



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

**A report on**

**Sunshines Pre-school  
Llanfoist Fawr Primary School  
School Way  
Abergavenny  
NP7 9LS**

**Date of inspection: October 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:

<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

Sunshines Pre-School occupies purpose built accommodation adjacent to Llanfoist Fawr Primary School. Llanfoist is a small but expanding village on the outskirts of Abergavenny alongside the A465 Heads of the Valley Road. The setting moved to the present location in September 2008.

The Pre-School operates from 9 a.m. to 12 noon on five mornings a week and from 12.45 p.m. to 2.45 p.m. on three afternoons (Tuesday, Wednesday, Thursday). The setting is open during the school term time.

The Pre-School is registered by the Care & Social Services Inspectorate Wales (CSSIW) to accommodate 26 children at any one time with preference given to one or two children recognised as having additional learning needs.

Twenty five children aged three to four attend the morning sessions – all of whom are funded. The afternoon sessions cater for younger children none of whom are aged three years.

Children attending Sunshines Pre-School come from the village and immediate surrounds and represent a full range of ability and backgrounds. All are from English speaking homes and rarely hear Welsh spoken in this Anglicised community. Very few are from ethnic backgrounds or have additional learning needs.

There are five members of staff employed at different times during the week with a minimum of four staff being present at any one time. An additional member of staff is employed to assist children with additional learning needs for 1-1 support. All staff are suitably qualified and experienced in working with young children.

The setting was last inspected by CSSIW in 2013 and by Estyn in 2009.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- nearly all children make good progress and achieve well;
- nearly all children use their literacy and numeracy skills well in line with their age and ability;
- learning experiences are excellent and children are very imaginatively taught;
- the quality of relationships between practitioners and children is very good and based on mutual affection and respect;
- effective arrangements are in place to ensure children's wellbeing;
- the setting is a caring, supportive community where all children are treated equally.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the leader and staff are highly focused on ensuring that all children achieve the best possible standards;
- practitioners work very well as a team and have a clear sense of purpose;
- practitioners are keen to provide the best provision for the children
- self-evaluation is well established and targets are well designed to impact positively on children's standards of achievement;
- partnerships with parents, the local school and the local authority improve the quality of provision for the children;
- the setting provides good value for money.

## Recommendations

R1. Maintain and, where possible, improve children's standards of achievement.

### **What happens next?**

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

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

## Main findings

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

Nearly all children make good progress during their time in the setting and achieve well. These children have consistently good recall of previous learning, such as remembering stories they have heard and in their discussion show a well developed vocabulary.

Nearly all children listen attentively to stories and respond appropriately to instructions and understand simple commands given in Welsh. Most children are eager to respond to practitioner's questions and nearly all join in enthusiastically with class songs in both Welsh and English. During circle time most children are confident in discussing what they have been doing and many are sufficiently confident to talk to the inspector.

Most children handle a range of writing instruments confidently and these children understand some of the purposes of writing, such as making shopping lists. Many children make acceptable attempts at letter formation, such as the first letter in their name.

Children enjoy looking at books and showed the inspector their favourite story books. These children hold books appropriately, turn pages and recall characters in the story.

Nearly all children are confident in counting to 20 and some to 25, such as when counting the number of children present at registration. The majority have a developing mathematical vocabulary, such as identifying when containers are full, half full and empty. Many children recognise and name two-dimensional shapes and identify such shapes in the environment.

Children's information and communication technology skills (ICT) are developing well. With some help, individual children control a programmable toy appropriately, and they use a computer mouse skilfully to move screen icons. They are familiar with a broad range of digital toys and play equipment. Children's thinking and problem solving skills are developing well.

Most children have well developed creative skills and handle paint brushes carefully and mix paints appropriately. Most children display the ability to make choices and to work independently. Many children ride tricycles skilfully and engage in reasonably robust physical activities.

