



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

A report on

**Sticky Fingers
Pen-Y-Clawdd and Llangovan Hall
Pen-Y-Clawdd
Near Raglan
Monmouth
Monmouthshire
NP25 4DW**

Date of inspection: April 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

Sticky Fingers is a privately owned setting operating from Penyclawdd and Llangovan village hall on the outskirts Raglan in Monmouthshire local authority. There are five permanent members of staff including the setting leader. The setting leader has been in post since September 2006 and is the responsible individual for the setting.

The setting is registered to take up to 19 children between the ages of two and eight years per session. The setting opens for five mornings and two afternoons per week for 40 weeks per year. There are currently 35 children on the register between the ages of two and four years and of these 17 are funded by the local authority.

All children attending the setting are from English speaking homes and no children come from homes where Welsh is spoken. During the inspection, there were no children with additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate for Wales in November 2015 and by Estyn in April 2009.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress during their time in the setting and achieve well
- Most children have positive attitudes to learning
- All children's behaviour is exceptionally good
- Children are able to have a say in what and how they learn
- The quality of relationships between the practitioners and children is very good
- Children are considerate and relate well to each other
- Children like coming to the setting and settle quickly and confidently
- The setting's practice ensures that children eat healthily and engage in physical activity on a daily basis
- The setting is a caring and supportive community

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader has a clear vision for developing and improving provision
- Practitioners work cohesively as a team
- Practitioners fulfil their roles and responsibilities effectively
- Effective staff appraisal identifies agreed targets for development
- Practitioners make good use of professional development opportunities
- Practitioners are open to new ideas for improving provision for children
- Partners to the setting contribute purposefully to identifying areas for improvement
- Targets for improvement are based upon a reliable self-evaluation process

Recommendations

- R1 Improve children's Welsh language skills
- R2 Improve opportunities for children to develop phonic skills
- R3 Ensure that learning experiences offer sufficient challenge to more able children
- R4 Improve opportunities for children to develop respect and understanding for cultural diversity
- R5 Improve the use of the outdoor environment

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. 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?

Good

Standards: Good

Most children make good progress and achieve good standards in line with their age and stage of development during their time in setting. They are able to recall prior learning well, such as when discussing why some objects float and others sink. Many children have good and imaginative thinking skills that impact positively on their learning and developing knowledge, for example when describing pirates and talking about whether a pirate life is a happy life.

Most children develop good listening skills and enjoy listening and responding to stories, songs and rhymes. Most children follow requests and instructions confidently and can apply this skill when interacting with computer programmes, for example when using the computer tablet to follow commands to place different 2D shapes into a grid. Many children have well-developed vocabulary and conversation skills. They are therefore able to express themselves effectively during spontaneous play and when speaking more formally with adults.

Most children understand that written words convey meaning and correspond to spoken words. Most children handle books as readers and many are able to recall elements from familiar stories accurately. Many children name a comprehensive range of alphabetic letters accurately. However, their limited knowledge and application of phonic skills do not allow them to decode texts and build words sufficiently well. Many children make marks with a purpose using a variety of instruments confidently, such as chalk, pencils, paintbrushes and feathers. A few children are able to write their names accurately, demonstrating their ability to select the correct letters in the correct sequence.

Most children develop good numeracy skills and are beginning to use them well in a wide range of contexts. All join in with simple number songs and rhymes to five, using their fingers to correspond to numbers accurately. Most children are able to count in sequence to 10 confidently, with a few counting reliably beyond 10. Many children recognise and name numbers to 10 and match objects to the numbers successfully. Most use basic mathematical language accurately to describe and compare the size and weight of objects. Many children can identify basic 2D shapes successfully and are able to sequence simple repeating patterns effectively.

Most children's competence in using information and communication technology (ICT) develops well as they progress through the setting. Many children operate listening centre equipment skilfully to access stories in the book corner and are able to select and respond well to a variety of programmes on a computer tablet. Most children operate a digital camera successfully to photograph peers, adults and their work. A majority of children are able to operate and control a programmable toy effectively.

Generally, children lack confidence in using Welsh and do not make sufficient progress in gaining Welsh language skills. Only a few children can count to five accurately and say how they feel in Welsh or describe the weather.

All children's physical skills are progressing well for their age and stage of development. For example, children confidently manoeuvre pedal trikes and cars. They are able to manipulate drawing and writing tools well.

Wellbeing: Excellent

Nearly all children enter the setting happily and settle quickly at the range of activities available to them. All children in the setting demonstrate exemplary behaviour and have very positive attitudes to learning. Nearly all children concentrate very effectively on activities for their age and stage of development. For example, children using the programmable toy demonstrate high levels of engagement over a significant time. As a result, they are able to identify and correct programming errors when over-running the target and persevere to complete the task successfully. Most children are confident to make independent choices about which activity stations they wish to work from during free choice periods. All children contribute very effectively to the planning process and articulate their thoughts and ideas about the coming topic for learning with confidence.

All children are extremely respectful and courteous to one another and adults in the setting. For example, children expressing a wish to sing and dance during circle time were encouraged and applauded by their peers spontaneously. Nearly all children co-operate and work well together. They engage with adults readily and confidently and are keen to communicate their thoughts and ideas, and their likes and dislikes. Many children initiate activities confidently and show high levels of self-esteem. For example, having located a pot of treasure by following a picture trail of clues, children decided to play their own game of hide and seek. All children are very good at taking turns and are able to share toys and resources successfully whilst engaged in play activities. The way that children support each other is a very strong feature of the setting.

