



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

A report on

**Park Lane Day Nursery
The Old Stables
Parklane House
Welshpool
Powys
SY21 7JP**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

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

About Park Lane Day Nursery

Name of setting	Park Lane Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Julia Jones
Responsible individual (if applicable)	Not applicable
Person in charge	Ann Anderson, Margo Roberts, Julie Moreton and Kayleigh Trow
Number of places	52
Age range of children	0 – 11 Years
Number of children funded for up to two terms	12
Number of children funded for up to five terms	0
Opening days / times	08:00 – 17:30 Monday to Friday
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	This is a setting that does not provide an 'Active Offer' of the Welsh Language.
Date of previous CIW inspection	19/09/2017
Date of previous Estyn inspection	01/04/2013
Dates of this inspection visit(s)	05/03/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Provide more opportunities for children to develop their problem solving skills independently
- R2 Develop more effective ways of evidencing how parents' views are taken in to account when planning for improvements as part of the self-evaluation process

What happens next

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

Main findings

Wellbeing: Good

Nearly all children throughout the setting know that when they speak they will be listened to and have their attempts at communication responded to and valued. Children have ample opportunities to make choices and confidently express their views. For example, they confidently ask for other toys and resources they wish to play with or to play outdoors. Children make positive contributions when deciding upon themes and topics and they know that their ideas will be listened to. For example, children make choices about which book should be read at circle time. They vote by placing a pebble on one of the two stories on offer and when it was a tie they suggested the teacher had the final vote as that was fair. The older children also have their views listened to and make a positive contribution. They plan for the development of the outdoor area and their plans are made a reality in this area. Older children are proud that their views and contributions are taken account of.

The highly effective 'keyworker system' ensures that nearly all children form positive attachments with their consistent practitioner (keyworker) who knows them very well. Children benefit from individual settling in periods. As a result, children are extremely well settled and separate from their parents/carers with ease. Nearly all children throughout the setting thoroughly enjoy their time. They play happily alongside their friends and develop confidence and positive self-esteem.

Throughout the setting nearly all children co-operate well. They listen and respond to instructions carefully. They show respect for others and take care of the resources and equipment. For example, when carefully hanging up the builder's hat and high viz jacket after leaving the construction area. Throughout the setting, nearly all children share well and take turns patiently. They are beginning to understand their emotions and what is expected of them and behave accordingly, finding resolutions to disputes with increasing independence. For example, when wanting to play with a toy another child had, the child was confident to use their initiative and ask a member of staff for another toy of the same type, which was swiftly provided to the child.

Nearly all children show interest in and enjoy the wide variety of free play and adult-led activities. For example, they enjoy exploring the carefully selected toys laid out for them relating to the week's theme, before joining in enthusiastically with adult-led music and movement activities. Children spoke to us enthusiastically about the frequent visits they have in the local community and to the nearby Powis Castle. Nearly all children show curiosity in the planned activities and are motivated to take part, engage, sustain interest and focus for age appropriate lengths of time.

Nearly all children develop their independence well as part of their daily routine. As a result, children develop self - help skills which they are able to use confidently, for

example washing their hands independently before lunch and hanging up their own coats after outdoor play. Children in the after school club show good initiative to complete tasks independently and follow their personal interests. For example, they collect the equipment they need to achieve the look they want for their craft work.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Many children enter the setting with skills and knowledge in line with those expected for their age. During their time at the setting most children make good progress, particularly in the development of their oracy and personal and social skills. Most get their own snack and drink, and tidy up after themselves. Most children greet each other warmly as they arrive, and play cooperatively. For example when sharing the bikes outside. Most children listen well to stories and join in confidently with their favourite part. Many enjoy talking to visitors and explain readily what they are doing, for example discussing the long wiggly worms they make in the dough area. A few children choose to spend time in the cosy book area, and select books independently. They happily talk about the 'delicious food' found in a cookery book, and discuss knowledgeably the ingredients needed to make a cake. Most children enjoy mark making activities and use a variety of equipment confidently. Many are able to copy letter shapes in chalk on the ground outside successfully.

Most children's numeracy skills are developing well. Many recite numbers in order, to at least ten, for example when counting the number of children present at the start of the day. Many children make good use of mathematical vocabulary, for example, describing a container as full or empty, when pouring water down drainpipes to fill a large bucket and larger or smaller when selecting the pancake to fit their paper frying pan.

Most children's physical skills are developing well. During physical play they walk confidently across a variety of surfaces. They use a range of tools, such as rollers, dough cutters and scissors, with little support. Many children demonstrate high levels of co-ordination and balance. They enjoy manipulating the controls of a sit on toy digger and they pedal and balance successfully when playing on the selection of bikes.

Most children enjoy being creative and have very active imaginations, for example when pretending to escape and hide from a dragon as part of a drama workshop and when painting at the easel.

