



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ladybirds at Llanvihangel
Llanvihangel Crucorney Primary School
Pandy
NP7 8DL**

Date of inspection: June 2011

by

Elizabeth Mayo

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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About the setting

Ladybirds at Llanvihangel are an English-medium setting which serves the village of Llanvihangel Crucorney and other rural areas on the outskirts of Abergavenny.

The setting meets in a purpose built classroom within Llanvihangel Crucorney Primary School. The setting is open from 9.30am to 12pm, Monday to Friday during term time. It is able to offer provision for up to 18 children per session and admits children from the age of two years.

The children who attend are considered to come mainly from advantaged backgrounds. Almost all children come from homes where English is the main language spoken. The setting is inclusive and welcomes children with additional learning needs (ALN). Currently, seven per cent are recognised as having ALN.

At the time of the inspection, 13 children between the ages of three and four were registered and funded by the local authority. Nine children were present during the inspection.

The setting employs four members of staff at every session. The headteacher of Llanvihangel Crucorney Primary School is a member of the management committee and the Reception class teacher is the registered person for the setting.

The setting was last inspected by the Care and Social Services Inspectorate for Wales (CSSIW) in November 2010. It is the setting's first inspection by Estyn.

Summary

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

Current performance

The current performance is good because:

- all children enjoy learning and make good progress;
- all children are happy, behave well and have good relationships with adults;
- partnership between the setting and the school is very good; and
- all practitioners work very well together.

Prospects for improvement

The prospects for improvement are good because:

- the setting leader and staff have a very positive attitude towards improvement;
- systems for self-evaluation and planning for the future are good;
- there is evidence that improvements have been made and sustained over time; and
- play and active learning is promoted well through good quality teaching.

Recommendations

R1 Continue to improve provision for and standards in Welsh language development.

R2 Plan more effectively to meet the individual needs of children especially the more able.

R3 Further develop assessment strategies so that it is used more effectively to identify the next steps in children's learning.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children achieve well and make significant progress across all areas of the Foundation Phase. They demonstrate good levels of knowledge and understanding in line with their age and stage of development. All children are able to sustain concentration and take responsibility for tidying away resources at the end of sessions. They work well alongside other children and with adults. Most cope well with new and challenging activities. Many are confident learners who are prepared to take risks, learn from mistakes and explore their surroundings.

All children apply their skills well to a wide range of play and learning activities. Most have good communication skills and talk eagerly about their experiences. Nearly all join in with songs enthusiastically and enjoy listening to stories and sharing books with adults. Many also show an interest in writing and frequently take opportunities to mark make in role play areas. All children recognise their own name and confidently self register by placing their name on the appropriate display area. Many try to write their own name.

Children make good progress in the development of early mathematical skills. Most children can sort, match and sequence numbers accurately. Most recognise shapes and use mathematical language well in play situations.

Children's creative and investigative skills are developing well. Many play games on a computer independently and enjoy using programmable toys. Children's skills, knowledge and understanding are enhanced through supported observations using a digital microscope and camera. Most children are keen to experiment with a range of techniques and materials to create pictures and objects and play imaginatively in role play areas.

Nearly all children enjoy physical activity and show good gross motor skills. They enjoy moving in response to music and most children ride small bikes confidently.

Overall, children are making adequate progress in developing their Welsh language skills. Most understand simple questions and phrases during circle time activities and at snack time. A few children are gradually becoming more confident to use the language in their play.

Wellbeing: Good

All children are developing an appropriate understanding of the importance of healthy eating and taking physical activity. Children enjoy eating their healthy snacks and

know they have to wash their hands before eating and after using the toilet. All children participate well in physical activity in the outdoor area and when they take part in movement lessons indoors.

Children settle well when entering the setting and quickly become interested in activities. Almost all children take turns, share toys and cooperate well, for example, during role play when going on an aeroplane journey to Italy. They confidently ask adults for help and know what to do if they hurt themselves or feel unwell.

Behaviour is good. Children are polite to each other and adults. Nearly all children are confident to ask for help from adults. Children help to plan some activities and express their preferences confidently. They follow appropriate routines and help to recycle waste cartons and plastic bottles. Nearly all children participate enthusiastically in play and learning activities.

