



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

**A report on**

**Little Angels  
c/o St Gabriels Primary School  
Ringland Circle  
Ringland  
NP19 9PQ**

**Date of inspection: October 2016**

**by**

**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

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.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2016: 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 material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 13/12/2016**

## Context

Little Angels Pre-School Playgroup is a privately owned setting based in St. Gabriel's Catholic Primary School in Newport, Gwent. The setting opened in September 2006. It is registered to care for 24 children under the age of eight years and takes children aged two years four months to four years of age. The setting is open for five days a week during school terms, offering both morning and afternoon sessions. The owner works part time in the setting, dividing her time between Little Angels and its sister setting. A supervisor is responsible for the day-to-day management of the setting. There are six other members of staff employed, one of whom works mainly as an administrator. All staff work part-time and are suitably experienced in working with young children. There are currently 32 children on roll. These include 28 three-year-olds, who receive funding from the local authority.

Nearly all children have English as their home language and none speak Welsh at home. There were no children with identified additional learning needs attending the setting at the time of the inspection.

The setting was last inspected by the Care and Social Service Inspectorate Wales (CSSIW) in March 2015 and by Estyn in March 2011.

## Summary

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

### Current performance

The current performance of the setting is good because:

- Nearly all children make good progress and achieve well in line with their age and stage of development
- Nearly all children enjoy their learning and engage well with the activities offered
- Nearly all children join in singing familiar songs and rhymes along with the relevant actions enthusiastically
- Nearly all children count confidently together to ten and many count objects accurately to at least five independently
- Most children use mathematical language correctly when describing objects
- Most children behave well in the setting
- Nearly all children interact well with adults and ask for help when they need it
- Practitioners plan an interesting range of learning experiences that engage the children and motivate them to investigate and learn
- The setting creates a warm and friendly ethos where children feel safe and happy

### Prospects for improvement

The setting's prospects for improvement are good because:

- The manager, supervisor and practitioners work together closely to provide a happy and stimulating learning environment
- Practitioners support one another well and work as a strong team
- Practitioners receive appropriate training that has a direct effect on improving children's outcomes and wellbeing
- The self-evaluation report accurately reflects the current position of the setting
- The setting is making good progress towards meeting improvement targets in the development plan
- Individual roles are clear and together practitioners ensure that the setting runs smoothly
- There are strong partnerships with parents and with the school that support children's learning and wellbeing successfully

## Recommendations

- R1 Develop the use of formal observations of teaching as a method to share good practice
- R2 Ensure that self-evaluation involves all stakeholders and focuses clearly on the impact of actions in raising children's outcomes
- R3 Improve the use of visitors and the local community to enrich children's learning experiences

### 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?

Good

#### Standards: Good

Nearly all children make good progress during their time in the setting. Most concentrate for sustained periods and persevere with tasks readily, for example when printing using large autumn leaves and observing the shape they leave. Nearly all children make clear choices about the activities they would like to take part in and clearly enjoy their learning experiences.

Most children are developing their speaking skills successfully. They communicate their feelings and are happy to speak to visitors about what they are doing. Nearly all children join in enthusiastically singing familiar songs and rhymes, accompanied with the relevant actions. Most listen well to stories and demonstrate their interest and understanding through their comments and questions. Most recognise their written name during snack time and many are beginning to try to write their name, for example when labelling a piece of work to take home.

Nearly all children count confidently together to ten and many count objects accurately to at least five independently. A minority of children, that are more able are beginning to understand the concepts of one more and one less than. Most children use mathematical language correctly when describing objects and are familiar with the names of basic shapes such as triangle, square and circle.

Nearly all children handle an appropriate range of electronic toys and equipment confidently, for example when they use a toy blender in the home corner pretending to make soup like the one they had for snack.

Children's use of the Welsh words and phrases that they have learned is developing well. Many respond in Welsh when asked the colour of an object and at snack time most say 'diolch' when offered items of snack and a drink. Most children are developing their thinking skills successfully, for example when they feel inside a bag and try to identify a piece of fruit by touch.

#### Wellbeing: Good

Nearly all children enjoy their time in the setting. They are familiar with the daily routines, arrive happily and settle quickly to a chosen activity. Relationships between children are good. Most children behave well, share equipment willingly with one another and know how to take turns. Many play together in pairs or small groups, sharing equipment well and interacting positively with one another.

Children's independence is developing well. Nearly all help themselves to snack when offered a choice of items of food and many pour their own drink successfully. Most make clear choices about what they would like to do during free play and concentrate for worthwhile periods of time before moving on to something else. Nearly all children interact well with the adults and ask for help when they need it.