A few children, when trying to discover which pipe gravel will travel down to reach a container at the bottom the quickest, persevere well. However, children's problem-solving skills are generally under developed. Many children access and use a few familiar information and communication technology (ICT) resources confidently. They use a simple computer programme to paint pictures and demonstrate good mouse control when manoeuvring the 'brush' across the screen carefully. With support, around half can programme a toy and make it change direction to travel under a block bridge.

Most children develop their Welsh skills suitably. They respond positively to simple commands and join in with a range of Welsh songs and rhymes enthusiastically. Many children answer questions about the weather and how they are feeling confidently. Around half of children throughout the setting are beginning to learn colours and numbers in Welsh, and use them spontaneously in their play when talking about the patterns they make when threading beads and painting pictures.

Care and development: Good

Practitioners keep children safe. They offer varied and nutritionally balanced menus, alongside outdoor and physical play opportunities, which keep children healthy. Most are well qualified and have a comprehensive understanding of their roles and responsibilities. They follow and implement the setting's policies and procedures consistently and maintain most records appropriately. For example, they record accidents, incidents and medication administration accurately. However, some records did not include the child's full date of births, which is important for clarifying which child they relate to. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners and children are familiar with the evacuation process and know what to do in the event of an emergency, as they carry out regular fire drills. Most practitioners are first aid trained and a few have received more specialist medical training.

Overall practitioners know how to ensure children are cared for safely. Most practitioners understand how to keep children safe and of their responsibilities when on outings and visits with the children. They take ownership of risk assessing outings, visits and the activities the children participate in along with the materials they use. For example, when making soap, practitioners consider the potential risk to children's health and safety and record this accordingly. However, not all practitioners are fully aware of potential risks to children, for example, allowing young children to play with latex gloves.

Practitioners recognise the need to promote children's safety while enabling them to take calculated risks. They successfully provide children with opportunities to take risks safely and empower children to develop an understanding of their own capabilities, for example by supporting children to learn to climb steps in order to use the slide and to access activities on other floors of the building.

All practitioners consistently manage interactions with children in line with the setting's behaviour policy and model positive behaviours. They speak to each other and the children respectfully and calmly. They have a professional and nurturing approach, which develops children's wellbeing and confidence positively. Celebration and praise is a natural and integral part of practitioner's interactions. As a result, children behave well, according to their age and stage of development, and learn to develop friendships, share and take turns.

All practitioners are committed to ensuring that children develop well and have their individual needs met. Practitioners respect the personal routines and preferences of children and meet their needs successfully. For example, staff allow children to sleep when they are tired showing the children's needs come before the daily routine. They ensure consistency between home and the setting. For example, younger children sleep in their preferred place, a pram or travel cot.

All practitioners take time to listen to the children and are aware of their non-verbal cues. As a result, practitioners provide children with responsive care which meets their needs. Practitioners know the children well and review their progress regularly. They have attended specific training to ensure that they understand how to recognise and support children and their families with any identified needs.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

The setting provides an interesting range of learning experiences both indoors and outside, which engage nearly all children successfully. Practitioners use the locality regularly to enrich children's learning experiences. For example, the children visit a nearby Chinese restaurant to taste Chinese food and try on a dragon dance costume, which helps to develop their understanding of other cultures successfully.

Opportunities to support the development of children's communication skills are particularly effective. All practitioners engage children purposefully in conversation. They use resources, such as old telephones, to encourage children's speaking and listening skills in a fun and interactive way. Practitioners share stories and rhymes daily and show children how to handle books with care. They provide interesting opportunities for mark making, which children take part in readily, for example using shaving foam to make patterns with their fingers.

Practitioners provide a few opportunities to encourage children to think about how they can solve a problem, and to persevere if at first they do not succeed, for example trying to discover which lock a particular key opens. However, opportunities for children to solve problems independently are less well developed overall.

Practitioners plan regular opportunities for children to develop their physical skills, such as using scissors to cut out paper and card when making pictures and collages. The outdoor environment is well resourced to provide good opportunities for pedalling and climbing, which children access enthusiastically.

There is effective planning for children to develop their numeracy skills. Resources such as an outdoor sand pit, a variety of different sized containers, and wooden blocks develop children's mathematical concepts and language well. For example, they build a Great Wall of China, describing the shapes of the blocks used. Provision for developing children's ICT skills is appropriate and there is a suitable range of equipment available. These include a computer tablet, programmable toys and a light box, which children access confidently.

Across the setting practitioners support children's Welsh language development well. They model Welsh through singing songs, counting and using Welsh words and phrases throughout the session. Nearly all practitioners actively encourage children to use Welsh during their play. They prompt children to count in Welsh and to use the Welsh words for colours. Children have worthwhile opportunities to learn about their Welsh heritage. For example, they sing Welsh songs at the town hall as part of St David's Day celebrations. They study the Welsh flag and daffodils before making collages and pictures of daffodils.