Children's Welsh language skills are developing well. Most children understand words and phrases spoken by the staff and act accordingly. Many children use basic Welsh words and sing Welsh songs enthusiastically. Children's understanding of Welsh is better than their ability to talk the language. Several children were happy to look at a Welsh story book with the inspector and could name the characters in the story and likely outcomes.

## **Wellbeing: Good**

All children enjoy coming to the setting and settle in quickly. They are all eager to become involved in activities set out for them and persevere for appreciable lengths of time. Routines are well established and understood by virtually all children and they respond quickly to instructions.

All children behave very well. They co-operate well with each other and show good attitudes to learning. Most children show pleasing self-control. They share, take turns and treat each other with respect.

Most children are well motivated and engage in their learning purposefully. They are capable of working independently and show well developed thinking skills.

Snack-time is a worthwhile and valuable social occasion for all children. Nearly all children realise the need for good hygiene by washing their hands before eating. Children socialise well during snack-time waiting and taking turns. Many can say “please” and “thank you” with little prompting. Many children are becoming self-sufficient, such as putting their coats on to go outside with little help.

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

The setting provides children with highly imaginative and stimulating learning experiences across all areas of learning. Planning for children’s learning is done collaboratively on a weekly basis. All staff contribute and their particular expertise used highly effectively. Children’s ideas and suggestions are recorded in an “ideas” book and used imaginatively when planning learning experiences. Planning also ensures a holistic learning curriculum where all aspects are interlinked, ensuring that children acquire skills, knowledge and understanding across all areas of learning. This approach is highly effective and children are fully engaged and motivated to learn. This is an exceptionally good feature. The planning also ensures that children’s learning is systematic and their skills, knowledge and understanding are developing progressively. All children are progressing rapidly towards meeting the Foundation Phase outcomes.

The setting plans very well for the development of children’s communication, numeracy and ICT skills including children’s thinking skills, across all areas of learning. Skill development is effectively co-ordinated providing coherence in children’s learning.

Planning is exceptionally detailed but sufficiently flexible to exploit opportunities that occur naturally, such as when a honey bee entered the classroom which led to discussion and activities concerning bees making honey. The setting plans appropriately for children with additional learning needs.

Another strong and notable feature is the planning to ensure that children develop their self-confidence and self-esteem. Relationships are excellent between children and between children and staff. There is an ethos of tolerance and respect for each other and children know where to seek help if needed. Children are confident, take risks, seek new experiences and are independent learners. Good opportunities are provided for children to learn through play and to develop their thinking skills. The planning ensures a broad balanced curriculum providing children with an understanding of the world, including respect for living things.

Regular incidental use of the Welsh language and its use during the day, such as during circle time, is effective in encouraging children to learn the language. Children further develop the language through singing Welsh songs and nursery rhymes. Overall, children understand more of the language than they speak.

Planning is also well directed at developing children's awareness of the traditions and celebrations of the culture of Wales. St. David's day is celebrated with appropriate foods and clothes and an attractive display board illustrates Welsh landscapes, and other important features of Wales.

### **Teaching: Excellent**

All staff have a thorough knowledge of the philosophy of the Foundation Phase and an understanding of their role as facilitators of learning. Practitioners have high expectations for children's learning and this is realised in practice. They provide innovative and stimulating learning experiences that are highly effective in motivating the children and to maximise their achievements. Staff are very accomplished in providing activities that interest and engage children of all abilities as for example, in music making when all children were effectively involved in highly creative activities.

Routines are well established and there is a good balance between child-selected and adult-directed activities. Children learn through play and active involvement and staff are sensitive as to when to provide help and support.

An excellent feature is practitioner's knowledge of every child's ability and what they have achieved. This provides them with a highly effective basis for supporting each child through perceptive questioning and suggestions well matched to their ability and previous achievement.

The management of children's behaviour is outstanding. Positive behaviour strategies and the calm environment successfully inculcate a busy working environment where all children are actively involved. Resources, both inside and outside are used imaginatively to support and enhance the learning. Resources are easily accessible and children choose and select materials as necessary. This encourages children to make decisions, develops their thinking skills and to be independent.