Most children confidently make suggestions about what they would like to do as part of a theme and how they would like their role-play area set up. For example, when setting up a home corner they contribute worthwhile suggestions such as including dog bowls, oven gloves, a Hoover and a television.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Good**

Practitioners plan a comprehensive range of varied and interesting activities that stimulate and motivate the children to investigate and participate in learning actively. There is a strong emphasis on children learning through play and a good balance between child-initiated and adult-directed activities. Practitioners ensure that they take account of the differing developmental needs of children when planning. This contributes positively to the good progress made by nearly all children in the setting.

Activities build on children's previous learning systematically and develop children's literacy, numeracy and physical skills successfully. Practitioners make beneficial use of circle time and adult-led activities to develop children's speaking and listening skills. There are useful opportunities for children to develop their information and communication technology (ICT) skills during free play. Examples include when using metal detectors in the sand tray to find treasure, a range of electronic toys in the role-play area and manipulating four-wheel drive remote control vehicles skilfully. The setting uses the outdoors daily to enhance children's literacy and numeracy skills further. For example, as part of their theme looking at harvest fruits and vegetables, children counted objects up to five and used money to pay for items in the outdoor role-play shop.

Practitioners use simple Welsh phrases and words informally throughout the sessions. Good use is made of St. David's Day to develop children's knowledge and understanding of Welsh culture through cooking, storytelling, songs and craft. Nearly all children know they live in Newport, which is in Wales, and proudly followed the progress of the athletes in the recent Paralympic Games.

Children are developing a good understanding of the wider world when they celebrate different festivals such as Chinese New Year and Diwali. However, there are limited opportunities for children to learn about their immediate locality through the use of visitors to the setting.

### **Teaching: Good**

Practitioners have a secure knowledge of Foundation Phase practice and use a wide range of approaches to stimulate children's learning. There is an appropriate balance between child-selected and practitioner-led activities that meet children's needs successfully. Practitioners work purposefully as a strong and co-operative team. They share responsibility for delivering focused tasks and, as a result, all practitioners gain a valuable understanding of areas of learning and of how to develop children's skills across the curriculum effectively.

Practitioners are experienced and know when to intervene to extend learning and when to allow children opportunities to explore and to discover for themselves. They manage children's behaviour well and are sensitive to the needs of individuals. There are clear routines in place that help children to feel safe and confident.

Practitioners take responsibility for groups of individual children and carry out good quality observational assessments. They inform parents about their child's progress through informal discussions at the beginning and end of the session. In addition, the setting offers parents two opportunities during the year to receive a written progress report. They are able to look through their child's work and personal profile. As a result parents have a clear understanding of how they can best support their child's learning at home.

### **Care, support and guidance: Good**

Practitioners promote children's spiritual, moral, social and cultural development successfully. Children recognise and celebrate diversity through the celebration of a range of different festivals, for example, Diwali and Eid. Practitioners provide children with worthwhile opportunities to experience a sense of awe and wonder when they visit a nearby open space to look at seasonal changes in the environment. Children know it is important to share and to take turns and most manage this successfully, demonstrating good social skills.

The setting has effective arrangements for promoting healthy eating and drinking. Children have beneficial opportunities to take physical exercise outdoors every day. They understand the need to wash their hands before eating and enjoy healthy snacks. The daily practice of recycling their unfinished snacks supports children's awareness of sustainability and the importance of looking after their environment correctly.

There are currently no children identified as requiring additional support with their learning. However, effective systems are in place should the need arise and the setting has good relationships with outside agencies to access support and advice when required.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. All practitioners have appropriate and up to date training and know and understand their responsibilities clearly.

### **Learning environment: Good**

Little Angels is a warm and friendly environment where practitioners respect children as individuals. As a result, nearly all children feel happy and enjoy their time in the setting. All children have equal access to all areas of the curriculum. There is an effective range of policies and procedures to keep the children safe and to promote their wellbeing. These are regularly updated and available to parents and carers.



Practitioners are good role models. They treat the children kindly and fairly, for example, when helping them to share, encouraging them gently to let others have a turn. Children have worthwhile opportunities to contribute their ideas, such as when planning a new role-play area. As a result they feel listened to and valued.

There are a suitable number of well-qualified practitioners. Resources are age appropriate and sufficient to meet the requirements of the Foundation Phase areas of learning. Practitioners use them well to support the needs of the children, and often include natural resources in addition to man-made ones. The outdoor area is easily accessible from the main room and although there is limited opportunity for children to move freely between the learning areas, practitioners plan carefully to support its daily use. Children are able to make independent choices when following their interests and develop their own learning successfully. Practitioners make good use of all space to create a bright and attractive learning environment. A range of colourful displays and photographs celebrates children's work and achievements positively. Beneficial visits to the school grounds and to a nearby green space enhance children's learning experiences purposefully.

