



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

**Kites Nursery Caerleon
Star Trading Estate
Ponthir Rd
Caerleon
Gwent
NP18 1PQ**

Date of inspection: March 2015

by

**Mary Dyas
Reporting Inspector**

for

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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About the setting

Kites Nursery Caerleon is an English-medium setting on an industrial estate outside the town of Caerleon in South Wales. Most children attending the nursery live locally. Most parents work within a twenty-mile radius of the nursery. Children move to the pre-school room when they are three years old.

At the time of the inspection, there were four pre-school children. All of were in receipt of funded educational provision from the local authority. Most children attending the nursery have English as their first language and none has a parent at home who speaks Welsh. A few children have additional learning needs and the setting has good policies and procedures in place to support them.

The Care and Social Services Inspectorate Wales last inspected the setting in October 2014. Estyn last inspected the setting in March 2009.

Summary

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

Current performance

The setting is good because:

- practitioners plan a range of interesting and stimulating activities that engage children in their learning
- teaching is good
- there is a good range of learning experiences indoors and outside
- relationships between adults and children are warm and caring
- nearly all children are happy and involved in their activities

Prospects for improvement

The setting's prospects for improvement are good because:

- leadership and management of the setting are good
- practitioners reflect on their practice and make changes to benefit the children
- leadership is effective and efficient;
- practitioners are committed to improving the provision
- the setting has made good progress since the last inspection

Recommendations

R1. Provide parents with information about the next steps in their children's learning.

R2. Build on the start already made to develop children's understanding of the importance of recycling and sustainability

R3. Develop the setting improvement plan to ensure it links clearly to priorities identified in self-evaluation and to include specific timescales and costs.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

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.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Planning focuses well on children's interests. A good range of activities stimulates, engages and challenges most children to learn effectively. Plans covers all areas of learning using the Foundation Phase skills and focuses on specific needs identified from observations of children's learning. Good use is made of the outdoors to extend the children's experiences. The practitioner knows the children very well and responds appropriately to their varying needs, abilities and interests. Planning clearly addresses the needs and interests of the children and, overall, learning experiences successfully enable children to develop communication, numeracy and ICT skills every day. There is a consistent focus on the Welsh language throughout the sessions. There is good attention paid to teaching the children that they live in Wales and St David's day celebrations to promote the culture and traditions of Wales appropriately.

Teaching: Good

The quality of teaching is good. The present practitioner is very well qualified and has a thorough understanding of Foundation Phase principles and practice. She uses a wide range of approaches to stimulate play and active learning experiences which interest and appeal to children of all abilities. Children have sufficient time to complete a task or to develop an idea and the practitioner intervenes appropriately and sensitively when needed. Planned activities take good account of children's interests and abilities. The practitioner knows the children very well and adapts well to individual levels of development when interacting with them.

Assessment of children's learning and development is well established. Regular observations of progress and wellbeing enhance children's personal records. There is a daily verbal exchange of information with parents and carers during the handover at the beginning and end of sessions. Parents receive an informative written report at the end of every term. This does not yet contain information to inform parents of the next steps in their child's learning or how they can help them to improve.

Care, support and guidance: Good

The nursery has a good range of up to date policies in place to keep children safe. Practitioners value children as individuals and strive to enable each child to develop their potential and personality. There are good arrangements to ensure that children settle quickly when they start at the setting and to ensure they are safe from harm and bullying.

The setting's arrangements for safeguarding children meet requirements and give no reason for concern. Procedures for checking the suitability of staff are robust and adhered to and there are good procedures for managing children's arrival at and leaving the setting.

Provision for ensuring children's spiritual, moral, social and cultural development is good. Practitioners are good role models and foster a sense of right and wrong and of treating one other with respect. The setting has good arrangements for the support of children with additional learning needs and has good relationships with outside agencies.

The setting ensures that children are aware of the importance of a healthy lifestyle and provides a range of healthy snacks and meals. Children are beginning to recycle paper in the pre-school room but arrangements to develop their understanding of sustainability are underdeveloped.

Learning environment: Good

The nursery has a caring and inclusive ethos that provides equality of access to all children whatever their background. The practitioners know the children well, is sensitive to their needs and shows children affection, consideration and understanding. She provides a calm and secure environment where children are relaxed and enabled to learn. Policies and procedures for dealing with specific instances of discrimination are in place.

The setting uses the available resources well to support the planned activities and include both manufactured and natural materials. Although the indoor space is quite small it has been well set out to provide the full range of areas of learning. The spacious outdoor area effectively supports and extends the children's learning and wellbeing.

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

Leaders share a clear vision for the setting with a desire for continuing improvement. They work together as a strong team where everyone knows their roles and responsibilities. The owner is fully involved in the life of the setting and knows the staff and children well.

The nursery has suitable arrangements for the review of staff performance that links to training opportunities. The manager makes regular observations of teaching and learning in the pre-school room and provides strong support for the practitioner.

The setting is addressing national and local initiatives. For example, the setting has addressed outdoor learning well and has gained awards for introducing the children to healthy eating and exercise.

Improving quality: Good

The setting's self-evaluation review indicates an accurate understanding of the quality of its provision and leadership and a sound knowledge of the standards the children achieve. Practitioners are open to new ideas and are willing to try out different ways of working. The nursery consults parents as part of the evaluation process. The current arrangements for noticeboards and diary dates to parents are a direct response to parents' requests for more information. However, the development of an action plan linked to the self-evaluation with clear timescales and resources needed is less well established. The setting makes good efforts to monitor the impact of the plan to see if any initiatives are bringing about the desired improvements.

Partnership working: Good

The setting has several partnerships that have a positive impact on children's progress and wellbeing.

Parents value the partnership with the setting. They have the opportunity for regular discussions with staff at the beginning and end of the day about their child's interests and progress.

The nursery has good relationships with two local schools to which many of the children move. The setting provides the schools with a range of useful information about the children that helps them to settle more quickly when they move on to full-time education. A particularly nurturing aspect is the opportunity they give to children who are anxious about the transition to go to meet their friends when staff from the nursery pick them up from school at the end of a session to return to the nursery for wrap-around care.

The setting makes effective use of the time given by the local authority. The support provided by the link teacher has enabled the setting to develop its planning appropriately and to provide support for the organisation of the different areas of provision.

The setting makes good use of the nursery mini-bus to enhance the children's experiences through a range of visits to the local community.

Resource management: Good

Practitioners in the setting are well qualified. They are able to access a range of training that has a positive impact, for example on effective self-evaluation and improving assessment through effective observations.

The owner and manager oversee the spending in the pre-school group. This does not always link to the findings in the self-evaluation review.

In view of the effective provision, good teaching and positive leadership, the setting offers 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.

Appendix 2

The reporting inspector

Mrs Mary Elspeth Dyas	Reporting Inspector
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Copies of the report

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

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings.</p> <p>(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>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.