



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

A report on

**Llyswen Ladybirds
Archdeacon Griffiths Primary School
Llyswen
Brecon
Powys
LD3 0YB**

Date of inspection: March 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:

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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Context

Llyswen Ladybirds is an English medium setting, which serves the rural community around Llyswen between Brecon and Builth Wells in the Powys local authority. It meets in a purpose built building which is part of Archdeacon Griffiths Church in Wales Primary School and was established in 2002.

All children have English as their home language and none speak Welsh at home. No children currently have identified additional learning needs. The setting is open from 9 am to 1 pm every day and 9 am to 3.30 pm every Thursday, during school terms. The setting is registered for up to 18 children aged from two and a half years to four years.

At the time of the inspection there were 10 children on roll. There were nine three-year-olds and of these seven were in receipt of funded educational provision from the local authority.

The setting was last inspected by the Care and Social Services Inspectorate Wales in December 2014 and by Estyn in November 2010.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress in developing their literacy and numeracy skills
- Nearly all children are enthusiastic learners
- Learning experiences are interesting and engaging across all areas
- Practitioners work well together and they create a caring effective learning environment
- Practitioners have high expectations of what children can achieve and good knowledge of the Foundation Phase curriculum, national strategies and child development
- The learning environment is well resourced
- Nearly all children settle into activities quickly

Prospects for improvement

The setting's prospects for improvement are good because:

- Leadership is enthusiastic and supportive, and provides clear direction for the setting
- Practitioners have a clear understanding of their roles and responsibilities
- Self-evaluation and improvement planning is thorough and relevant
- The setting makes good use of resources to support children in their learning
- Practitioners seek out ways to improve the setting and they respond effectively to advice and guidance

Recommendations

- R1 Develop mark making opportunities across all areas of learning and encourage the children to make greater use of these opportunities
- R2 Improve opportunities for children to develop their information and communication technology (ICT) skills
- R3 Improve links with the community

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all children make appropriate progress from their differing starting points. They learn effectively through a range of motivating and stimulating learning experiences, for example building houses out of different materials. Most children recall previous learning well and demonstrate well developed thinking skills when asking and answering questions about their learning activities.

Nearly all children listen attentively and talk confidently about themselves and their activities. Many are confident to talk to each other and to adults and join in with familiar stories enthusiastically. They show enjoyment and use appropriate language when talking to friends, such as when dressing up in the role-play area. Most children enjoy listening to stories and recite familiar songs and rhymes enthusiastically, in both English and Welsh. Many enjoy sharing stories; they turn pages of books appropriately and enjoy talking about characters. For example, many children show enthusiasm when talking about the three little pigs. A few older children handle books as readers and are aware that the text and pictures 'tell' the story.

Many children develop early writing skills successfully and use a variety of mark-making equipment confidently in the writing area. Many understanding the purpose of writing and are enthusiastic about learning to write their names. However, many children do not use their writing skills across all areas of learning.

Many children develop sound early numeracy skills. Most count to 10 correctly, recognise numbers and use counting during registration. A few more able children recognise and sequence numbers accurately and recreate patterns in their play, such as when handling straw, sticks and bricks.

Nearly all children handle an appropriate range of electronic toys and ICT equipment confidently, for example when they use walkie talkies and microphones within the setting to start conversations and sing to each other.

Children's use of Welsh words and phrases is progressing well. Many respond enthusiastically when asked simple questions in Welsh and many use Welsh phrases spontaneously in their play and daily routines.

Nearly all children demonstrate a good awareness of space and jump, dance and balance well during music and movement sessions. Most use scissors with growing control, and use paint brushes, glitter, buttons and dough with increasing precision during play activities.

Wellbeing: Good

Nearly all children enjoy their time at the setting. They are familiar with the daily routines, arrive happily and quickly settle to a chosen activity. Most children are keen to learn and participate with enthusiasm, making choices confidently as they move between engaging activities. Relationships between children are good and all children behave well; they are starting to share equipment willingly and know how to take turns.