Assessment procedures are excellent. All staff are involved and children are assessed regularly and comprehensively. Practitioners note their observations and these are transferred to each child's individual records of achievement at the end of the week. This is a highly effective way of tracking children's progress. Children's individual records are consulted during planning meetings and this ensures that all practitioners are fully aware of each child's progress and achievement. Records are of a high quality and pinpoint children's needs and ability. Practitioners are also fully conversant with each child's needs and are able to support their development during focused tasks. Overall, this is an exemplary method of assessment and enables future activities to be planned to meet children's needs.

Parents report that they are kept well informed of their children's progress.

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

The setting has effective arrangements to support children's health and wellbeing and this impacts successfully on children's standards and wellbeing. Children are encouraged to take responsibility and to look after themselves, such as putting their coats on before going outside. The setting makes appropriate and worthwhile arrangements for children to develop good hygiene habits; to eat healthily and to take regular exercise. Children need little reminding to wash their hands before their snack and they enjoy riding their tricycles during outside play.

Learning experiences foster children's spiritual, moral, social and cultural experiences positively. The rich and diverse locality provides children with a developing sense of curiosity about the world around them. The setting inculcates values such as honesty, fairness and respect and promotes principles that help children to distinguish between right and wrong. Daily routines, such as snack time, provide worthwhile opportunities for children to develop social skills, such as co-operation, independence and patience. Children have many opportunities to be involved in decision making such as contributing their ideas to planning the learning experiences.

Celebrating festivals such as the Chinese New Year help children to better understand the world in which they live. Appropriate arrangements are in place for children to learn about the importance of recycling, such as composting unwanted food.

The setting has highly effective processes in place to support children with additional learning needs (ALN). The setting has two places set aside for children with ALN and where necessary they receive 1:1 support. Practitioners access appropriate professional help for the children and each child has an individual educational plan (IEP's). Parents are involved at each stage and in the reviews of children's progress. Parents are well aware of the targets set and how they can help their child.

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

## **Learning environment: Excellent**

The setting provides children with an extremely caring and welcoming environment which successfully supports the differing learning needs of all children. It makes outstanding arrangements for supporting and developing children with ALN.

Staff work together very well and celebrate children's achievements and talents. They have high expectations of all children and this is highly effective in developing every child's self-esteem and confidence. Children are eager to talk to the inspector and have the confidence and the vocabulary to converse and to describe what they have done.

All children have equality of access to all areas of learning and staff keep careful records to ensure that every child experiences a broad curriculum.

All staff promote tolerance and respect and celebrate diversity. Good use is made of parent's differing backgrounds to enhance children's experiences of different cultures.

The accommodation is of a very high standard and well maintained. Practitioners make imaginative use of space both inside and outside to maximise opportunities for learning. Displays are of high quality and celebrate children's learning and achievement very well. Children benefit from a holistic curriculum where outside activities are well integrated into the learning curriculum.

Resources are of good quality and age specific. They are easily accessible and this helps to promote children's independence. Very good use is made of the extensive outdoor area which includes mud kitchen area, growing areas and an area to support minibeads. Overall, the facilities are used highly imaginatively to raise children's standards of achievement.

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

The setting is well managed and is committed to providing a good quality of learning experiences for all children. The leader ensures that the daily routines run efficiently and all staff know their roles. Practitioner's expertise is well used and they complement each other well. Children are very well cared for and supported and all benefit from a well organised and happy learning environment. The setting displays a strong sense of purpose that achieves its primary aim of providing children with a good start to their education.

The lead practitioner has high expectations of staff and this is realised in practice. All are committed and appropriate procedures are in place to manage the performance of practitioners and to identify and support training needs. All staff take advantage of opportunities for professional development and share their experiences with their colleagues. Practitioners contribute useful ideas and suggestions to support the setting's work. They are involved in the planning and take specific responsibilities such as overseeing the arrangements for supporting children with ALN. The leader ensures that all appropriate policies are in place and the necessary procedures followed.

