



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

A report on

**The Wendy House Day Nursery
Lixwm Road
Brynford
Holywell
Flintshire
CH8 8AD**

Date of inspection: May 2016

by

**Nicholas Jones
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

The Wendy House Day Nursery is an English medium setting, located in the village of Brynford, Holywell, in the Flintshire local authority. The nursery opens for five days a week and it has 24 practitioners. Room leaders manage the setting's different age groups. Seven practitioners work in the three-year-old setting.

The nursery's registration allows it to take up to 90 children, with 24 children registered for the three-year-old setting. The nursery accepts children from six months to four years old. At the time of inspection, 16 children attended the three-year-old setting, whom the local authority funds. Flying Start funds a number of younger children at the nursery.

Nearly all children are of white British origin and a few children speak Welsh as their first language. Currently, there are very few children with additional learning needs.

The room leader began her post in January 2016. The nursery's proprietor, who is also the day-to-day manager, and the assistant manager mentor her. The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in July 2014. Estyn last inspected the setting in June 2011.

Summary

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

Current performance

The setting's current performance is good because of:

- Children's positive progress across all the areas of learning
- Children's clear understanding that eating well and good hygiene are important for a healthy lifestyle
- Children's responsible behaviour
- Well planned learning experiences
- Effective teaching and thorough assessment practices
- Practitioners' diligent care and consistent support
- Very good relationships between adults and children
- Purposeful use of accessible resources, both indoors and outdoors

Prospects for improvement

The setting's prospects for improvement are good because of:

- The clear direction to the work of the setting by the proprietor and lead practitioners, which is challenging and rigorous
- Effective self-evaluation systems that lead clearly to targets in the purposeful development plan
- Practitioners' positive and active attitudes towards regular professional development and training
- Effective use of support from external agencies, especially the local authority
- Beneficial partnerships with parents and carers
- Very effective use of finances over time

Recommendations

- R1 Improve children's use of Welsh
- R2 Provide better opportunities for children to develop their independence at snack times
- R3 Ensure that children respond effectively to the practitioners' well-planned learning intentions

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

Standards: Good

Most children achieve good standards by the end of their time at the setting, given their starting points. They make consistent progress and gain knowledge and understanding of everyday and more complex tasks proficiently. Most children's skills' development in all the areas of learning is positive, particularly their literacy and numeracy skills.

Most children express their feelings and emotions effectively. This is apparent whilst they role-play sensibly in the home and kitchen area, sustaining interesting discussions with adults and each other about the use of everyday utensils. They also co-operate well in water and sand play, both indoors and outdoors.

Nearly all children speak clearly and make sure that others understand them when responding to adult and peer questioning during tasks. They listen to instructions from others and implement them effectively. This is particularly evident when experimenting with outdoor musical instruments, wind chimes and building blocks in the outdoor construction area.

Many children show interest in books and enjoy their content, discussing characters and events confidently with adults and other children. They handle the books in the reading area as natural readers. Most follow stories read to them well. They respond sensibly to the content of a story and discuss different fish and the dangers that exist for them coherently. They identify a character's personality traits and can explain if a character is 'good' or 'bad' and 'happy' or 'sad'. A majority of children use sophisticated language well in spontaneous and structured play. For example, when interviewing each other about their toy pets in the veterinary surgery and through proposing ways of making them better.

Most children experiment with mark making effectively. They enjoy writing experiences through using a variety of media such as painting on easels, chalkboards and when creating lists in the home corner and veterinary surgery. A few children begin to form letters of the alphabet and numbers with support in a recognisable form when handling pencils and crayons. The majority of children explain the purpose of writing in the correct context. Many recognise their own and other's names, arrange letters confidently, and share ideas purposefully about what they are trying to explain or record on paper.

Most children use mathematical language well and in relevant contexts. Most count, recognise and name numbers to 10 confidently and a few count to 20 and beyond with ease. A few children use mathematical equipment accurately to bond numbers to five. The majority of children explain clearly, what half means when filling containers with sand or water and they know the difference between 'full' and 'empty'. Most children choose relevant equipment and materials to solve practical problems effectively, for example using shapes well to match numbers and ordering them from one to ten after finding them in sand.