Children's independence is developing well. For example, they try to put on their own coats. Most make clear choices about where they want to play and concentrate for worthwhile periods of time before moving on to something else. Nearly all children interact well with familiar adults and ask for help when they need it. All children behave well. They take turns and help each other when appropriate. Many show perseverance to complete tasks, for example when dressing a doll. Most children show care for the resources and help to tidy up with encouragement.

Most children confidently make suggestions about what they would like to do, such as having a picnic and planning the food that they need to buy or bring. The children enjoy the chance to be the helper for the day and take on responsibilities, such as completing the register and collecting the milk. Many children are happy to sit and listen to others, for example, during 'show and tell' sessions where they talk about photographs and favourite books.

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

The setting provides children with a wide range of engaging activities across all Foundation Phase areas of learning. Practitioners use interesting activities to make learning fun and to build steadily on what children know, can do and understand. There is a strong emphasis on children learning through play and a good range of effective adult-led learning experiences. Practitioners plan together well and base their planning firmly on the children's development and skills. As a result, all children are eager to join in and motivated to learn.

The setting provides children with interesting and beneficial opportunities to develop their literacy and numeracy skills. Practitioners provide an appropriate range of opportunities to develop children's literacy and numeracy skills across areas of learning. There are regular opportunities for children to participate in a range of songs and rhymes and to listen to stories. The setting provides effective opportunities for children to write, although practitioners do not encourage children to use these well enough during daily activities. Children learn to recognise their own names through self-registration and by having individual place mats during snack time. Practitioners provide children with a good range of opportunities to develop confidence with number, such as counting the number of children and ordering numbers to 10. The setting has a suitable range of resources to support the development of children's ICT skills, although this is not developed well enough.

All practitioners make good use of Welsh throughout the session and Welsh language development is promoted through daily sessions and interesting displays. Children have appropriate opportunities to learn about Welsh culture and traditions through St David's Day celebrations and wearing traditional Welsh costumes in the role-play area. Practitioners use Welsh consistently during sessions. They encourage children to respond in Welsh when singing songs, greeting each other and giving instructions. This supports children's acquisition of the language effectively.

There are worthwhile opportunities for children to learn about recycling. For example the setting recycles food waste and reinforces the children's understanding of the need to care for the environment by planting seeds and using a bug hotel.

Teaching: Good

All practitioners have a good understanding of the requirements of the Foundation Phase and an up-to-date knowledge of the needs of the children. Practitioners are highly motivated and interact positively with children. This successfully develops children's self-esteem and confidence to try new activities and challenges. Practitioners allow children to choose their own learning activity and regularly intervene to offer support to extend learning. There is a good balance of engaging activities, both indoors and outdoors, for example building houses using straw, blocks and sticks. As a result, all children engage in a good range of activities happily and learn well. However, on a few occasions, adult intervention dominates group learning sessions and this limits children making their own decisions.

Practitioners actively encourage children to make progress in their learning. Practitioners make good use of open ended questions during activities. They have established strong routines to ensure that children understand expectations and they praise effectively to manage children's behaviour in a positive way, such as through the use of stickers, contributing to a happy and secure atmosphere. Practitioners treat all children fairly and encourage them to treat each other in the same manner.

Staff monitor and assess children's learning regularly and effectively and record what children achieve. They use this information well to build a clear picture of what each child can do and to inform the next steps in their planning successfully. There are effective arrangements for informing parents about their child's progress through written and verbal communication.

Care, support and guidance: Good

The setting provides high quality care, support and guidance and effective arrangements support children's health and wellbeing well. For example, practitioners encourage children to wash their hands before snack, and to wait at the table until every child has finished eating. Daily routines provide worthwhile opportunities for children to develop important social skills, such as eating together and chatting with friends. The setting makes appropriate arrangements for promoting healthy eating and drinking. Children eat a healthy snack and drink milk or water and the setting has successfully adopted a programme supporting a healthy lifestyle. Use of the outdoors and indoor movement sessions to music encourage children's physical activity well.