The setting regularly joins with children at Llanvihangel Crucorney Primary School for visits from members of the local community. Due to their rural location, children at the setting are unable to go to the shops to choose and buy food for snack time.

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

The setting provides all children with a broad range of interesting, appealing activities and learning opportunities across all areas of learning. These stimulate, engage and challenge most children to learn effectively. Planned activities are based on the Foundation Phase Child Development Profile and Skills Framework.

Practitioners work well together to develop children's communication, numeracy, ICT and wider learning skills. Children are encouraged to think for themselves and are provided with many opportunities to solve problems, be independent and experiment with new experiences

Practitioners know the children well and respond appropriately to their varying needs, abilities and interests. However, activities are not always planned in enough detail to meet the specific needs of individual children especially the more able and talented.

Children learn about other countries and cultures and increase their knowledge and understanding of the world. For example, they have enjoyed activities centred on investigations into countries such as Egypt and Italy and developed an awareness of Fair Trade products. The setting makes good use of visitors to the primary school to stimulate and extend children's learning experiences. Visits to places of interest are used effectively to enhance children's awareness of the wider community.

Practitioners provide appropriate opportunities to promote the Welsh language, for example, at snack time and circle time. They provide good opportunities for children to develop an understanding of Welsh traditions and culture. The setting helps children to identify features of the Abergavenny area on a display in the classroom.

Practitioners offer children opportunities to learn about and understand the importance of recycling and sustainability.

Teaching: Good

The quality of teaching is good. Practitioners are good role models for the children in the setting and support their language development and personal skills well.

Practitioners have a secure understanding of the Foundation Phase. However, planning is not specifically linked to the needs of individual children. Practitioners use a suitable range of approaches to stimulate play and active learning experiences which children clearly enjoy. Children respond well to staff efforts to make learning fun.

Adults give children enough time to complete a task or develop an idea and intervene appropriately and sensitively when needed. The best teaching occurs when practitioners challenge children effectively. Open questions are used well to assess children's knowledge and understanding.

Practitioners know the children well and use observation effectively to monitor children's learning during play and active learning. They use their observations to track children's progress and wellbeing and provide children with helpful oral feedback as they learn. However, the information gained from observations is not always used to inform future planning.

Parents are kept well informed about their children's progress through formal and informal meetings. At the end of the year parents are given a copy of their child's assessment profile.

Care, support and guidance: Good

Effective arrangements are in place to support children's health and wellbeing. Practitioners provide good care and support for all children. Children feel safe within the setting and are very well cared for. Children have a clear understanding of whom to approach if they need help. Learning experiences are used effectively to promote children's spiritual, moral, social and cultural development.

The setting has appropriate arrangements in place for providing children with specialist support if required. Practitioners seek help and advice from services such as speech and language therapists to support children's development when necessary.

Practitioners make suitable arrangements for the integration of children with additional learning needs in the setting. They develop effective individual educational plans to meet their learning needs and work with other agencies and parents to provide appropriate support.

Good induction arrangements and the strong caring ethos of the setting means that children quickly settle into daily routines and are keen to learn. Close links are established with Llanvihangel Crucorney Primary School to which most children transfer. The particularly effective links with the school are appreciated by parents who feel this helps the process of children transferring from the setting to the school.

The setting has an appropriate policy and procedures for safeguarding. All practitioners receive relevant training and understand their roles and responsibilities. The setting has a good range of policies and conducts regular risk assessments to ensure children's safety during sessions.

Learning environment: Good

The setting is an inclusive community that offers equal access to the curriculum to all children. The classroom is small but well organised. Practitioners provide a welcoming and stimulating environment and make best use of the space available to provide children with a range of opportunities across all areas of learning.

Appropriate use is made of the outdoor learning area and the school hall to provide children with opportunities to support their physical development and a wide range of learning experiences.

Practitioners encourage children to respect and celebrate diversity through a variety of activities and resources. There is a good range of resources which meet the needs of all children in every area of learning. Where appropriate, resources are matched to children's additional learning needs.

The setting employs enough qualified practitioners to meet the needs of all children. They have an appropriate knowledge and understanding of the Foundation Phase and are committed to improving their skills through relevant training.

