



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

**Bright Beginnings Nursery (Tythegston)
Ty Gwendoline
Tythegston
Bridgend
CF32 0ND**

Date of inspection: October 2013

by

**Eifion R Morgan
Reporting Inspector**

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW..or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 30/10/2013

Context

Bright Beginnings is a privately owned day nursery based in a large, modified, detached house in Tythegston, a picturesque rural development some 3 miles from Bridgend and on the outskirts of Porthcawl.

The nursery dates back to April 2002 but the current nursery is leased jointly by two proprietors who took it over in September 2008.

The accommodation is very clean and attractive and is decorated to a high standard. Rooms are allocated to children of different ages and a recent addition is the conversion of the garage to an annex for the three year olds. The annex provides the children with immediate access to the outside play area and to an extensive outdoor grassed and wild life area. This annex is of adequate size and has been recently decorated. It provides children with a suitable range of activities and resources well matched to the needs of the Foundation Phase curriculum.

The nursery is registered by Care and Social Services Inspectorate Wales (CSSIW) to accommodate a maximum of 33 children of whom up to 7 children can be based in the annex. There are 7 children on the pre-school register of whom 3 are currently in receipt of educational funding. During the inspection the 3 year old's class comprised these 3 funded children.

Children attending the nursery come from a wide catchment area. All are English speaking and none come from minority ethnic backgrounds. This is a generally prosperous area and no child is from a socio-economic disadvantaged background. The nursery is pleased to accept children whatever their background or ability. The nursery has policies and procedures in place to support the admission of children with additional learning needs. Very few children attending the nursery have been identified with additional learning needs.

Children attend the nursery from aged 6 weeks and move on to their next stage of education at any time following their 3rd birthday, depending on their receiving school. The nursery operates between 7.30 a.m. and 6 p.m. for 51 weeks of the year, excluding bank holidays.

The nursery was last inspected by Estyn in October 2007. Since then the nursery has been taken over by the current proprietors and substantial changes made. CSSIW inspected the setting in 2012; there were no recommendations.

Summary

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

Current performance

The current performance of the nursery is excellent because:

- the leader's high expectations are achieved in practice;
- the nursery provides children with excellent learning opportunities well matched to their ability and interests;
- children are actively involved in their own learning and are well aware of their achievements, particularly in their skill development;
- of the range and quality of the teaching;
- assessment results are very well used in planning so that tasks are very well matched to children's ability;
- children behave extremely well.

Good features include:

- the care, support and guidance the children enjoy;
- the stimulating learning environment provided for the children;
- the partnership with parents and their support of the nursery.

Prospects for improvement

The nursery's prospects for improvement are excellent because:

- the leader provides the nursery with outstanding and dynamic leadership focused on providing the best possible experiences for the children;
- the leader provides every opportunity for the staff to develop their professional expertise;
- the leader manages time very well enabling staff to prepare and reflect on their work;
- of the quality of self-evaluation;
- of the outstanding team spirit that is evident, and the staff's willingness to introduce and evaluate new ideas;
- the support provided by the local authority support teacher;
- the well established track record of implementing change.

Recommendations

The setting needs to:

R1. maintain (and where possible improve) the current high standards of provision and children's achievement.

R2. continue to develop the outside provision for the children so as to further extend the children's experiences.

What happens next?

'The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.'

Main findings

Key Question 1: How good are outcomes?	Judgement
--	-----------

Standards: Judgement

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Wellbeing: Judgement

Children's wellbeing is given a priority. Relationships and behaviour are excellent.

Key Question 2: How good is provision?	Excellent
--	-----------

Learning experiences: Excellent

The planning of learning experiences is successful in engaging all children. It is done collaboratively and is highly imaginative and innovative and suitably encourages all children to become involved. Children's views and ideas are taken into account and the planning is well directed towards meeting the Foundation Phase outcomes.

Weekly planning is outstanding in that it is systematic with two focused tasks per day, followed by continuous provision or enhanced provision for children depending on their ability. This provides for re-enforcing activities where necessary and more challenging work for the more able. In this way all children, whatever their ability are well supported and in reality make very good progress.