Celebrating festivals, such as Chinese New Year, Baba Marta and Shrove Tuesday, help children to understand the world in which they live. Practitioners nurture values such as care, consideration and fairness consistently well, through discussions about feelings. They provide beneficial opportunities to foster children's sense of awe and wonder, for example when looking at snails and studying the bug hotel. Appropriate arrangements are in place for children to learn about the importance of recycling and re-using materials. There are newly established daily opportunities for children to recycle plastic bottles, paper, and food waste. This develops children's early understanding of sustainability successfully.

At the time of the inspection there were no children who had identified additional learning needs. Practitioners understand how to access appropriate professional help for children and their families if required and understand how to use this to support children's needs well. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting provides a welcoming and inclusive learning environment. It has a warm, friendly and supportive ethos that values and celebrates individual qualities. As a result, children are happy and are willing keen to help their friends.

There is a good supply of age appropriate, quality resources to deliver the Foundation Phase curriculum successfully. The building is clean, well maintained and secure with suitable procedures in place to ensure that the children are safe at all times. Practitioners work hard to create an exciting learning environment indoors and outdoors to meet the needs of all children and take good account of their opinions when setting up areas. All staff make good use of the outdoor area, although this is limited to adult led sessions.

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

The setting is well led and managed. All practitioners have a sound understanding of their roles and responsibilities. They work very well as a team and have clear aims that focus effectively on improving outcomes and the quality of the provision for children. This results in a clear strategic direction and a shared sense of purpose where children are stimulated and eager to learn.

The leader has a good understanding of the requirements of the Foundation Phase and actively seeks ways to improve. She ensures that the setting responds effectively to relevant advice and guidance. The headteacher manages the budget and the governing body has overall responsibility for keeping spending under review. The budget is effectively managed and the headteacher and the leader respond well to changing needs. Meetings are held amongst staff and with the school's headteacher to discuss relevant priorities, such as progress with teaching and learning, communication with parents and staff training. As a result, communication regarding the monitoring of the setting's progress is good.

The setting has well-established procedures for appraisal that identify strengths and personal training needs effectively. For example, food hygiene training has ensured that trained staff handle food within the kitchen area correctly. The setting pays good attention to local and national priorities such as healthy living and ensuring a strong focus on developing children's literacy and numeracy skills.

Improving quality: Good

All practitioners know the setting well and have a clear commitment to continuous improvement. All staff work together effectively to identify areas for development and to plan how to move the setting forward for the benefit of the children.

The setting's self-evaluation document identifies strengths and areas for development successfully. The targets in the setting's current development plan relate well to improving outcomes and provision for the children and they are realistic and achievable. There is clear evidence that the setting works hard towards meeting its targets, for example developing children's use of ICT.

Practitioners have worked hard to meet the recommendations from the last inspection. In particular they have improved the use of the Welsh language and arrangements for sustainability and recycling.

Partnership working: Good

The setting's partnership with parents and carers is strong. Parents receive a range of information and practitioners involve parents in their child's education well. They use social media, a noticeboard, regular letters and day-to-day contact to keep parents informed about daily activities. This information helps parents to continue learning in the home, such as through sharing books and stories, and encouraging children to bring items of interest from home.

There are well-managed arrangements for children's induction and smooth transition to school. These include short settling-in visits and arrangements to share information about children's progress. The setting has beneficial links with the local community and receives visitors who talk about their jobs and interests, such as the local fire service and mobile library. Visits have been made to the local area, although these are limited.

Practitioners share good practice with other settings through visits and training events. A positive relationship with the local authority advisory teacher enhances the work of the setting and ensures that national strategies are addressed.

Resource management: Good

The overall management of staff and resources is good. This has a positive impact on provision so that all children are motivated to learn. All staff are suitably deployed and opportunities to share expertise are used appropriately to develop skills amongst practitioners. Learning resources are plentiful and organised appropriately.

Arrangements for the appraisal of staff are effective and well established. Practitioners regularly attend worthwhile training events and apply their knowledge and expertise in the setting beneficially. They carefully evaluate the impact that this has on their practice and on provision for the children. The leader has a good understanding of budgetary matters and appropriate funds are allocated purposefully to priorities for improvement identified in the self-evaluation document and following children's needs and interests.

As a result of the good standards that children achieve, the effective teaching and interesting, appropriate provision, 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 reporting inspector

Gail Parker	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)

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

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.