



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

**A report on**

**Babes in the Wood Pre-School  
The Demountable  
Llanmartin Primary School  
Waltwood Road  
Llanmartin  
Newport  
NP18 2HB**

**Date of inspection: June 2016**

**by**

**Michael T Ridout  
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:

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

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## Context

Babes in the Wood Pre-School are a non-maintained English medium setting situated in the Underwood district of Llanmartin, near Newport. The setting is a privately owned business, established in September 2000. It operates in a demountable classroom in the grounds of Llanmartin Primary School. The joint owners are the registered persons.

The setting is registered to provide day care and education for a maximum of 24 children from the age of two. Children attend from Llanmartin and the local area. During school terms morning education sessions are provided and out of school sessions are offered in the afternoon. At the time of the inspection there were 42 children on roll. The Early Years Development and Childcare Partnership fund 16 three and four year olds, up to 10 hours per week.

Nearly all the children are English speaking and British born. They have little experience of the Welsh language at home, none are from ethnic minorities and none receive additional support with their learning.

There are five appropriately qualified and experienced practitioners, including the registered persons.

The setting has improved outdoor provision for learning and it gained the Bronze Eco Award in January 2014.

The Care and Social Service Inspectorate for Wales inspected the setting in November 2014 and Estyn in January 2012.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

Performance is good

- Most children enjoy learning and make good progress
- With few exceptions children are happy and well behaved
- Practitioners and children have good relationships
- A wide range of learning experiences engages children's interest well
- The learning environment is well organised
- Effective care and support assures children's health and wellbeing

### Prospects for improvement

Prospects are good

- The setting is well led, managed and resourced
- Practitioners understand well their roles and responsibilities
- Strong emphasis is placed on developing learning and teaching
- Teamwork and a shared sense of purpose are well-established
- Managers provide clear direction and self-evaluation is developing
- There is evidence of improvement since the last inspection

## Recommendations

- R1 Embed the use of assessments to help plan the next steps in learning
- R2 Ensure a strong focus on children's progress and outcomes in self-evaluation
- R3 Formalise monitoring to ensure the impact of initiatives on learning and teaching

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### **Standards: Good**

Children begin with a wide range of achievements. During their time in the setting most make good progress from their starting point. They steadily develop the skills to play and learn and achieve well across the areas of learning.

Most children steadily develop speaking and listening skills. Many join in songs and rhymes with enthusiasm, listen attentively and follow instructions. A few confidently initiate simple conversations, such as during role-play or when looking at books with an adult. A majority use simple vocabulary to make their needs known and a few use a wider vocabulary well. With few exceptions children enjoy listening to stories. A majority recognise their name and experiment with mark making in different contexts. A few begin to form letters, such as when signing a Fathers' Day card.

Progress in early mathematical skills is good. Many children confidently join in number songs and develop counting skills, such as during registration. A few count by rote to 10 and count up to five objects accurately. Many are beginning to use simple mathematical vocabulary, such as to describe the size and weight of objects. A few name shapes such as square and rectangle and most develop their understanding of money well, such as when 'buying' stamps.

Most children appropriately develop a range of skills in information and communication technology (ICT).

Children respond well to everyday Welsh. A few are beginning to use familiar Welsh vocabulary. For instance, they name colours and count to ten.

### **Wellbeing: Good**

Most children are keen to learn and have positive attitudes to keeping healthy and safe. They purposefully engage in a range of activities, including energetic play. Nearly all children confidently make choices and remain busy and on task for appropriate periods of time. They are well motivated and sustain interest and concentration well.

With very few exceptions children have good relationships with each other and with adults. Many show consideration for others, such as when sharing resources and at snack time. Standards of behaviour are good, although a few occasionally present challenging behaviour. Most relate well to other children and play in a calm and settled manner. They respond well to daily routines and most participate in whole group activities with enthusiasm.

Many children confidently state their likes and dislikes and their contribution to decision making within the setting is developing. Most gain in self-confidence and readily take turns as Helpwr Heddiw.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

A wide range of interesting learning experiences successfully promotes children's interest. The Foundation Phase is implemented well and planning appropriately promotes progression in line with children's needs. All areas of learning are well represented. Both indoor and outdoor activities are well structured.

Broad themes, such as 'People who help us' provide an interesting context for learning. Planning is detailed and activities are linked to appropriate learning objectives. Fortnightly planning is well structured and provides a good basis to guide practitioners in how and what children may learn from activities.

Literacy and numeracy skills are well promoted. Good use is made of the skills framework in planning activities. For instance, stories are used well to promote early reading skills and counting skills are developed in many activities. The focus on developing ICT skills is appropriate.

The provision for Welsh language development is well established and awareness of Welsh history and culture is appropriately promoted.

**Teaching: Good**

Teaching is enthusiastic and successfully promotes incidental learning. Practitioners support children's learning well and have high expectations. They have sound knowledge the Foundation Phase, provide good models of language and use a range of teaching approaches well. Practitioners know the tasks they are to support and skilfully promote learning through play. There is a good balance between practitioner led and child-selected activities. Children are given plenty of time to complete tasks and practitioners intervene appropriately. Opportunities for choice and independence are often well promoted.

Appropriate procedures for assessment are implemented. Practitioners conscientiously use focused and day-to-day assessments to compile detailed records for each child. A good start has been made in using this information to help ensure the activities planned provide sufficient levels of challenge.