Overall, the curriculum builds on existing knowledge, understanding and skills.

The planning for the development of children's communication, numeracy, ICT, personal and thinking skills, is excellent. An outstanding feature is the active involvement of these young (3 year old) children in their own learning. These children are aware of their learning targets and this is re-enforced by the use of "skills rings". These skills rings comprise skills targets and provide children with realistic but challenging objectives. Discussion with the children indicates that they know what they have to do to achieve their targets. Children are also aware of what they have previously achieved. This is outstanding practice.

Children have excellent speaking and listening skills and show high levels of interest when listening to stories. Overall, skills are very well developed across the curriculum where there is coherence in children's learning.

The planned curriculum is well directed at enabling children to work independently and in groups and to show respect and tolerance for others. There are very good opportunities for children to experiment, particularly using the well resourced outside and the forest school area. Children's thinking skills are well planned for in the varying activities, and the rich environment provided by the nursery are ideal for developing children's knowledge of the world they live in. Visits to the locality include visiting the farm adjacent to the nursery and further afield. Farm visits enable children to appreciate the care and attention young animals need.

Planning for developing children's competence in the Welsh language is good and ensures that it is used incidentally (such as during registration) and more formally. The children's knowledge and awareness of the traditions of Wales and the Welsh culture is developed through celebrating St. David's Day.

Teaching: Excellent

Staff have a very good knowledge and understanding of the Foundation Phase philosophy. They have a high expectation of all children whatever their background or ability. They are well experienced of working with young children.

Planning incorporates a good balance between child-selected and adult-led activities. Adults intervene appropriately in children's play activities. Teaching plans are sufficiently flexible so that teaching and learning are well directed at meeting children's individual needs. This is excellent practice. Children learn through play and active involvement resulting in children being committed to their tasks. The teaching, both inside and outside the classroom, ensures children's full participation and enjoyment. Children behave exceptionally well. They are tolerant and help each other.

Staff are good language models and use questioning effectively to challenge children and develop children's thinking skills.

Children identified with additional learning needs have access to the full curriculum but receive additional specialist help when necessary.

All children are assessed regularly and comprehensively and observations recorded. Assessment procedures are detailed and, in the main, focus on children's skill development. This gives an accurate record of children's development. An outstanding feature of assessment is its clarity and use in planning future activities. Assessment is based on set criteria and future tasks are based on individual children's level of understanding. There are two planned focus tasks each day which derive from the systematic planning of the term's theme and skills development.

Assessment of children undertaking the focused tasks indicate the level of ability and understanding of individual children and the subsequent identification of what needs to be provided, in terms of repeating the teaching, re-inforcement or enhanced tasks.

This ensures that each child participates in planned activities well matched to their individual abilities and needs. Another innovative feature is the use of “skills rings” enabling children to become increasingly aware of their targets in learning. This is an excellent example of the use of assessment.

Parents are given monthly reports on their child’s progress and these reports indicate by colour coding each child’s current level of achievement. Targets for future development are included so parents are made aware of what they can do to help their child improve.

Care, support and guidance: Good

The health and wellbeing of the children is given high priority. Staff know the children well and are sensitive to their needs and expectations. Appropriate policies and procedures are in place to cover all aspects of care, support and guidance.

The setting is a very effective learning environment that successfully promotes children’s personal, social and academic development where children are rarely without meaningful learning activities.

The setting has well established positive behaviour strategies and is free from all forms of harassment or anti-social behaviour. A warm friendly nurturing climate pervades the setting and adults and children are happy in each other’s company. Children are self-confident and know that they are well supported, respected as individuals and can seek and receive help whenever needed. Good arrangements are in place to promote healthy living, including the provision of healthy foods. The nursery was the first setting in the area to reach the first stage of the Healthy Pre—School Sustainable Award.

