



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

A report on

**Caerleon Cherubs
Caerleon Town Hall
Church Street
Caerleon
Newport
NP18 1AW**

Date of inspection: November 2018

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 date: 24/01/2019

Context

Caerleon Cherubs is an English-medium setting situated in Caerleon, near Newport. It meets in Caerleon Town Hall and employs one full-time and six part-time members of staff, all of whom have appropriate early years qualifications. One leader has been the registered person for over 11 years and the senior practitioner was appointed as leader in January, 2018.

The setting is registered to take up to 20 children per session from two to eight-years-old. There are 56 children currently on roll in the setting. At the time of the inspection, there were two children in receipt of funded early education. The setting offers early years education sessions from 9:05am to 11:35am and 12:35pm to 15:05 during school term time, for five days each week. Nearly all children have English as their home language and there are currently no children with additional learning needs.

The setting was last inspected by the Care Inspectorate Wales in October, 2018 and by Estyn in May, 2015.

Summary

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

Current performance

The current performance of the setting is good because:

- Nearly all children enjoy coming to the setting, are enthusiastic and eager to learn
- Nearly all children's behaviour is good and they share and take turns willingly
- Nearly all children's literacy and mathematical skills develop well from their starting points
- Practitioners work together as an informed team to provide enriching activities for children
- Practitioners know children well and encourage good relationships through leading by example
- Practitioners assess the children thoroughly and identify next steps of learning
- Practitioners have a good knowledge of Welsh which they use consistently

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders have a clear vision for the setting, which is shared with all practitioners and parents effectively
- Leaders are committed to making continuous improvements to the quality of provision and children's standards
- Practitioners work well together to care and support children's learning
- Practitioners work collaboratively with each other and understand their roles and responsibilities well
- Leaders act well on advice and support to improve the quality of provision
- The setting benefits from strong links with outside agencies to support its work
- Practitioners use information and advice from training effectively to improve provision

Recommendations

- R1 Improve children's information and communication technology (ICT) skills
- R2 Plan better opportunities to develop children's roles and responsibilities
- R3 Strengthen self-evaluation and planning for improvement processes to identify all areas for improvement and evaluate the effectiveness on children's outcomes

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all children make good progress from their starting points. They demonstrate high levels of engagement and concentration when involved in independent learning and adult led tasks.

Most children demonstrate good speaking and listening skills and develop these well during their time at the setting. For example, they listen carefully to the story of 'Three Little Pigs' and join in independently with the repeated phrase 'I'll huff and I'll puff and I'll blow your house down!'. A few children express preferences effectively when choosing books from the well-stocked reading area. They choose to read a book with an adult and describe what is happening in the story. Most children know how to hold a book and many turn the pages in the correct way. Most talk about a familiar story successfully and around half sequence pictures skilfully.

Many children develop their early writing skills by making marks effectively in a variety of ways. For example, they make a selection of shapes and patterns effectively using paints, pens and pencils. They enjoy drawing pictures of themselves and a few are beginning to copy letters from their name with support. A majority write lists in the role play kitchen successfully.

Most children's numeracy skills are developing well. For example, they count by rote to 20 as part of daily routines and join in with number songs. A minority of children count correctly to five and a few count to eighteen. Most children are developing a good understanding of different shapes and talk about the names of shapes that they have made with dough confidently. Many children use mathematical language appropriately and understand the concept of size. For example, they talk about a taller or a smaller tower when building blocks outside. A few children demonstrate the ability to solve problems successfully, for example when trying to halt a rolling hoop.

Nearly all children develop useful physical skills effectively. They develop good fine motor skills such as when holding a paint brush to paint a picture and when placing small pieces of straw and sticks into a pile. Nearly all are developing increased balance, for example when walking along a short beam and using a variety of bikes outside.

A few children are developing a limited range of ICT skills suitably. They use resources such as a CD player and torches proficiently and understand how to use pretend technology, such as kettles, mixers and a latte machine in the role play area. However, many children's ICT skills are underdeveloped.

Most children respond appropriately to Welsh commands and basic instructions. For example, they understand that they need to sit on the carpet for registration. They sing a wide variety of action songs well at home-time.

Wellbeing: Good

Nearly all children enter the setting happily and choose where to play independently. Most access resources independently and confidently, for example when choosing between crayons or felt pens to mark make. They enjoy taking part in a range of activities and most persevere for extended periods, for example when building with wooden bricks. Nearly all children are enthusiastic about tasks and participate eagerly in adult led and independent activities, such as when sequencing pictures.

Nearly all children behave well. They respond appropriately when following either verbal or musical instructions. They understand the importance of waiting for their turn and share resources effectively with others. They are developing valuable table manners and happily sit at the table to enjoy snack with others.

Nearly all children show a useful awareness of good hygiene and understand the need to wash their hands such as before snack and after going to the toilet.