Nearly all children use a good range of mathematical language when playing together. For example, they describe hand sizes as 'small' and 'big' when drawing around their own and practitioners' hands. They also use numbers practically and successfully when discussing 'less than' and 'greater than' when comparing two and three-dimensional shapes. Nearly all children group different types of objects by colour, size and shape correctly. They discuss different shapes sensibly while moulding and cutting dough.

Nearly all children listen to music with enjoyment and respond enthusiastically to nursery rhymes. They co-operate confidently during their singing sessions and all children handle and use improvised musical instruments effectively in the outdoor area. Most children have developed good thinking skills and this is having a positive effect on their learning and the standards they achieve. For example, they work with others intelligently when planting peas and tomatoes in the outdoor growing areas, when cooking in the mud kitchen and whilst shovelling sand around the builder's yard.

Nearly all children use technology well when using electronic tablets and in everyday activities, such as mobile phones, disc players, tills, microphones and recording equipment. Many children use information and communication technology (ICT) equipment, such as the computer, cameras and electronic toys purposefully.

The majority of children understand what to do when directed in Welsh and a very few use Welsh without adult prompting. Many sing nursery rhymes and songs in Welsh enthusiastically when directed by practitioners. However, the children's use of Welsh depends too much on adult prompting and most children do not use the language regularly and incidentally to convey their understanding.

Wellbeing: Good

Nearly all children, in relation to their age, have a good understanding of how they can stay healthy. They wash their hands thoroughly before eating their snacks and drinking. They do this without much encouragement. They have a good understanding that a healthy diet includes fruits and vegetables. They explain intelligently that exercise keeps you fit and physical activities make your heart beat faster when riding around on bikes and when climbing outdoor adventurous equipment.

Nearly all children behave well. They are polite and respond with respect to adults and each other. Nearly all children show good levels of self-confidence, for example when preparing for snack times and when dressing themselves in coats and wellington boots for outdoor play. Nearly all children show good motivation and interest in their learning. They enjoy the activities in all the areas of learning and share and work sensibly with peers. Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave.

Most children demonstrate positive attitudes to new experiences and learning, which includes responding sensibly to the views of others during circle time. They are aware of the needs of others and show them respect when sharing in tasks using water and sand and when agreeing to share equipment with others around the fish

tank. Most children are positive learners. Nearly all children enjoy their time at the setting and they are eager to discuss their favourite activities, which include using balance equipment on the uneven grassed area outdoors and playing with toy animals in the small world area.

Most children understand that they have rights as individuals and that they have the right to express opinions, for example when deciding to remain at a focus task indoors or to join in outdoor play. As a result, nearly all children show high levels of motivation, engagement and focus.

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

The setting delivers the curriculum effectively and it reflects the ethos of the Foundation Phase well. The learning experiences target children's needs and interests successfully and stimulate them to learn purposefully. The children participate in the planning and express their interests in all themes, which include the different seasons, 'Animals' and 'People who help us'. This contributes well to their motivation.

Practitioners plan learning experiences thoroughly. Practitioners discuss themes and activities in weekly meetings and they plan the theme's activities together. Every practitioner contributes their ideas to enrich the activities further, which creates an agreed, effective and collaborative planning system. Practitioners therefore, work very well together to provide flexible and innovative activities both indoors and in the outdoor area. The daily records of progress kept by the key workers are effective and they influence future tasks well to challenge all children.

The stimulating learning experiences, which include challenges using numbered helmets and construction blocks and creative tasks with paints, dough and large chinks, provide continuity and progression in children's learning. The curriculum challenges all children in all areas of learning. Nearly all activities build systematically on children's existing knowledge, understanding and skills and they link consistently to the setting's assessment strategies to target the next steps in children's learning purposefully. However, the learning intentions are not presented clearly at the beginning of focus tasks and a few children are unsure occasionally as to what they need to do to complete some tasks.

