



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

A report on

**Norfolk House
9 Caerau Crescent
Newport
NP20 4HG**

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:

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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Context

Norfolk House Nursery is situated close to the centre of Newport in Newport local authority. The setting is registered to take up to 68 children from 0 to 12 years old. At the time of the inspection, there were 22 children on roll in the pre-school, including 18 children who receive education funded by the local authority. Most of the pre-school children speak English as their home language with a very few learning English as an additional language. The setting has identified a very few children with additional learning needs. There are two members of staff and an additional practitioner who leads on education in the setting's pre-school. All are suitably qualified and experienced in working with young children. The setting is overseen by a manager. The proprietor has led the setting since 2009.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in November 2015 and by Estyn in March 2010.

Summary

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

Current performance

The current performance in the setting is good because:

- Most children make good progress from their differing starting points
- They develop their communication and numeracy skills well
- Most children are developing their Welsh language and problem solving skills effectively
- Most children are keen to learn and have positive attitudes to new experiences
- Nearly all children come into the setting happily and settle to activities quickly
- All practitioners have high expectations of children and manage their behaviour well.
- They provide a wide range of interesting and engaging activities across all areas of learning
- All practitioners are consistently good language role models
- There is a warm and caring ethos in the setting

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's management team has a strong sense of purpose that promotes and sustains improvement
- Practitioners work together well and have a clear understanding of their roles and responsibilities
- The management team provides worthwhile support and challenge to practitioners which contributes well to raising standards
- The setting has a successful range of strategic partners who contribute positively to children's outcomes and wellbeing
- Practitioners actively seek out ways in which the setting can improve and respond effectively to any advice and guidance
- The setting makes good use of staffing and resources to support the children in their learning

Recommendations

- R1 Ensure assessments relate clearly to the learning intentions in order to identify children's next steps effectively
- R2 Record action points from management meetings regularly in order to ensure consistent progress
- R3 Evaluate setting improvement targets effectively in order to achieve the best outcomes for children

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

Most children make good progress from their starting points. They acquire new knowledge and skills readily as they explore their surroundings and try out new experiences. This prepares them well for the next step in their education.

Most children's literacy and communication skills are developing well. Most children listen attentively and talk confidently about their activities, such as how they will celebrate Halloween. They listen to instructions carefully and follow them accurately, such as when collecting their water bottles. Many children choose to look at books on their own, taking an interest in the pictures. They enjoy listening to stories, concentrate well and join in eagerly with rhyming words in a favourite story. Most children recognise their own names in print when they self-register. Many children are interested in writing and enjoy opportunities to mark make, including recording things they hear on a sound walk.

Many children are developing good early numeracy skills. They count to 12 correctly as part of the setting's daily routines and count down from 5 accurately. They use appropriate mathematical language in their play, including, identifying big and little sticks to make spiders' legs and talking about heavy items when using weighing scales outside.

Many children are becoming skilful in using a range of information and communication technology (ICT) equipment. They activate talking spots confidently to listen to instructions for finding seeds in a pumpkin. They operate pre-programmable toys with a good degree of accuracy and use the laptop computer skilfully.

Many children are developing appropriate problem solving skills, such as working out how best to stick felt pieces to card and how to make their magic potions stir more easily.

Children's Welsh language skills are developing well. Many children respond appropriately to the words and phrases used within everyday routines and join in with simple rhymes and songs. They respond appropriately to simple instructions during routines, recite numbers to 10 and identify colours in the environment. A few are beginning to use Welsh spontaneously in their play, saying they are tired and asking for help with activities.

Most children are developing their physical skills appropriately. They participate confidently in music and movement sessions, demonstrating good body control. They use the outdoor equipment to develop their co-ordination such as crossing stepping stones and moving over the large climbing apparatus competently.

Wellbeing: Good

Nearly all children come into the setting happily and settle to activities quickly. Most children are keen to learn and have positive attitudes to new experiences. They participate enthusiastically in activities and focus well on what they are doing. Most children make choices confidently about what they would like to do, such as when they choose what to put in the sand and craft materials for their pictures. Most children remain busy for appropriate periods of time and demonstrate perseverance, such as when adding eyes to spiders made in playdough, and removing seeds from a pumpkin with tweezers.

Most children behave well and show a sound understanding of the setting's Golden Rules. They respond positively when encouraged to follow them by practitioners. They are happy to sit and listen to adults and each other on the carpet. Most children are developing good social skills and chat about things that interest them, such as describing the costumes they are wearing for Halloween. Nearly all children co-operate well with one another and share toys effectively.

Most children develop their self-help skills effectively. They take their coats on and off, wash their hands independently and use resources freely in the setting. Many children contribute ideas on what and how they learn appropriately, including the resources they want to use for topics.