Nearly all children are beginning to understand why it is important to eat healthily. A few are developing independent skills competently when given the opportunity.

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

Practitioners plan an appropriate range of purposeful learning experiences that engage most children successfully. All practitioners plan activities together and use information from assessments well to ensure that nearly all children make good progress. They challenge children that are more able effectively, particularly during adult led tasks. The setting bases the learning experiences for the children suitably on foundation phase principles and encourages children to learn and develop through active play.

Practitioners provide valuable opportunities to develop children's literacy and numeracy skills successfully. They encourage children to listen to and join in with stories, songs and rhymes. Practitioners provide a good range of mark making equipment, for example pencils, pens, crayons and chinks. They provide a worthwhile range of different play opportunities that enable children to develop mathematical concepts well. They plan regular opportunities for children to count objects and to recognise numbers and shapes, such as during the day's introductions. The setting offers a wide range of useful resources such as colour and shape puzzles that develop children's skills beneficially, including their sorting and matching skills. However, practitioners do not plan enough opportunities to develop children's ICT skills.

The setting use visitors effectively to enhance the curriculum, for example visits from the fire brigade and police. They use the local community effectively such as making a visit the local bakery to choose and buy a Harvest loaf. Practitioners plan effective problem solving opportunities, which engage the children successfully.

There are worthwhile opportunities for children to develop their Welsh language oracy skills. All practitioners are successful role models of bilingualism and are skilful

at changing from one language to another. They consistently provide children with a comprehensive range of Welsh commands and phrases. Children have useful opportunities to learn about Welsh traditions, for example through celebrating St. David's Day and St. Dwynwen's Day.

Teaching: Good

All practitioners have a good understanding of the foundation phase philosophy and use information from a range of assessments well. Practitioners provide children with a range of worthwhile activities that develop their skills effectively across all areas of learning. They provide children with a range of worthwhile opportunities to use the indoor and outdoor environment effectively. They provide a good balance of adult led and child initiated activities both indoors and outdoors.

Practitioners know the children well and greet them warmly when they arrive. In daily routines, practitioners acknowledge good behaviour and achievements through praise and positive rewards. They work together very well as a team and are good role models for children. They interact with children respectfully and sensitively. All practitioners use a range of effective questioning skills to help children think and learn effectively.

Practitioners have developed comprehensive assessment procedures and make useful observations of children's skill development using the foundation phase profile. The leader has established a worthwhile tracking system that clearly identifies how well the children's skills are developing in response to planned learning activities and outlines the next steps in children's learning effectively. In this way, practitioners challenge those children who are more able or identify those who need extra support beneficially.

The setting keeps parents well informed about their child's progress both formally and informally. Practitioners are available to keep a regular dialogue open between the setting and parents at the beginning and end of sessions. Practitioners report successfully to parents verbally every term and provide an informative written report identifying next steps in learning before children leave the setting to attend school.

Care, support and guidance: Good

The setting promotes the children's understanding of healthy living well. Practitioners provide a range of healthy food and drinks at snack time. This is a sociable occasion and children learn to share, take turns and treat each other with respect. The setting has useful arrangements to develop the children's understanding of sustainability issues such as composting and recycling by providing bins to recycle plastic bottles, paper, cardboard and food.

The setting has beneficial arrangements to promote children's moral, spiritual, social and cultural awareness effectively. Practitioners provide a suitable range of activities for children to learn about celebrations throughout the year such as Harvest and Holi. Practitioners promote children's sense of awe and wonder well. For example, they encourage children to talk about and observe leaves in autumn.

The setting ensures that the children have suitable opportunities to exercise outdoors. Practitioners make good use of the adjacent garden area by developing children's awareness of keeping active effectively for example by riding bikes, kicking footballs into a goal and rolling hoops.

Practitioners have developed a good range of strategies to promote positive behaviour and the children respond well to this. All practitioners have clear expectations for the children in their care and are good role models by being kind and courteous.

The setting has robust arrangements to identify children with additional learning needs, including those with communication difficulties. The practitioner in charge of additional learning needs works well with parents, outside agencies and the local authority to ensure that there are comprehensive arrangements in place so that any identified children make good progress.

The setting's arrangements for safeguarding children meet requirements and do not give cause for concern.

Learning environment: Good

The setting is very friendly and practitioners are warm and approachable. As a result, children are happy to come to the setting where they enjoy a well-structured and familiar routine. Practitioners create a positive ethos where all children feel valued and secure.

The indoor setting is bright, safe and well maintained. Framed displays of children's recent work create a welcoming environment where all children's achievements are valued. All areas of learning are well set out and children have access to a wide range of good quality resources. Practitioners have developed the indoor space creatively to support children's literacy, mathematical and physical development skills well. All children have access to a range of interesting resources that promote equality and diversity successfully. For example, children play with dolls from different cultures in their role play. Practitioners provide worthwhile learning experiences for children to learn about different cultures and traditions, for example by inviting visitors from the local community to paint henna onto the children's hands for the celebration of Eid.