The setting plans in detail for the development of children's literacy, numeracy and thinking skills. The provision for these skills is co-ordinated efficiently so that there is coherence in the children's experiences across the curriculum. The materials and methods of delivery are adapted well to make the curriculum accessible to all children. The planning of mark making and number tasks across all areas of learning are stimulating and engaging, which include opportunities to develop early writing and the use of numbers in role-play activities, such as the builder's yard and the veterinary surgery. They are progressive and challenging, which encourages children to form letters and numbers, with support, in recognisable forms. The provision for developing ICT is good, which benefits the development of the children's ICT skills.

Practitioners focus on developing children's physical, thinking and creative skills intelligently. They provide positive opportunities for children to take calculated risks and to develop into independent learners during tasks. However, practitioners do not provide such positive opportunities for independent learning during snack times. There are limited opportunities for children to serve each other food and pour drinks for themselves and others.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences positively. For example, visits to the village shop and post office to post letters, visits to see farm animals and Welsh festivals and cooking at an Italian restaurant add interest to the curriculum. Visitors, which include the police, experts with exotic animals, dental hygienists and veterinary doctors teach children purposefully about their local community and what people do in their local area.

The practitioners provide engaging learning opportunities that encourage children to show respect and tolerance for people from all cultural backgrounds. This includes celebrating the Chinese New Year, Diwali and Ramadan. These planned experiences develop a better understanding of the world for children.

The setting's provision for Welsh language development is good. Many practitioners model the language effectively. They encourage children to use Welsh as much as possible in their learning and this provision is affecting the children's standards of Welsh adequately. The setting promotes children's awareness of the traditions and celebrations of the cultures of Wales successfully, which includes celebrating Saint David's day and learning about the castles of Wales.

Teaching: Good

The practitioners' teaching affects children's learning positively. All practitioners have a secure knowledge and understanding of the Foundation Phase and they have high expectations for every child's learning. Practitioners play a very active role when planning the curriculum and the best use is made of their expertise. They are all positive as children arrive and they continue with this enthusiasm throughout the session.

Adult intervention is sensitive and skilful, which encourages children to motivate themselves as they learn. The teaching is challenging and practitioners understand the importance of providing opportunities for children to learn through play and stimulating experiences both indoors and outdoors. However, at times, practitioners do not set clear learning intentions at the start of every focus activity to explain the purpose of the task to all children.

Practitioners plan a good balance between child-selected and practitioner-led activities that meet children's individual needs sensibly. They make good and imaginative use of resources and they have organised the setting purposefully to target early reading and mathematical development opportunities for children. Such organisation in all areas of learning ensures that all children participate and contribute enthusiastically to tasks.

All practitioners time introductions to tasks effectively to maintain every child's interest in the activity. Practitioners manage children's behaviour very well. Many practitioners are good language models in Welsh. Practitioners' questioning challenges children consistently, which develops their thinking and communication skills effectively.

Practitioners provide a stimulating, challenging and exciting environment, both inside and outside. This encourages children's involvement, participation and enjoyment. For example, mark making opportunities in the outdoor area encourage children to draw and begin to practise early writing independently. Practitioners allow children to move independently between the indoor and outdoor areas of learning without adult direction. This increases their choices on how to complete tasks and it promotes successfully greater opportunities for independent learning. Practitioners display children's work sensibly and attractively around the room, which promotes a sense of pride for the children in their own work.

Practitioners encourage children to evaluate their work sensibly as they discuss their traced hands, compare the capacity of water containers and evaluate the use of colours in paintings. Practitioners record evaluations daily and they lead very effectively to children's future tasks and targets. This addresses the next steps in their learning purposefully. The procedures for assessing and recording children's achievements are diligent and efficient. This is a well-managed, positive and secure process. Parents and carers receive informative reports about their children's achievements. Information is available to them at any time through the setting's open door policy.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. For example, practitioners foster values such as honesty, fairness and respect sensibly, through consistent opportunities for children to reflect, discuss feelings, say thank you and pray.

Practitioners serve children drinks and they distribute fruit at the dining tables. They encourage children to take turns politely during snack time. However, the setting does not provide opportunities for children to serve each other or themselves at the dining table, which restricts their opportunities to become successful at regular and everyday tasks.