Children benefit from the rich and varied surrounding environment. The nursery embraces the “forest school” philosophy and children enjoy their outdoor experiences. Adjacent to the nursery is a working farm which children visit. They also make visits to the locality and further afield and all this helps to develop their curiosity about the world around them and their sense of wonder. The provision for their spiritual development is very good.

Day-to-day activities help foster values such as honesty, fair play and respect for each other and all children distinguish right from wrong. Children are encouraged to be responsible and a notable and outstanding aspect of the work of the nursery is that children are beginning to assume responsibility for their own learning. Children relate very well to each other and show that they care for each other’s feelings. There are well established and accepted rules of behaviour and children are involved in decision-making on a regular basis.

Children are becoming increasingly aware of the culture and traditions of Wales and Great Britain through, for example, the celebrations of St. David's day and other patron saints.

The setting is a safe, secure environment. No person can enter or leave unannounced and there is an effective communication system in place between the main location and the annex. All staff have received recent and appropriate training in child protection and good arrangements are in place to safeguard children. The nursery's arrangements for safeguarding children meet requirements and give no cause for concern.

The nursery has effective procedures for identifying and supporting children with additional learning needs. Any child suspected of having additional needs is carefully monitored and supported as necessary. Individual plans are drawn up indicating the personal targets for such individuals. Staff track the progress of children receiving targeted support and outside professional help is used where an intervention programme is needed to be set up. Parents are fully involved and progress is monitored regularly. Such children have access to the full curriculum.

Learning environment: Good

The setting's welcoming ethos is an outstanding feature. Staff greet the children who are happy to come to the nursery and they are very soon fully engaged in the activities set out for them. All children have equality of access and free play activities are regularly changed so as to provide children with a good variety of experiences.

Staff know their children well and meet their varying needs; they encourage children to be tolerant, to share and to form good relationships.

The learning environment, including the outside provision is innovative and stimulating and well suited to the requirements of the Foundation Phase curriculum. The main teaching room is adequate in size and attractively decorated. It is well resourced and children have direct access to an enclosed outside activity area where they can play independently. Appropriate outdoor clothing is available enabling children to use the outside during inclement weather. The nursery has no outside covered area. The nursery benefits from having an extensive grassed and wildlife area that is being developed along the philosophy of a "forest school".

The setting is able to accept children with behavioural or emotional disabilities and is suitable for those aged 3 years with physical disabilities. The setting seeks the views of parents on a regular basis – there are no instances of complaints.

The setting is generously staffed with well qualified and experienced practitioners. This is a stable staff team with a very low absenteeism record. The setting is well resourced to meet the requirements of the Foundation Phase curriculum and the

needs of the children. The building is well maintained and secure, and the outdoor area is well used.

Key Question 3: How good are leadership and management?	Excellent
--	------------------

Leadership: Excellent

The leader provides the nursery with outstanding and dynamic leadership that is well focused on providing the best possible educational experiences for the children. She has created a setting with a positive ethos where all staff and children are valued and challenged to do their best. A clear sense of purpose pervades all aspects of the work of the setting and as a leader she fully supports her staff. Staff share her values and they in turn, are encouraged to be innovative, inventive and to develop their own professionalism.

Her support for the staff is highly effective and an excellent aspect of her work. This has given them the confidence to excel and empowered them to take responsibility.

Another outstanding aspect of the leader's management style is her time management giving her staff time to plan and evaluate their work. A self-evaluative culture is evident in the setting and this is facilitated by staff having time to reflect on their work and to share experiences. Staff have opportunities to make presentations to their colleagues and this is a highly effective way to disseminate good practice, such as after attending a professional development course.

The leader has introduced many innovating and imaginative learning strategies such as the "target trees" where children can follow their systematic skills development and so become aware of their own learning.

Since assuming responsibility for the setting, the leader has overseen virtually the complete review of the facilities and the establishment of a well resourced, attractive learning environment. However, her focus is firmly directed at children's needs, their progress and achievement. There is a highly effective staff appraisal system in place that identifies and supports staff's professional development. This is having a beneficial effect on the quality of provision and the standards children achieve.

The leader has successfully implemented both national and local priorities, including outdoor learning and healthy eating initiatives.