Parents are kept informed about their child's progress through day-to-day contacts and the setting provides consultations and a detailed written report before children transfer to nursery education.

**Care, support and guidance: Good**

The setting provides effective care, support and guidance; this impacts well on children's personal development. Healthy lifestyles and caring for the environment are strongly encouraged. Healthy snacks are provided and children regularly participate in energetic activities. The provision to raise awareness of sustainability is well developed.

Practitioners strongly promote good behaviour. Appropriate emphasis is placed on spiritual, moral, social and cultural development. Children are encouraged to distinguish between right and wrong and to reflect on the wonders of the natural world. Positive values, including fairness, honesty and respect for others are well promoted. Cultural awareness is well developed, such as through the celebration of festivals.

Procedures to provide children with specialist support, including arrangements to support and integrate any requiring extra help with their learning are well established.

Arrangements to assure children's health, safety and wellbeing are implemented consistently. The setting has an appropriate policy and has procedures for safeguarding.

### **Learning environment: Good**

The setting is a happy learning environment with a welcoming and inclusive ethos. Good account is taken of children's backgrounds; they are treated equally and with respect. Practitioners are supportive and foster good relationships. This helps ensure children feel safe and free from undue anxiety.

Practitioners sensitively encourage understanding towards others and skilfully manage occasional challenging behaviour. Equal opportunities are strongly promoted. The setting is committed to making reasonable adjustments to ensure future children with disabilities do not experience less favourable treatment. However, the information provided for parents lacks clarity.

There are sufficient appropriately qualified and experienced practitioners for the number of children. There are enough learning resources to deliver the Foundation Phase. Imaginative use is made of resources, both indoors and outside. The accommodation is suitable and provides a safe and secure learning environment. Effective use is made of people and facilities in the community to enhance learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting is well led and managed. Leadership successfully promotes a strong teamwork ethos. Practitioners provide well for children's needs and have a shared sense of purpose. Managers establish clear direction, have high expectations and communicate well with parents.

Practitioners have a good understanding of their responsibilities, such as their role as key workers. An appropriate range of policies is in place and these are well implemented.

Managerial procedures are effective and the work of the setting is monitored informally. Managers place strong emphasis on developing practitioners' expertise, but strategic planning to help secure the impact of initiatives is not always sufficiently clear.



Procedures for staff supervision and appraisal are appropriate. Relevant areas for development are identified and suitable targets discussed.

The setting takes forward national and local priorities well. It successfully embraces the Foundation Phase philosophy and approach. There is strong emphasis on promoting equality, improving outcomes for children and tackling disadvantage.

### **Improving quality: Adequate**

Appropriate procedures for self-evaluation are implemented and a culture of self-improvement is established within the setting. Practitioners are appropriately involved in self-evaluation and the aspects identified provide a sound basis for further improvement. However, self-evaluation seldom acknowledges existing good practice and too little emphasis is placed on children's progress and outcomes. The setting takes account of the views of parents and children as much as possible, but has yet to formally seek the views of community partners. Furthermore, forward planning to show how targets will be achieved is insufficiently formalised and arrangements for monitoring are not embedded.

Improvement since the last inspection is good. In particular, the provision for Welsh language development is now well established, new resources for ICT enhance learning experiences well, the outdoor provision has been refreshed and children's profiles are more informative.

### **Partnership working: Good**

Strong partnerships impact well on children's learning and wellbeing. Friendly day-to-day contacts with parents promote well the exchange of information. When children join the setting parents receive an informative prospectus and they are strongly encouraged to support their child's learning. The exchange of information about children's progress is well promoted and parents receive newsletters that inform them about the setting's work and special events, such as fund raising for charity.

The setting seeks the views of parents through an annual questionnaire. Established links with the adjacent primary school help ensure a smooth transition to the nursery class.

The partnership with the local authority and other agencies, including the Wales Pre-school Playgroups Association, is beneficial. The setting provides placements for students and practitioners have visited another setting to share good practice in organising outdoor learning. The advice and quality assurance provided by the local authority impacts well on provision.

### **Resource management: Good**

Practitioners are effectively deployed and sessions are well structured. The provision successfully motivates children and established routines help ensure both indoor and outdoor facilities are well used. However, on occasions the pace of activities varies.

Managers regularly attend training events with other settings and practitioners attend appropriate courses to update their qualifications. They reflect on the practice discussed and work hard to develop their own practice in the setting.

The impact of resources is reviewed informally. Managers systematically monitor income and expenditure and accounts are independently audited. The setting has received a grant to fund the purchase of resources, such as for literacy and ICT, but planning for future resource needs is insufficiently formalised.

Taking into account improvements since the last inspection, the setting ensures the resources and the funding received for early entitlement education, are used to good effect. This impacts well on children's outcomes and represents value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

*denotes the benchmark - this is a total of all responses since September 2010.*

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	11	9 82%	2 18%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	11	9 82%	2 18%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	11	9 82%	2 18%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	10	6 60%	4 40%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	10	10 100%	0 0%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	11	10 91%	1 9%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	11	9 82%	2 18%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		77%	23%	0%	0%		
My child is safe at the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	10	9 90%	1 10%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	11	9 82%	1 9%	1 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	11	9 82%	2 18%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	11	8 73%	3 27%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	9	7 78%	2 22%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	31%	4%	1%		
The setting is well run.	10	10 100%	0 0%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Michael T Ridout	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.wales](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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 partnerships conditions of registration.</p>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

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