Purposeful arrangements exist to support children's health and wellbeing, which influence children's learning purposefully. The setting has the appropriate arrangements to promote healthy eating and drinking. These include the use of the outdoor area for physical activities and the use of planting areas and pots outside, where children dig, plant and grow their own flowers, fruit and vegetables.

The setting provides good opportunities for the children to re-cycle paper, cardboard and plastic. They also support and feed rescued chickens in a well-kept run. This develops the children's understanding of sustainability and the need to care for the environment and animals effectively.

The setting uses positive behaviour strategies well, which removes any form of disruption or aggressive behaviour. All practitioners have suitable qualifications and good experience. The adult to child ratio is favourable. The setting uses practitioners' expertise well in planning, teaching and supervising activities. Children are happy and secure in the company of the adults at the setting and every child asks for help and support when needed.

The setting is safe, with locked doors and bolted gates. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's learning needs effectively when they join and during their time at the setting. The setting reviews children's progress regularly. Therefore, the setting targets children well with additional support when needed. The practitioners discuss these with appropriate agencies. The proprietor is the additional learning needs co-ordinator and she is very familiar with the procedures necessary to support children.

Learning environment: Good

The setting is an inclusive community where all children have equal access to all the areas of learning and equipment. Practitioners know the children well and their individuality is recognised. Every child has equal access to an interesting and varied curriculum inside the building and in the outdoor environment.

The setting promotes a positive ethos through the daily activities and the approach adopted by the practitioners. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully through the celebration of different festivals from around the world such as Diwali and the Chinese New Year and with dolls from different cultures.

The setting uses its resources purposefully to meet the requirements of the Foundation Phase and children's needs. Children are encouraged to move freely around the areas of learning and to participate in various activities. This includes free movement between inside and outside the building, which is very effective. The extensive resources are accessible to children, which promotes their sense of responsibility successfully. Continuous activities, focus tasks and opportunities to enrich learning share resources beneficially. Their use by the children has a positive effect on their learning.

A stimulating outdoor area exists, which includes growing, planting, role-play and climbing areas. The practitioners use the setting's facilities well to promote children's physical development in the builder's yard and the outdoor area for environmental investigations, such as bug hunts and butterfly rearing. This includes the regular use of the new portable classroom to promote further challenges for children. The buildings and accommodation are of good quality, very safe and well maintained.

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

The proprietor, who is the day-to-day manager and the assistant manager promote and sustain consistent and effective improvements. They organise staff purposefully

and they mentor the room leader sensibly to manage the three-year-old setting efficiently. They manage teaching and learning well and all the practitioners' expectations are high. The proprietor, assistant manager and room leader's strategic objectives, plans and policies focus directly on effective provision, which targets children's needs and outcomes successfully.

The setting implements and monitors the plans for improvement effectively against well-planned actions and timescales. The proprietor and assistant manager ensure that all practitioners understand their roles fully and they work together diligently as a team. This ensures high quality provision, which impacts well on children's outcomes.

The setting uses the guidance of outside agencies well. The guidance of the local authority support teacher is beneficial in terms of monitoring and supporting the work of the setting. This practice ensures the best use of practitioners' expertise. The setting also uses the National Day Nurseries Association sensibly for administrative support and the Wales Pre-school Providers Association for quality assurance purposes, which aids in planning for future improvements.

The caring leadership motivates practitioners towards improvements in positive and supportive ways. The proprietor, leaders and practitioners plan purposefully to provide interesting learning experiences for children, both indoors and outside. The proprietor and leaders use relevant information about the setting consistently to create improvements, such as the need to improve mathematical development practices, improve outdoor music provision and to induct new staff into their roles effectively.

The setting has a clear focus on ensuring progress against the setting's priorities. The development plan is an effective working document. The setting identifies the appropriate priorities for improvement through well-established self-evaluation procedures. The proprietor and all other leaders conduct consistent evaluations to ensure that resources are available to meet the improvement objectives. This includes purchasing and implementing a new learning area to challenge children that are more able.