The Management Committee fully support the work of the setting. There is a common commitment to ensure the success of the setting and ensuring that all children achieve their full potential. The Management Committee is fully aware of the commitment of the staff and appreciative of their efforts. Policies have been ratified by the Management Committee and are regularly updated.

The setting is vigilant in implementing local and national priorities including a strong focus on developing children's literacy and numeracy skills. Children's wellbeing is given priority and is well supported by the emphasis on healthy eating and taking robust physical exercise.

### **Improving quality: Good**

The setting has a self-evaluative ethos where all staff work together well and show a strong commitment to providing the best possible provision for the children. Each child is valued and respected as an individual and the setting is well focused on developing children's full potential.

Practitioners regularly reflect on children's achievements and on providing stimulating and challenging activities for them. Staff know the children very well and the planned learning experiences are well directed at developing their skills, knowledge and understanding progressively and systematically. Children have good opportunities to contribute their views.

The setting is sensitive to the views of parents and has benefited from the advice and suggestions from the local authority advisory teacher. As a result the setting is consistently improving the opportunities provided for the children. This has resulted in improvement in children's standards of achievement and wellbeing.

The annual review in terms of self-evaluation successfully identifies the setting's strengths and areas for development. This enables it to set priorities for development. An effective development plan is in place which identifies resource implication, timescale, and success criteria. Future plans are appropriately directed at improving the provision and the impact on children's achievement.

The Management Committee is kept well informed about the setting's progress.

### **Partnership working: Good**

The setting has a suitable range of partnerships that improve the quality of provision and outcomes for the children.

There is a worthwhile partnership with parents. Parents value the care and concern shown by practitioners and are pleased with the progress that the children make. Parents are pleased with the ease of access to the staff and the opportunities provided to discuss any aspect of concern.

Effective partnerships are in place with the adjacent primary school. The pre-school facilities adjoin the school and the Reception area in particular. The close proximity and the sharing of outside facilities make the transfer of children stress free. Children know the Reception teacher as she is a frequent visitor to the pre-school setting.

The setting has beneficial partnerships with the advisory teacher who has given good advice and suggestions that have been implemented. Staff regularly attend meetings and this helps them understand new initiatives, such as the recently introduced Literacy and Numeracy Framework.

Community partnerships include visits to the locality and further afield and provide valuable experiences for children and helps their understanding of people that help them in the community.

### **Resource management: Good**

The setting has sufficient suitably qualified and experienced staff to support the Foundation Phase curriculum. Staff are deployed effectively and they are encouraged to use their expertise, such as supervising physical activities.

The setting is well resourced to support the teaching. Resources are age specific and easily available to the children. Children learn to value resources and to store them away appropriately.

All practitioners access suitable training that meets their professional needs appropriately. In one instance, the Additional Needs Co-ordinator has received appropriate training to support her work with children with such needs.

The leader has an appropriate understanding of the budget and in consultation with the Management Committee the spending priorities are identified in line with clear educational priorities.

In view of the outcomes achieved 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'ngrif	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'ngrif	Don't know Ddimyngwybod	
Overall I am satisfied with the setting.	10	5 50%	5 50%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	9	8 89%	1 11%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	7	4 57%	3 43%	0 0%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	1%	0%		
Children behave well in the setting.	8	5 62%	3 38%	0 0%	0 0%	2	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	9	4 44%	5 56%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	9	6 67%	3 33%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	10	5 50%	5 50%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corf yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	9	6 67%	3 33%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	5	2 40%	3 60%	0 0%	0 0%	5	Mae fy mhentyn 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'ngryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'ngryf	Don't know Ddimyngwybod	
I am kept well informed about my child's progress.	9	2 22%	3 33%	4 44%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	5 50%	5 50%	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.	4	1 25%	1 25%	2 50%	0 0%	6	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	7	3 43%	4 57%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	8	3 38%	3 38%	2 25%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	9	5 56%	4 44%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## 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.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>MudiadMeithrin</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.