very few are funded by the local authority.

All children speak English as their first language. A very few are from ethnic minorities. The setting has identified that there are no children with additional learning needs attending currently.

A qualified lead practitioner runs the education sessions. A further practitioner is deployed when required. There is a setting manager and the proprietor is the registered person.

The Care and Social Service Inspectorate for Wales (CSSIW) inspected the setting in October 2016. This is the 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 current performance of the setting is good because:

- Children experience an appropriate range of interesting learning activities
- The activities planned engage children's interest successfully
- The lead practitioner has high expectations and ensures learning is purposeful
- Innovative approaches, such as the rotation of resources, are used well
- The setting promotes healthy development and wellbeing successfully
- Practitioners and children in the setting have very good relationships

### Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders ensure that the setting is well organised and managed
- The setting has a strong collaborative ethos of teamwork
- Partnerships with parents, the local authority and the community contribute to the quality of learning beneficially
- Self-evaluation and improvement planning is becoming established
- Current targets provide a sound basis for further improvement
- Progress in relation to short term targets set by the local authority is good

## **Recommendations**

- R1 Develop provision to promote children's skills in information and communication technology (ICT)
- R2 Ensure that assessments are used to plan the next steps in children's learning effectively
- R3 Ensure that all children have regular access to a range of indoor and outdoor learning activities
- R4 Secure the effective implementation of improvement plans and monitor the impact of the initiatives planned

### **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?

N/A

**Standards: N/A**

**Wellbeing: N/A**

There is no report on children's progress, standards and their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

Good

**Learning experiences: Good**

The setting provides an appropriate range of interesting learning activities that meet the needs of most children effectively. Planning is well structured and the setting leader adapts it skilfully to match children's changing interests. Practitioners plan imaginative activities that meet the requirements of the Foundation Phase in most areas of learning appropriately.

Weekly planning is implemented flexibly to enable children to build on their existing knowledge and skills successfully. For example, the setting provides worthwhile opportunities for children to practice numeracy, oracy and writing skills, through well-structured activities with building blocks and toy cars. The recent focus to include more details in planning of the learning to be developed in activities is beginning to ensure many children's skills in literacy and numeracy are consolidated effectively. Although at an early stage, this is a positive development.

A good range of focused tasks and play activities is planned, but access to continuous outdoor provision is limited, and there is sometimes over emphasis on adult-led activities.

Provision to promote children's ICT is limited. Opportunities to play with a digital camera and remote control toys seldom form a natural part of everyday learning.

The overall provision promotes independence and creativity suitably so that children choose tools and materials with confidence, for example when printing and painting. The setting's outdoor area is used imaginatively to develop children's respect for the environment. For example, they observe mini beasts when going on a 'bug hunt'.

The provision to develop children's Welsh language skills is good. Practitioners use Welsh songs, model simple Welsh phrases, ask questions and use Welsh vocabulary increasingly around the setting. As a result a few children are beginning to use simple words and phrases during structured sessions. Practitioners promote children's awareness of Welsh history and culture appropriately, for example by celebrating St David's Day. The children enjoy Welsh stories regularly and are introduced to traditional foods, such as Welsh cakes.

## **Teaching: Good**

Practitioners are enthusiastic and have high expectations of what children can achieve. They have good knowledge of the Foundation Phase and use resources well to provide interesting learning experiences across most areas of learning. A consistent feature of the teaching is the high quality relationship that practitioners have with the children. .

Practitioners use indoor and outdoor learning areas effectively through intuitive and imaginative activities. For instance, numeracy skills are promoted well when building towers and parking toys in a 'car park'. Practitioners demonstrate a good understanding of when to intervene in activities and when to let children work independently. However, the strong emphasis placed on adult led tasks sometimes limits opportunities for choice. Learning and behaviour are managed successfully through positive praise and sensitive encouragement. Adults provide good language role models and use a range of teaching strategies effectively. For example, they use questioning skilfully to assess children's understanding and to challenge them appropriately to extend their learning.

The setting implements appropriate procedures for assessing children and have made a good start in using the Foundation Phase Profile to help shape future planning. Day-to-day observations are recorded regularly. Individual learning records are informative and the setting is beginning to identify next steps for learning in weekly planning. However, the use of these assessments to plan the next steps in learning is at an earlier stage of development. Practitioners keep parents well informed about their child's achievements and wellbeing, both formally and informally.

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

The setting provides high quality, care, support and guidance and has successful arrangements to develop children's understanding of keeping healthy. For example, practitioners promote energetic outdoor play regularly and the children enjoy dance sessions.

Practitioners encourage children's curiosity about the world and foster positive values, including honesty and fairness, effectively. As a result, nearly all children show consideration for others, share, and take turns readily. Practitioners promote good behaviour and involve children in a range of cultural activities enthusiastically. For example, the setting celebrates festivals from other countries.

The setting fosters children's spiritual development well. For example, the children explore the park throughout the seasons and practitioners provide worthwhile opportunities for them to marvel at mini beasts and look for insects in the bug hotel. These experiences enhance their sense of awe and wonder in a beneficial manner. The setting provides adequate opportunities for children to develop their understanding of energy saving and recycling.

The setting has well-established procedures to support children who need extra help and use a network of contacts to provide extra support and advice when needed.

