



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Pentyrch Nursery
Pentyrch Village Hall
Bronllwyn
Pentyrch
CF15 9QR**

Date of inspection: June 2015

by

**Mr Eifion R Morgan
Reporting Inspector**

for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Pentyrch is a village some 4 miles north west of Cardiff and the Nursery is located in the village hall. It is a private playgroup registered under The Children's Act 1989. It receives funding from the Early Years Development and Childcare Partnership. The nursery is registered to accommodate a maximum of 36 children per session between the ages of two and five years. At present there are 35 children on roll, including 11 three year olds, of whom 9 receive funding for early years education.

Nearly all children live in the village and all are from homes where English is the language spoken. There are no children with additional learning needs. Children move on to the next phase of their education in September following their fourth birthday.

There are four members of staff who work five mornings a week between 9 a.m. and 12.30 p.m. during school term times. All are suitably qualified and experienced in working with young children. The leader, who is the owner and manager, has been in post since September 2009.

The setting was last inspected by the Care and Social Services Inspectorate Wales, (CSSIW) in October 2013 and by Estyn in June 2009.

Summary

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

Current performance

The setting's current performance is good because:

- all children make good progress and achieve well;
- many children are developing a pleasing Welsh vocabulary
- all children are well behaved and show good attitudes to learning;
- practitioners plan a wide range of exciting learning experiences that motivate children;
- by the time children move to the primary school, nearly all have well developed literacy and numeracy skills;
- nearly all children benefit from worthwhile opportunities that are provided for them to develop their self-confidence and independence;
- all children are well cared for and supported by practitioners and all are treated with respect;
- effective arrangements are in place to encourage children to eat and drink healthily.

Prospects for improvement

The setting's prospects for improvement are good because:

- the leader has a clear vision and high expectations that lead to raising standards;
- staff work well as a team and fulfil their duties effectively from day to day;
- the leader and staff have a thorough knowledge of the setting's performance and are committed to make improvements where possible;
- the setting has a strong commitment to ensure that children achieve their full potential;
- parents support the setting well and are actively involved in their children's education;
- the setting provides good value for money.

Recommendations

R1. Review assessment procedures so as to focus on children's skill development.

R2. Plan suitably differentiated activities that are well matched to children's ability, particularly to challenge the more able.

R3. Provide suitable resources to develop children's ICT skills.

R4. Provide further opportunities to develop children's ideas about recycling and sustainability.

What happens next?

The setting will draw up an action plan that 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

All children make good progress in learning during their time in the setting and achieve well. These children have a good recall of previous learning, as for example remembering days of the week in Welsh. All children are developing worthwhile thinking skills and acquire new knowledge, understanding and skills that enable them to achieve full benefit from their learning experiences.

All children have well developed listening skills. Children listen attentively for significant amounts of time to stories and are eager to respond. During registration children answer to their names and respond appropriately to practitioners in the Welsh language when discussing the weather. Nearly all children have a well developed and extensive English vocabulary and many have the confidence to talk with the Inspector. Most children express themselves confidently and make themselves understood. They listen and carry out instructions promptly and demonstrate an extensive vocabulary in spontaneous play.

All children enjoy listening to stories told to them and respond appropriately. Most children respond enthusiastically to class songs, particularly to action songs when most are eager to take part. Many children display early writing skills. They form recognisable letters and numbers and know some of the purposes of writing, such as making a list of ingredients required to make soup.

Many children recognise their names without prompting during self-registration and a minority enjoy looking at books with an adult. These children handle books carefully and follow the story.

Most children have good numerical skills and are able to count up to double figures, many in both English and Welsh. Many children count accurately, such as when counting vegetables, and use appropriate mathematical language, such as “large” and “small”. Most children are able to match shapes and can correctly name two dimensional shapes, such as circle, square, triangle and rectangle. Children’s information and communication technology skills (ICT) are underdeveloped.

Most children use a range of small tools with skilful control and accuracy, such as when painting pictures or gluing shapes for example making a representation of a mountain goat. Children’s physical development shows the ability to move confidently.

Children are confident and are happy to select different activities. Their thinking and problem solving skills are well developed.

Children's Welsh language skills are developing well. Most children have a good understanding of simple Welsh phrases and instructions spoken by an adult. They sing Welsh songs enthusiastically and use Welsh words and phrases when replying to a member of staff.

Wellbeing: Good

All children enjoy coming to the setting and all are eager to participate in activities set out for them. Routines are well established and children are sufficiently confident to choose their favourite activity. Several children are happy to share their experiences with the Inspector.