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

### **Leadership: Good**

Both the manager and supervisor are very experienced in working with young children and are committed to providing a happy and purposeful learning environment. Their individual roles are clear and together they share this vision to ensure the setting runs smoothly, for the benefit of both staff and children. Practitioners value one another's strengths and work closely together to create a strong team. They are in constant communication with one another regarding the needs and interests of individual children, and work together to ensure they meet these needs effectively. Daily discussions ensure that everyone understands what is happening and helps consolidate any changes they need to make. As a result, practitioners are well equipped and knowledgeable in supporting and developing children's learning.

Performance management procedures are well established and all practitioners take part in an annual programme of appraisal. They identify personal training needs and staff records demonstrate that practitioners engage in a wide variety of relevant training courses. As a result the setting has adapted its planning to ensure a stronger focus on developing children's literacy, numeracy and Welsh language skills. This is effective in raising children's standards. There are suitable opportunities for practitioners to share and develop their practice through regular staff meetings. However, the use of formal observations of teaching as a method to share good practice is at an early stage of development.

The setting pays good attention to local and national priorities such as healthy living and ensuring a strong focus on developing children's literacy and numeracy skills.

### **Improving quality: Good**

The setting's current self-evaluation document identifies strengths and areas for development successfully. All practitioners share a common commitment to providing good quality learning experiences for the children. They are open to new ideas and try out different ways of working willingly. The targets identified in the setting's development plan link closely to the self-evaluation process. They focus well on improving provision and are beginning to focus on how actions taken will impact on improving outcomes for children. However this often informally done, and as such is not always evaluative enough and does not always take account of all stakeholder views well enough. Practitioners take clear actions to implement good practice and make changes to planning resulting in positive gains and improvements for the children. Targets for improvement are realistic and achievable, with clear time scales set. However, specific costs are not always identified well enough. There is clear evidence that the setting works hard towards meeting its current targets, for example developing children's understanding of ICT through the acquisition of a wider range of equipment and, in their planning, ensuring that they highlight opportunities for children to use ICT across areas of learning.

Leaders have worked well to meet the recommendations in the last inspection, in particular in improving communication with parents. The use of social media is particularly effective in this respect.

### **Partnership working: Good**

The setting's partnership with parents and carers is strong. Parents speak highly of the practitioners and feel that their children are happy and eager to attend. Practitioners keep them well informed about what their children are learning about. Regular newsletters give helpful information about current themes and informal discussions at the beginning and end of the sessions provide useful updates. Parents are encouraged to become involved with the current topic by contributing items of interest. The setting's use of social media further enhances the level of communication with parents. This has a positive impact on children's wellbeing and their engagement with the activities in the setting. For example, during the inspection, the children had soup for their snack made from butternut squash, which was donated to their harvest table. Practitioners shared the recipe via the social media site, resulting in the children not only enjoying the healthy soup, but also the handpicked blackberries brought in by a parent the following morning.

Partnerships with the school where the setting meets are very positive. There are strong links with the reception class teacher that ensure a smooth transition for the children as they move on to the school. The setting's beneficial partnership with the local authority advisory teacher supports the continuing improvements well. For example, the use of new assessment and tracking procedures informs planning for individual children's next steps in learning effectively.

**Resource management: Good**

The setting makes effective use of staffing and resources to support the children in their learning. The manager, together with the supervisor, deploys staff well and practitioners understand and undertake their roles and responsibilities diligently. Practitioners work together as a team effectively and readily take particular responsibility for a group of individual children to ensure consistency of provision. The sharing of ideas and professional knowledge amongst practitioners supports good quality teaching and planning successfully. A plentiful supply of good quality resources enhances planned learning activities meaningfully.

The administrator successfully and efficiently oversees the budget, together with the manager making joint decisions about expenditure on new equipment, and always ensuring that the targets in the setting development plan have priority. .

In view of the positive outcomes for children, the setting provides good 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.	19	14 74%	5 26%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	19	15 79%	4 21%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	19	15 79%	4 21%	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.	19	13 68%	6 32%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	18	12 67%	6 33%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	18	15 83%	3 17%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	19	14 74%	5 26%	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.	18	13 72%	5 28%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	19	15 79%	4 21%	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.	14	10 71%	4 29%	0 0%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	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 am kept well informed about my child's progress.	18	13 72%	5 28%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	19	15 79%	4 21%	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.	19	12 63%	7 37%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	17	13 76%	4 24%	0 0%	0 0%	2	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.	16	9 56%	6 38%	1 6%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	19	15 79%	4 21%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### Reporting inspector

Mary Dyas

Reporting Inspector

### 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.