Practitioners use the outdoor area to provide an appropriate range of learning opportunities successfully. They make good use of the adjacent memorial garden and provide valuable opportunities for physical play, for example a balance beam, hoops and large scale construction. When the weather is adverse, practitioners plan valuable opportunities for the children to develop their physical skills by using bikes and other wheeled toys in a ground floor room.

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

Leaders have developed a clear vision for the setting based on raising standards for children. They communicate and implement this vision successfully to practitioners.

They create a positive working atmosphere where each practitioner works to their strengths. Both leaders work together successfully and encourage other practitioners to undertake leadership roles within the setting. Practitioners work as a team and understand thoroughly their revised roles and responsibilities.

There is a consistent approach to improving provision in the setting. The appraisal system supports practitioners in identifying their own professional training needs successfully. Leaders support practitioners sensitively and methodically to improve their practice and build their confidence. Recently, this has helped to increase the quality of observations, which has led to improved identification of the next steps for children's learning.

There are comprehensive policies and procedures to support the smooth running of the setting. Leaders keep practitioners well informed about the work of the setting through regular informal staff meetings and use of social media. They regularly discuss issues highlighted from training, such as how to improve provision for children with additional learning needs. The setting works well with the support teacher to address priorities for improvement, for example staff are much more confident to use Welsh naturally during the sessions.

Improving quality: Adequate

The recently devised leadership team have begun to evaluate the setting's strengths and areas for improvement efficiently. Leaders are making suitable use of information from a range of sources to inform the self-evaluation process. As a result, they identify the settings' strengths and many areas for improvement appropriately. However, self-evaluation processes and planning for improvement are still in the very early stages of development and leaders do not use the information from self-evaluation to prioritise areas for improvement robustly enough.

Leaders have devised a valid improvement plan. This identifies many relevant areas for improvement and sets out appropriate targets, actions, costings and monitoring arrangements. However, leaders have not developed plans to improve important priorities identified through self-evaluations such as the provision for updating information communication technology. Leaders are beginning to undertake most actions in the improvement plan and monitor and measure the impact on children's learning efficiently. However, leaders do not always measure the impact of actions on children's learning, the development of their skills and their progress often enough to know if the improvements have been effective.

All staff are eager to take part in relevant professional development opportunities and are keen to improve their performance. This has had a positive impact on the performance particularly through making observational assessments and developing children's mathematical skills.

Partnership working: Good

The setting makes good use of a range of valuable partnerships to support children's learning and well being.

There are strong links with parents. Practitioners keep them informed about the daily life of the setting through the information board in the foyer, newsletters home and through use of social media. This helps parents feel fully informed about all events and daily activities and they feel comfortable in approaching practitioners about any concerns. There are frequent informal and formal opportunities for parents to learn about their child's progress, for example termly discussions and reports.

The setting uses community links effectively to support children's learning. For example, visits to local shops and the library enable children to learn about the purpose of money and caring for books.

There is effective co-operation between the setting and the consortium, for example through relevant training courses that enable practitioners to improve standards of children's achievements and provision successfully. The advisory teacher visits give strong support to leaders and practitioners and have influenced standards and provision at the setting successfully. Practitioners from another setting visit to share valuable ideas with leaders effectively.

There are useful links with local schools. For example, the setting offers wrap around care through a popular lunch club so that practitioners can accompany children to and from school. Practitioners make valuable periodic visits to the local primary school so that children undertake transition to school effectively.

Resource management: Good

The setting makes good use of resources and all practitioners support children's learning well. Leaders ensure that the setting has enough well qualified practitioners to support the delivery of the foundation phase curriculum successfully. Leaders place strong emphasis on good quality training and in learning from each other.

Leaders ensure that the setting has a good supply of high quality resources to support children's progress across most areas of learning. These are well matched to the needs of the children. Leaders have a clear understanding of the setting's budget and prioritise their spending to target areas for improvement well. Leaders make effective use of the Early Years Deprivation Grant to provide good quality resources and experiences for children. For example, leaders have recently provided ballet lessons and indoor physical activities that have a positive effect on children's physical skills.

Overall, in view of the good standards achieved by the children and the quality of teaching and learning environment, the setting offers good value for money.

Glossary of terms

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| 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 |
| CIW | Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government. |
| Early Years Development and Childcare Partnership (EYDCP) | 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. |
| Foundation Phase | The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age |
| Foundation Phase child development assessment profile (CDAP) | Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012 |
| Local authority advisory teacher | These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds. |
| Mudiad Meithrin | 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 |
| 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. |

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| National Day Nurseries Association (NDNA) | This organisation 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 |