All children show good attitudes to learning. They work diligently on their tasks and are willing to share with their friends and to take turns. Relationships are good and staff provide valuable support and children feel safe and secure.

Children's personal and social skills are well developed. All children behave well and respond promptly to instructions. These children accept responsibility, such as when tidying up. They participate in activities such as sports and concerts and this helps to develop their social skills.

Most children have a basic understanding of the importance of healthy eating. They understand the importance of personal hygiene. Snack time is a valuable social occasion when children learn to share, take turns and accept responsibility, for example in selecting their foods and serving milk and water.

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

The setting's planned learning experiences provide a wide range of exciting and worthwhile experiences for the children across all areas of learning. Planning is done collaboratively, taking children's ideas into account. This ensures that experiences are stimulating and the children well motivated. Practitioner's plans are detailed and build systematically on children's previous knowledge and understanding. Planning incorporates all aspects of the Foundation Phase curriculum and the skills element.

Children have valuable opportunities to develop their literacy and numeracy skills. For example, children learn to recognise names through self-registration in the morning and there are regular opportunities for children to sing and to listen to stories. Children have valuable opportunities to begin to write and to look at books. Numeracy skills are suitably incorporated in many activities, such as in the toy shop. Children are aware of the use of money.

Opportunities for children to develop their information and communication technology (ICT) skills are underdeveloped. Planning provides worthwhile opportunities to develop children's independence and thinking skills. There are valuable opportunities for children to make choices and to make decisions about their own learning. This successfully develops their thinking skills in activities, such as cooking.

Planned activities include differentiated work for the different age groups, but tasks are not always well matched to children differing abilities, so as to challenge them, especially the more able.

The setting provides regular opportunities for children to develop their Welsh vocabulary through questioning, discussion and singing Welsh songs. Children celebrate Welsh traditions, such as St. David's day and Santes Dwynwen's Day. Celebrations also include reference to the Chinese New Year and Divali and this helps to develop children's awareness of global citizenship.

Visitors to the setting include those people that help them, including the lollypop lady. Children make visits to the locality, for example to observe farm animals in the adjacent fields. This helps them to become aware of their community.

There are some opportunities for children to learn about recycling and sustainability, but such opportunities are underdeveloped. The setting has a limited growing area but use is made of it to grow seeds and vegetables.

Teaching: Good

Practitioners have a thorough knowledge of child development and the requirements of the Foundation Phase. They make worthwhile use of a range of teaching strategies, for example during circle time and free play sessions practitioners use every opportunity to speak with the children to develop and extend their language skills. Questioning is used effectively to encourage children to reflect on their learning and to develop their thinking skills.

There is an appropriate balance between activities that are led by an adult and those chosen by the children. Practitioners are well aware of and provide ample opportunities for children to develop their independence. However, all children's activities are well monitored and this ensures that all children are engaged in useful activities. Resources are well used to support the learning.

There are worthwhile opportunities for children to begin to develop their writing skills, such as making shopping lists, and this allows children to understand some of the purposes of writing.

Planned activities include focused tasks for children of different ages, however, activities do not always match the learning needs of children of different abilities and sufficiently challenge the more able.

Practitioners know the children well and assess them regularly. The setting has a well organised system for assessing children and the records of their achievements are comprehensive and clear. Practitioners are well versed in recording children's achievements during normal activities. Each child also has a detailed record of achievement in a personal file. This provides a valuable record of children's progress. Comments, however, are generally descriptive and insufficiently focus on the level of skill achieved by individual children.

Similarly pictorial records do not specify the skill illustrated. Such records do not enable the next steps in children's learning to be clearly identified and used constructively in planning activities well matched to individual children's ability.

Parents receive regular information about their child's progress through informal discussion and written reports. They can view children's work in their individual files. Relevant information is transferred to the feeder school.

Parents are not sufficiently aware of their child's progress on a regular basis and what they can do to help them improve.

Care, support and guidance: Good

There are effective systems in place for supporting children's health and wellbeing. There are appropriate policies and well established procedures in place to safeguard children. Practitioners are caring and respect children as individuals. They are sensitive to their needs and respond promptly when necessary. Children who are reluctant to leave their parent are shown affection and this effectively calms them down and they are soon active participants in activities set out for them.

Practitioners promote children's personal development effectively through a range of daily activities which involve sharing, taking turns, respecting each other and helping one another. Day-to-day activities promote children's spiritual, moral, social and cultural development well. Values such as fairness and distinguishing between right and wrong are promoted successfully.