Nearly all practitioners have a good understanding of effective early childhood development and foundation phase practice. They use positive behaviour strategies to encourage and motivate children to learn. They combine focused tasks with children's free play purposefully. Nearly all use questioning effectively to gain an understanding of what children know, and to support them in moving their learning on. As a result, nearly all children engage actively in tasks that extend their development, and they concentrate well. Practitioners' interactions with children are respectful and caring.

The setting has a wide range of effective assessment procedures. Practitioners observe children during their first few weeks at the setting and identify what they can do already. They also record useful observations to show children's progress and their responses to planned activities. This allows them to be flexible in adapting to children's changing interests. This practice informs future planning and children's next steps in learning and development successfully.

Environment: Good

Leaders ensure that children are cared for in a safe, clean and secure environment. There are effective policies and procedures which practitioners follow carefully to ensure the environment remains secure, clean and safe throughout the day, for example by tidying away toys and keeping external doors secure. Leaders ensure that appropriate safety checks are carried out. For example, the heating, electrical appliances and fire safety equipment are inspected regularly.

Leaders have invested thought and time in developing the outdoor area and use it creatively to ensure that all children have worthwhile opportunities to explore a welcoming and rich learning environment. They plan carefully to ensure that the majority of children have ease of access to the outdoor areas and co-ordinate carefully to ensure that all areas are utilised well throughout the day. For example, younger children access an enclosed outdoor garden, which offered a variety of age and developmentally appropriate resources. Older children also participate other activities, for example pancake races and playing in the new construction site.

Overall, the premises are well maintained. The layout and equipment in each room has been designed to successfully meet the needs of the children, for example by having low-level toilets and sinks easily accessible to the children. There are appropriate facilities to enable children to rest undisturbed and suitable resources to meet the children's needs, for example high chairs for the youngest children.

Leaders ensure that toys and resources are well maintained and cleaned regularly. They use natural and sustainable resources well throughout the setting to develop children's curiosity and senses. Toys are in suitable quantity to enable children to follow their own interests and play alongside their friends. For example, there were enough ride on toys for the children to have one each and enough watering cans to enable three children to play co-operatively together.

Leadership and management: Good

Leaders have a clear vision for the setting that focuses on providing a welcoming, family ethos, where children can achieve the best they can. They share this vision effectively with practitioners and parents and, as a result, it is instilled in practices throughout the setting. The setting's statement of purpose provides a general picture of what the setting offers.

Leaders have high expectations of staff and challenge them to do their best. Regular appraisal meetings and peer observations ensure that all practitioners are aware of their roles and responsibilities in helping to drive forward improvements. As a result, they work well together as a cohesive team and model and share effective practice successfully. Practitioners have worthwhile opportunities to discuss and reflect on the quality of their work. Leaders give them clear targets, which link well to the setting's targets for improvement and to personal development needs. There are sound procedures to ensure the safety of all children and staff, and leaders review these regularly. Leaders ensure that practitioners are actively involved in reviewing policies and procedures and are encouraged by leaders to use their initiative to drive improvements. They identify when new policies are required and develop appropriate policies to meet the setting's needs, for example the development of a mobile phone and internet policy in anticipation of some older children potentially bringing electronic devices to the setting.

Leaders and practitioners know the setting well and work together effectively to review its performance. For example, following training on 'active learning', foundation phase practitioners became more aware of the need to plan meaningful opportunities to develop children's mathematical skills across all areas of learning. They now reinforce and embed these skills well and, as a result, most children recognise different shapes in their environment, and can count to 10 accurately.

Leaders take suitable account of the views of parents through the quality of care review process. However, they do not always follow up on suggestions well enough. Leaders welcome advice from the advisory teacher, and other agencies when planning for improvement. For example, the setting now includes more information about the half termly topics and the activities that the children do, on their online page. They add helpful suggestions on how parents can support their child in developing specific skills at home.

The setting has effective processes for the recruitment and deployment of staff. All practitioners have up-to-date job descriptions that make their responsibilities clear.

Leaders make sure that there are enough suitably qualified practitioners to fulfil their roles and to support the needs of all children effectively. Leaders have a highly visible presence around the setting. They work purposefully alongside practitioners to support them in identifying and meeting children's needs, and to model effective practice.

Practitioners are eager to take advantage of opportunities for continued professional development and, strive to improve their performance. This has a positive impact in developing practitioners' understanding of how to consult children of different ages, about what they would like to learn about, and in gathering their ideas for activities. Leaders have suitable means of ensuring continual investment in resources and new equipment. As a result, resources are plentiful and of good quality. For example, there is a wide range of equipment to support outdoor play for all ages.

The setting has a beneficial range of partnerships that improve the quality of provision and outcomes for children well. Parents value the service and receive useful information through day-to-day contact and via social media. The setting is proactive in establishing effective links with local schools to ensure that arrangements for children to move onto the next stage of learning are successful. There are close links with other settings. For example, children take part in a joint Christmas carol service at the local church with another local setting, and in an end of year celebration event.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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