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

The setting leader creates a very positive ethos where staff and children are valued and respected. She has a sense of purpose and vision for improvement which is shared by the management committee and other practitioners.

The setting has clear policies and aims which are understood and implemented well by all practitioners. There is a strong, developing culture of self-improvement amongst practitioners which helps to develop and maintain the good work of the setting. Leaders and practitioners respond well to advice and support, ensuring that changes result in improvements in children's standards and the quality of provision.

Leaders and managers use relevant information about the setting well, have a clear understanding of their role and work together effectively to successfully deliver the

Foundation Phase. Practitioners work well with staff in the school and the local authority Foundation Phase team to promote the best outcomes for children. There is a system in place for the annual review of performance of practitioners.

Practitioners respond well to local and national priorities. They are fully involved in training and developments connected with the Foundation Phase. The setting has begun working towards achievement of the ECO Schools Award.

Improving quality: Good

The setting has good processes to evaluate its strengths and areas for development. Practitioners demonstrate a clear commitment to continuous improvement. They make time to listen to children's views by talking to them about activities they like to be involved in and experiences they have enjoyed. Practitioners encourage parents to suggest improvements.

Practitioners reflect together with leaders and managers to identify issues for further improvement. For example, they have identified the need to develop children's Welsh language skills and have begun to encourage the use of Welsh at snack time, circle time and during other learning experiences. The setting's self-evaluation report is a useful document which links appropriately with the targets for improvement identified in action plans.

Practitioners respond well to guidance offered by the local authority advisory teacher who visits the setting regularly. They readily accept advice that results in improvements in the quality of provision and the outcomes achieved by children. Currently, the use made of wider networks of professional practice is achieved on an informal basis.

Partnership working: Good

A range of partnership activities contribute to children's progress and wellbeing. Practitioners take positive steps to involve parents in the setting. Parents value this strong link and feel it has a significant impact on children's happiness in the setting.

The setting offers pre-school provision for Llanvihangel Crucorney Primary School and is integrated well into the whole school provision. Most of the children progress from the setting to the school. Parents of older children describe how the close links with the school helped their children transfer to the next stage in their learning. Arrangements for transferring assessment information are effective. The school provides curriculum guidance and helps with resources.

There is a strong sense of teamwork in the setting. Practitioners work well together to plan and deliver learning experiences and to assess children's progress. The strength of this partnership enables children to achieve good standards.

The setting has developed a good relationship with the local authority Foundation phase advisory teachers. This partnership enhances the quality of provision and outcomes for the children. A good relationship between the setting and the Wales Pre-School Playgroup Association (WPPA) ensures that practitioners receive effective support.

Visitors from the community, such as fire fighters, the local Vicar and road safety specialists are used effectively to enhance children's learning and their imaginative play. Visits to places of interest also contribute to children's development.

Resource management: Good

Good use is made of the available staffing and resources. Practitioners are deployed effectively to make the best use of their time, expertise and experience. The management committee manage the budget and all financial affairs effectively and efficiently. The setting has a range of resources which contribute effectively to children's learning and enable them to meet the Foundation Phase curriculum.

The setting achieves good outcomes for children and provides good value for money.

Appendix 1

Responses to parent questionnaires

Analysis of the 13 questionnaires returned by parents indicates very good levels of satisfaction with the service provided by the setting. Nearly all parents are pleased with the progress their children are making and think that the teaching is good. They are very pleased with the way their child was helped to settle into the setting and feel that children are treated fairly and with respect. All parents state that the setting is well organised and managed. Nearly all parents are comfortable to approach staff with any questions, suggestions or problems. A few parents state that they do not understand the setting's procedures for dealing with complaints. Most parents feel they are kept well informed about their child's progress, although a few state that they would like to receive more feedback about their children's progress.

Responses to discussions with children

All children like coming to the setting and enjoy their daily activities. They enjoy playing with friends and joining in with action songs. Children particularly enjoy activities in the outdoor area. They are confident when speaking to adults and when taking responsibility during role play activities. Children understand the importance of caring for others and of behaving well. They know whom to go to if they are hurt or upset and that all staff are kind to them.

Appendix 2

Elizabeth Mayo

Reporting Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)