There are opportunities to grow vegetables, plant bulbs and to learn about recycling, but these are limited at present.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. Risk assessment is completed appropriately.

There are no children with additional learning needs. The leader, however, has a clear understanding of the required procedures, including access to more specialised agencies and services, such as special therapy if required.

Learning environment: Good

The Nursery is a welcoming, happy community. Practitioners treat all children fairly and respect them as individuals. They are sensitive to the children's needs and act accordingly. The Nursery is an inclusive community where all children have equal access to all learning experiences.

The setting has sufficient suitable qualified and experienced staff to deliver the Foundation Phase curriculum successfully. With the exception of ICT there is an ample supply of age appropriate resources of good quality. The building and accommodation are secure and well maintained. Displays enhance the learning environment. The outdoor area is relatively small but well used to support the learning. Visits to the locality, for example collecting leaves, lets children appreciate seasonal change.

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

The leader has a clear vision for developing the setting so as to provide the best possible provision for the children. She has high expectations of herself and her staff and this is very largely achieved in practice, ensuring high standards of wellbeing and standards of achievement for children. The staff are committed to ensure a caring, welcoming ethos where children are happy and well motivated to learn.

The leader monitors the provision effectively and supports her staff well. Planning which is done collaboratively provides children with exciting learning experiences. Practitioners share agreed values and expectations of the children and staff undertake their duties conscientiously. Daily routines are well established and activities proceed at a lively pace and this successfully motivates children and maintains their interest.

The leader, who owns the Nursery, is very knowledgeable about the setting's performance and keen to make improvements where possible. She fully understands her role and responsibilities and ensures that appropriate policies and procedures are in place for maintaining the setting effectively and to raise standards.

Staff responsibilities are effectively shared and participants work well as a team.

The setting has responded positively to national and local initiatives and responds enthusiastically to opportunities to develop and improve its provision. The setting is well prepared to developing the new literacy and numeracy initiatives.

The setting gives good attention to ensure that children learn about healthy eating and drinking. These priorities have a positive effect on provision in addition to children's wellbeing and standards of achievement.

Evaluation of practitioner's work is done annually and is effective in matching training needs to individual development needs, as well as those of the setting.

Improving quality: Good

The leader has a clear understanding of the strengths of the Nursery and areas that need to be improved including improving the provision for developing children's ICT skills. The regular system of staff meetings involving discussion and planning results in improved provision and experiences for the children. The leader has conducted an appropriate evaluation of the setting's provision and this, together with an accurate evaluation of children's achievement, is clearly reported in the self-evaluation report.

The improvement plan is realistic and is the result of the self-evaluation procedures. The plan provides suitable guidance for development and based on available finances.

The leader ensures that practitioners are made aware of training courses available and these are considered in house. Staff are keen to extend their professional expertise and training has results in improved provision for the children. Such courses have included safeguarding children and teaching in the Foundation Phase.

Partnership working: Good

The setting has established a beneficial range of partnerships that are very worthwhile in improving the quality of provision and outcomes for the children. The partnership with parents is particularly valuable in developing children's wellbeing. Parents value the care and concern shown by practitioners and are pleased with the progress their children make. The setting encourages parents to take an active part in their child's education by providing them with information about the themes and aspects of the taught curriculum.

Good, worthwhile partnerships exist with the local primary school. The leader has regular meetings with the headteacher and children visit the primary school for concerts and to meet the relevant teachers.

Primary school pupils also visit the Nursery to read to the children. Such arrangements facilitate the movement of children to the next stage of their education.

Community links, such as a visit by the lollipop lady is useful in familiarising children with people who help them.

The Nursery has also benefited from the advice and suggestions provided by the local authority support teacher.

Practitioners have benefited from attending professional training courses and the setting is in contact with local services, such as with speech therapists.

Resource management: Good

Resources are well managed and used efficiently. Staffing levels are appropriate and are used effectively to meet the needs of the Foundation Phase curriculum and to ensure children's wellbeing and to maximise children's educational achievement. Staff are all deployed productively. The setting has a good supply of resources well matched to children's needs and to support learning and teaching. The building is well maintained.

The leader has full control of the budget. Expenditure decisions are prioritised in line with the needs of the setting. Considering the efficient use of funds and children's outcomes, the setting is judged to be providing good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The / reporting inspector

Mr Eifion R Morgan	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.uk)

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.