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

The setting provides children with a wide range of engaging activities across all Foundation Phase areas of learning. Practitioners use interesting themes to make learning relevant and to build steadily on what children know, can do and understand. There are beneficial opportunities for children to make decisions and initiate their own learning. As a result, children enjoy their learning and make good progress.

The setting provides children with worthwhile opportunities to develop their literacy and numeracy skills across all areas of learning. Practitioners promote children's speaking and listening skills well through daily large group sessions such as circle and story times. There are useful opportunities for children to recognise their names and to experiment with mark making, such as writing on slate outside and recording ingredients for magic potions. Practitioners encourage children to look at books regularly. They enhance children's enjoyment of stories by using interesting props and encouraging them to join in with familiar phrases. There are many worthwhile opportunities for children to count, sort and match, such as counting spiders in the water tray and sorting them into sets. Practitioners promote mathematical language effectively, such as encouraging children to talk about the weight of shells and stones in the outside area.

Practitioners make effective use of visits and visitors to enhance children's learning. Children go on sound and nature walks, and visit the local library and museum to find out about bugs. These activities enrich children's learning experiences and help develop their awareness of their local area.

Provision for Welsh language development is good. Practitioners make valuable use of incidental Welsh for simple instructions, greetings and questions during daily routines and planned and spontaneous activities. They encourage children to join in singing a range of songs and rhymes regularly. Children have valuable opportunities to learn about living in Wales and Welsh culture. They celebrate St David's and find out about famous Welsh buildings and sports.

Teaching: Good

Practitioners have a sound knowledge and understanding of the Foundation Phase. They plan a worthwhile range of stimulating and engaging activities that interest children well. They provide a good balance between child selected and practitioner led activities and make sure that there are plenty of opportunities for children to learn through play and first hand experiences.

All practitioners have high expectations of children and manage behaviour well. They interact effectively with the children, supporting them sensitively in their play. They know when to intervene to extend learning and when to allow children opportunities to find out for themselves.

Practitioners are consistently good language models. They use open ended questions skilfully to develop children's thinking, such as when discussing flavours and linking them to the colours of cake cases. They use Welsh meaningfully throughout the session and, as a result, children's Welsh language skills develop well.

Practitioners observe children regularly throughout the session. This helps them to evaluate how successfully the activities engage the children. They gather a wide range of information to monitor, assess and track children's progress appropriately. However, assessments do not always focus clearly enough on the skills that children are learning.

Parents and carers are kept very well informed about their child's progress through regular informal and formal meetings, progress reports and end of year written reports.

Care, support and guidance: Good

The setting promotes children's health and wellbeing well and encourages children to take care of themselves effectively. Practitioners help children understand why exercise is good for them and that milk helps them grow healthy teeth and bones. Regular opportunities to use the large outdoor equipment and lively music and movement sessions promote children's physical fitness successfully.

Learning experiences promote and foster children's spiritual, moral, social and cultural experiences successfully. Practitioners encourage children to treat each other and the adults in the setting with respect and kindness. They help children to learn how to be a good friend by encouraging them to share toys and equipment willingly. Children have meaningful opportunities to develop a sense of awe and wonder about the world when they explore autumn leaves and listen to sounds outside the setting. Practitioners encourage important values including fairness, respect and a sense of right and wrong successfully, such as when they promote the setting's Golden Rules.

The setting celebrates festivals such as Diwali meaningfully. This helps children to begin to develop an awareness of other cultures well. Practitioners provide useful opportunities for children to learn about sustainability by encouraging them to switch off lights when they go outside and turn off taps when they have finished washing their hands.

There are comprehensive arrangements to support children with additional learning needs. Practitioners involve parents successfully in supporting plans and evaluating progress, and the setting makes good use of advice and support from specialist services.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

There is a warm, caring and inclusive ethos in the setting. Practitioners know the children well, acknowledge their individuality and listen to their views and ideas. They treat all children fairly and provide equal access to activities. Practitioners ensure children develop tolerant attitudes and value cultural diversity such as by, providing dolls and costumes that reflect a range of cultures and races.

The setting provides good quality resources that support the requirements of the Foundation Phase well. Children can access these easily, enabling them to make meaningful choices and promoting their independence successfully. Practitioners make good use of the available space to provide a bright and stimulating environment for learning. The accommodation is of good quality, well maintained and secure. Displays are attractive, reflect recent learning activities effectively and help to create a welcoming environment.

The setting has developed the outdoor environment successfully to develop children's interests, such as providing a mud kitchen and an inviting story area. Chutes for large scale water play, weighing scales and writing boxes in the outdoor area promote the development of children's literacy, numeracy and thinking skills well. Although the outside area is not freely accessible to children, practitioners ensure that children go outside regularly to develop their physical skills.