Practitioners implement appropriate procedures to ensure that the setting is safe and risk assessments are undertaken regularly. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

**Learning environment: Good**

The setting has a friendly and inclusive ethos. All children have equal access to the curriculum. The family atmosphere contributes significantly to children's high levels of wellbeing and self-esteem. Practitioners take good account of children's individual needs, which helps ensure children feel safe and free from undue anxiety. They use positive strategies to manage behaviour and encourage understanding and tolerance towards others sensitively. The setting places a positive emphasis on promoting and respecting diversity. For example, practitioners regularly read stories from other cultures and provide worthwhile opportunities for children to taste foods from other countries.

The setting has enough qualified and experienced practitioners for the number of children that attend the setting. The accommodation is small and the separation of indoor and outdoor learning areas makes it difficult to provide the full range of activities across all areas of learning. Practitioners work hard to minimise the constraints, by rotating resources before and after snack time. However, children have limited choice. Practitioners make appropriate use of a suitable range of age appropriate resources in most areas of learning. The range of resources in ICT is very narrow.

The setting uses expertise in the community regularly to enrich children's experiences and the well-maintained accommodation provides a safe and secure learning environment.

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

The proprietor maintains a solid strategic oversight of the setting and the manager ensures the provision runs smoothly. All practitioners are conscientious and highly professional, and they communicate well with parents. They have a good understanding of their roles and responsibilities and work well together to improve provision. Policies and procedures are implemented consistently and regular staff meetings provide a beneficial forum for discussion.

The setting leader skilfully manages the provision for three and four-year-olds. She provides clear educational direction and is working hard to improve the organisation and use of resources. The setting manager oversees the work of the setting, but does not monitor the setting's development closely enough for it to have an impact on the quality of learning or provision.

There are appropriate arrangements for the induction, supervision and appraisal of practitioners. The process provides a good basis to inform future training needs and the setting's improvement plan.

The setting increasingly embraces national and local priorities. It is working successfully to embed the Foundation Phase and places a strong emphasis on promoting healthy living and wellbeing.

### **Improving quality: Adequate**

The manager implements appropriate procedures for self-evaluation and planning for improvement. A framework for self-evaluation is used systematically to evaluate the effectiveness of the setting's provision and identify areas for improvement. The setting is developing a culture of self-improvement among practitioners and implements an annual quality of care review. This review seeks the views of parents, but does not focus on the quality of educational provision. The involvement of practitioners in self-evaluation is limited.

The self-evaluation report and setting improvement plan prioritise targets that are both relevant and achievable. These priorities relate well to ensuring children's outcomes and establishing consistent good quality provision. Although self-evaluation identifies resource and training needs, action plans do not indicate how initiatives will be implemented or monitored.

The setting leader works closely with a support teacher to develop provision. This has a beneficial impact. The setting has records of these visits that provide a useful source to keep both managers and parents informed about the setting's educational priorities and its progress in meeting them.

The setting has made good progress in improving provision for Welsh, but little progress is evident in improving provision for skills in ICT. However, recent progress in addressing short-term goals, discussed with an advisory teacher, has impacted well on the organisation of learning activities and the quality of planning.

### **Partnership working: Good**

The setting has long-established partnerships with parents and community organisations that enhance children's wellbeing and learning positively. Parents receive a broad range of information and practitioners encourage them to be involved in their child's education. Practitioners use social media noticeboards, newsletters and day-to-day contact effectively to communicate with parents. This helps them to feel comfortable in approaching the setting about any concerns and keeps them informed about daily activities.

The setting has well-managed arrangements for children's induction and provides smooth transition to school. These include arrangements to share relevant information about children's progress. The setting has beneficial links with a range of community organisations and receives occasional visitors who talk about their jobs and interests. The setting has appropriate links with the local high school and training institutions. It provides worthwhile opportunities for work experience and placements for students.

Practitioners regularly share good practice with other settings through training events. They work well together, share information about children and know whom to contact when additional support or advice is required for children. However, the setting has not yet taken opportunities to visit other settings to discuss good practice.

A very positive relationship with the local authority advisory teacher and membership of the National Day Nurseries Association enhance the work of the setting. Practitioners benefit, for example, from guidance in the use of assessment profiles and the use of resources to support mathematical development.

**Resource management: Good**

The proprietor and manager ensure that practitioners are well supported through attendance at professional development courses and meetings to share good practice with other settings. The setting leader regularly attends training courses; reflects on the practice discussed and implements strategies to improve practice in the setting thoughtfully. In particular, the strategies discussed for implementing the Foundation Phase result in the suitable implementation of strategies to improve children's access to appropriately resourced activities in the limited space available.

Managers ensure that practitioners are deployed efficiently and sessions are well organised. The role of the setting leader has been changed to include responsibility for planning the curriculum. This has a beneficial impact.

The provision motivates children successfully and established routines ensure the regular use of indoor and outdoor facilities. The rotation of activities during sessions ensures children have access to a suitable range of activities. The setting leader has improved the quality and range of learning activities successfully, so that children enhance their skills confidently in most areas of learning.

The impact of resources is reviewed informally by the managers. They are aware of the difficulties in implementing the Foundation Phase in the space available, but have been slow to prioritise changes to improve the organisation of learning activities. Managers monitor income and expenditure systematically and accounts are independently audited. There is evidence of recent expenditure, such as to purchase resources for ICT, but planning for future resource needs and training is not formalised.

The setting is resourceful in ensuring the efficient use of the available funding and learning resources. This helps to ensure that children experience most aspects of the Foundation Phase. This has a positive impact on children's outcomes and represents 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 reporting inspector

Michael Thomas 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 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