Overall, the leader is highly effective in developing and sustaining high quality provision. The nursery is a highly successful, innovative and vibrant setting where the main focus is on children's development.

Improving quality: Excellent

The setting is highly effective in identifying its strengths and areas for development and this information has been, and is being used very well to bring about improvements in the provision and has a positive impact on children's progress and achievement. This is an outstanding aspect in the work of the nursery and has resulted in the very high standards currently shown. Areas for improvement are prioritised, costed and evaluated.

A positive culture of self-evaluation pervades the work of the setting. Staff are self-analytical and an open culture exists where staff have the confidence to discuss their ideas in focus meetings and sharing their ideas with colleagues. The innovative and imaginative teaching and learning strategies employed in the nursery have been used by the local authority in professional development courses for staff as an exemplar of good practice.

Parents have opportunities through questionnaires and discussion in parent's meetings to make their views known and these have been implemented quickly. Parents appreciate that their views as partners in their child's education are respected and acted on.

Funding is well focused on bringing about the desired improvements. Another innovative feature is that the leader provides staff with funding for their own area and so giving them extra responsibility.

Overall, the highly effective, very good self-evaluation that has been the feature of the setting over recent years has had a positive effect on the provision and has led to measurable improvements in children's progress and achievement.

Partnership working: Good

The nursery has established a good partnership with parents that has a positive impact on children's wellbeing and standards of achievement. Parents are kept well informed about the nursery through an introduction pack, newsletters, monthly reports, parent's meetings and through informal discussion. Parents have opportunities to comment on the provision and make suggestions. The nursery notes and acts on parental suggestions and requests. The nursery involves parents in their child's learning. In the monthly reports as well as providing information on their child's progress they are also made aware of future targets and as such can play an active part in their child's educational development. Overall, the nursery has established trust and clear communication with parents which impacts very well on children's progress and wellbeing.

The nursery also works with a range of external agencies as and when necessary. Parents are kept fully informed when external agencies are to be consulted so they can be fully involved.

Whilst children leaving the nursery move on to several different infant and primary schools, the nursery is in close contact with the schools through transition meetings. Receiving schools receive a report indicating children's achievements.

The local authority provides very good support for the nursery. The local authority support teacher works closely with the nursery and provides them with useful advice and suggestions. Nursery staff have benefited from arranged visits to similar establishments and by attending local authority courses. The local authority has recognised the nursery as an exemplar of good practice and has recorded teaching sessions for general use within the authority.

Resource management: Good

The nursery is an effective learning community that successfully supports children's personal, social and academic development. Staff work together well as a team sharing a common aim of providing the best provision for the children. To this end they have shared good practice through discussion sessions and attended professional development courses. The nursery has been identified by the local authority as an exemplar of good practice.

Teaching is characterised by its many innovative approaches to learning and this is highly effective in developing children as active participants in their own learning. The setting has a self-evaluative culture and an openness to review new ideas. The sharing of good practice and reflecting on current practice is a feature of the setting.

The setting is generously staffed with well qualified and experienced practitioners. Resources are well matched to children's needs and the requirements of the Foundation Phase curriculum. A notable and outstanding feature is how time is managed, enabling staff to have time to prepare, evaluate and reflect on their practice. Staff expertise is well used and good practice shared. The nursery is also forward thinking to the extent of making suitable arrangements for any contingencies that may arise. Priorities and areas for development have been identified and meet the agreed objectives of improving the provision for the children.

Appraisal is used effectively to identify staff's professional and personal needs. The setting successfully balances its effectiveness against cost and provides very good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Learners response

Children enjoy coming to the nursery – this can be seen in their attitude as they arrive and the way they quickly engage in activities set out for them. Children are confident and speak to a visitor without any hesitation. A good feature is their knowledge of their own learning. They partake willingly and with interest in all activities.

Appendix 2

The reporting inspector

Mr Eifion R Morgan	Reporting Inspector
--------------------	---------------------

Copies of the report

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

Glossary of terms

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
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 partnership's 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>

National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.