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

The setting's management team have clear aims that focus effectively on improving outcomes and the quality of provision for children. They work together effectively and share responsibilities well, providing a happy and purposeful environment where children are stimulated and eager to learn.

The management team ensures all practitioners work together well and have a clear understanding of their roles and responsibilities. Managers have high expectations of all practitioners and convey this effectively. They provide worthwhile support and challenge to practitioners, in order to raise standards and improve the quality of teaching. For example, they challenge practitioners to provide worthwhile opportunities to develop children's communication skills in the outdoors.

The management team has a good understanding of the requirements of the Foundation Phase. They actively seek out ways in which the setting can improve and respond effectively to any advice and guidance. They meet informally to discuss relevant priorities, such as progress with improvements and managing staff training. However, they do not record the outcomes of meetings regularly. As a result, communication between managers regarding the monitoring of the setting's progress is not always clear.

The setting has well-established performance management procedures that include all practitioners. Through the annual appraisal meetings, managers identify personal training needs effectively. For example, following training, practitioners have developed the book area to ensure it is attractive to all children. They provide valuable support through regular and less formal supervision meetings, providing useful opportunities for practitioners to discuss any concerns and their progress towards meeting appraisal targets.

The setting pays good attention to local and national initiatives and responds enthusiastically to opportunities to develop and improve its provision. For example, practitioners created an effective outdoor learning environment that supports the development of children's literacy and numeracy skills well.

Improving quality: Good

The management team and staff know the setting well and have a clear commitment to continuous improvement. All staff work together effectively to identify areas for development and to plan how to move forward.

The current self-evaluation document identifies strengths and areas for development effectively. The setting makes good use of information gathered from monitoring and self-evaluation to draw up appropriate improvement plans. The targets in the setting's current development plan relate well to improving outcomes and provision for children. They promote national priorities appropriately, such as developing outdoor learning and children's Welsh language skills. The management team monitors progress carefully. However, managers do not evaluate the impact of improvements well enough to know what difference they make to the setting's provision and children's standards and wellbeing. As a result, there is a lack of clarity in relation to how effective the improvements have been.

Managers consult practitioners, parents and children appropriately as part of the self-evaluation process. They address any concerns promptly to improve standards and provision, such as improving communication with parents by adding information on the setting's topics to the notice board.

Practitioners are open to new ideas and respond positively to support from the local authority advisory teacher. This helps improve the quality of learning experiences provided. Following recent advice, the setting developed the outdoor area to include a mud kitchen. This promotes children's communication and problem solving skills successfully.

Partnership working: Good

The setting has a successful range of strategic partners who contribute positively to children's outcomes and wellbeing. Partnerships with parents are strong. Practitioners keep parents well informed about what their children are learning through informal contact at the start and end of each day, as well as more formal consultations. Recently, practitioners have developed this process by providing parents with helpful monthly summary reports. The setting provides an interesting range of activities which encourage parents to support their children's learning. The setting provides parents with informative end of year reports which contain useful guidance on how they can support the next steps in learning.

The setting's links with local primary schools supports children in moving on to the next stage of their education well. Visits from teachers helps children to settle into school confidently.

The setting has valuable partnerships with the local community. Personnel from the emergency services have visited the setting to support children's understanding of the wider world.

The setting has a worthwhile partnership with the local advisory teacher. Practitioners benefit from advice and support in developing and improving the quality of the learning environment. They attend local authority meetings and training regularly, which provides them with useful opportunities to share ideas and concerns with other practitioners. They have effective links with other settings to share good practice.

Resource management: Good

The setting makes good use of staffing and resources to support the children in their learning. The management team ensures there are sufficient suitably qualified and experienced practitioners to support the effective delivery of the Foundation Phase. Children benefit from access to good quality resources that meet their learning needs well. These include ICT resources and resources to support learning in the outdoors.

Practitioners access a useful range of suitable training. They share ideas from training and visits to other settings to improve the quality of their teaching and provision. For example, practitioners have attended training to help them increase children's interest in books. Practitioners evaluate the impact of training on children's learning effectively.

The proprietor oversees the budget successfully to ensure the most efficient use of funds. Practitioners consider all spending against the potential impact on children's learning and wellbeing carefully, and make joint decisions about buying new equipment. This means that spending decisions are appropriate and in line with identified areas for improvement. For example, funding has been used to erect a shelter which has increased opportunities for children to learn in the outdoors.

In view of the positive outcomes for children and the effective learning experiences available, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The Reporting inspector

Debbie Collins	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)

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 partnerships 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.