The practitioners receive relevant and appropriate training, which has a positive effect on the quality of provision. The proprietor, through thorough performance management practices, identifies training and development needs clearly. She subsequently prioritises and addresses practitioners' training needs fully. Policies are operational and the setting meets local and national priorities, such as implementing the requirements of the Foundation Phase and targeting literacy and numeracy provision effectively.

Improving quality: Good

Self-evaluation and development planning is a regular and important part of the setting's working life. It identifies priorities for improvement, monitors provision and assesses children's outcomes effectively. The process involves regular reviews of all aspects of the setting's practices and systems and how these affect the standards children achieve. It is a rigorous and robust process. It seeks the views of everyone

involved with the setting, including parents. The proprietor and assistant manager play a very effective role in the process, which includes monthly reviews on the setting's practices and updates for practitioners on their responsibilities. For example, practitioners sign and date monthly updates on child protection procedures to ensure that their practices are compliant to the needs of the setting.

All practitioners contribute fully to the process and the final document. The proprietor manages the setting diligently based on an accurate assessment of its strengths and weaknesses. She evaluates the quality of teaching and learning regularly, which targets better training and development opportunities to improve teaching practices. The proprietor and leaders take steps to maintain effective practices and implement changes successfully.

The self-evaluation takes account of the views of children, practitioners, parents and carers and the local authority. As a result, it leads to a thorough development plan, which leaders monitor and annotate regularly as developments occur. The development plan monitors improvements against clear targets and success criteria. It prioritises the most important matters to improve and it funds improvements well. This includes the successful addition of another classroom to the existing accommodation to challenge children that are more able and to affect children's learning effectively. Therefore, a positive culture of self-evaluation pervades the setting's daily and long term plans.

By involving all practitioners in this process, they are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher. For example, advice on how to implement new national assessments to identify the starting point of every child have affected the quality of learning experiences, planning, teaching and assessment purposefully. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

The setting works strategically with partners to improve provision and children's outcomes. This is particularly evident through the setting's beneficial partnership with the local authority and the use of the National Day Nurseries Association for policies and administrative support. The positive relationship with the local authority's advisory teacher challenges the proprietor and the practitioners sensibly to improve the setting's work.

The setting's partnerships with local schools are good. The setting arranges visits to several different events in different schools to promote these beneficial relationships. The setting uses community links effectively to support children's learning, which includes purposeful use of the local community and a wide range of visitors to the setting that provide good quality learning experiences for the children. Outside agencies support the setting with training, for example first aid training, food hygiene courses, Foundation Phase initiatives, safeguarding updates and manual handling expertise. This improves the practitioners' awareness of important and relevant issues when dealing effectively with young children.

Practitioners take active steps to involve parents and carers in the setting's life. The setting informs parents and carers regularly about all aspects of the setting's work using monthly newsletters and an informative website. They are encouraged to offer their own opinions on matters to improve the setting and this feedback helps to rate the setting's overall quality using a national quality assurance model. The setting acts upon others' viewpoints sensibly to ensure that developments are effective.

Resource management: Good

The leadership is very effective and it aims constantly to improve all aspects of the setting's work. It enables practitioners to develop and share their professional knowledge successfully. The strategic planning supports the effective teaching of all practitioners.

The proprietor and assistant manager succeed in ensuring that the setting has enough qualified practitioners with appropriate training. It is a strong learning community, which has a culture of collaboration between practitioners and other partners involved with the setting, which includes positive links with local schools. Performance management systems are thorough and lead to the diligent planning of learning experiences, high quality assessment practices and effective teaching.

The setting manages its resources purposefully to support learning and to create improvements in the setting. The proprietor has a clear understanding of the budget and she prioritises spending in line with planned actions for improvement effectively. This includes adding additional accommodation recently to improve the setting's provision and to provide further challenges for children. The setting ensures that the use of money has a direct impact on children's achievements and wellbeing. The setting provides the best standards of accommodation and resources possible within its budget.

The setting provides good value for money because of the children's successful outcomes, the practitioners' effective provision and the purposeful leadership of the proprietor and senior practitioners.

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

Mr Nicholas Jones	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 seven areas 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.