All children are confident with the daily routines and respond very well to requests and instructions. Nearly all contribute enthusiastically to keeping the setting tidy and respond promptly to the tidy up signal. All children follow hygiene procedures independently and consistently well. Without exception, children demonstrate exemplary manners during snack time.

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

Through effective collaborative planning, and taking account of the views and ideas of the children, the setting provides a wide range of engaging learning experiences. Planning incorporates all aspects of the Foundation Phase curriculum successfully. There is a good balance between more structured learning activities and opportunities for children to investigate independently. Planning builds progressively on children's growing knowledge and understanding. However, practitioners do not always offer sufficient challenge to learners that are more able.

Generally, practitioners plan carefully to provide effective opportunities for children to develop their literacy and numeracy skills. There are increasing opportunities for children to develop phonic skills to support emergent reading and writing, but this is at an early stage of development. Children have regular opportunities to develop their ICT and thinking skills through a range of engaging tasks.

Practitioners plan the use of the indoor environment effectively and encourage children to experiment with new ideas and to develop their skills effectively. Children have suitable daily timetabled access to the outdoor area and to outdoor equipment such as pedal bikes and cars. Practitioners provide some planned outdoor learning experiences for children to develop their understanding, such as improving spatial awareness by following a picture trail. However, the setting does not offer a good enough range of opportunities for children to extend their knowledge and develop skills in the outdoor learning environment consistently. Few outdoor learning experiences link to curriculum requirements.

There are good opportunities for children to develop their personal and Welsh identity. Children regularly participate in Welsh celebrations and traditions. The setting does not provide sufficient opportunities for children to develop Welsh language skills. Children sing some familiar songs and practise counting in Welsh each session. There are some opportunities to talk about the weather and feelings in Welsh but practitioners do not use Welsh consistently enough throughout each session.

Effective use is made of the local community to enrich children's learning experiences. Children visit places of interest outside of the setting, including a farm, the local church, shops and a café. Visitors to the setting provide stimulating experiences for the children, such as an actor brought in to launch the pirate theme for learning. There are currently insufficient opportunities for children to learn about other cultures.

Teaching: Good

Nearly all practitioners have a thorough understanding of child development and a sound knowledge of the Foundation Phase curriculum. They are involved in evaluating the effectiveness of provision regularly. As a result, they understand the needs of the children well and in nearly all occasions provide rich experiences for them.

The setting offers an effective balance between activities that are practitioner led and activities that children can choose to access independently. Practitioners organise well-defined and resourced areas of provision in the indoor environment. This provides children with valuable opportunities to learn through self-directed play.

Practitioners have high expectations for children's behaviour and value children's contributions. The good and trusting relationships between adults and children add to the overall feeling of wellbeing in the setting and are a clear strength. Practitioners use effective questioning techniques to develop children's thinking and extend their learning. All practitioners intervene sensitively and purposefully in children's play activities and are generally good language models.

Practitioners are involved with monitoring children's progress against their individual baseline assessment profiles. In addition to maintaining individual learning journals for each child, the setting has introduced records to monitor progress in their ICT skills. Children receive useful verbal feedback from adults whilst engaging in activities, and this helps them to learn how to develop their skills. Practitioners do not give children opportunities to contribute to the assessment of their own or their peers' learning. Practitioners use weekly assessments and observations to inform future planning well overall. However, practitioners do not always identify next steps for learning that are sufficiently challenging for more able children.

The setting effectively provides parents and carers with information about their child's progress through a range of informal and formal meetings. As a result, parents are well informed about their child's progress.

Care, support and guidance: Good

Effective systems support the wellbeing, development and health of children in the setting very well. Children develop a sense of curiosity about the lives of others through planned activities and links with the local church. Appropriate policies are in place and updated regularly. Effective induction arrangements ensure that children settle quickly into the routines of the setting. There are also good arrangements for children moving on to primary school education and these help them to settle quickly at school.

Children receive effective guidance and support to develop respect for themselves and others. Practitioners encourage children to develop respect for their environment and to help keep the setting tidy. The setting successfully promotes values such as fairness and distinguishing between right and wrong. Practitioners ensure that all children behave very well and, as a result, children's understanding of the importance of taking turns and sharing is very well developed.

Children are encouraged to eat healthily and engage in daily physical exercise. Practitioners support the development of good hygiene practices, and children independently wash their hands before snack and after toileting. Day to day activities promote understanding of the world in which children live. Practitioners effectively reinforced this through visits to the local community and arranging visitors to the setting.

The setting has established policies and clearly identified practices to support and monitor any children with additional learning needs effectively. The setting has established good relationships with local authority specialist teams who provide training, support and guidance as and when required.

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

Learning environment: Adequate

Practitioners in the setting welcome children and parents warmly at the beginning of each session and treat all children fairly. There is an ethos of mutual respect between adults and children and this supports the development of very positive behaviour. However, there are too few opportunities for children to develop respect

and understanding for cultural diversity. The setting has good staffing levels and practitioners are suitably qualified and experienced in working with young children. Practitioners know the children well and are sensitive to their needs.

All children have equal access to the provision and are able to choose activities and to access resources independently. Practitioners create an effective environment for learning and displays of children's work are used to reinforce their learning well. Resources in the indoor environment are of good quality and meet the children's needs and the requirements of the curriculum effectively.

Currently, the outdoor provision is not well developed. Practitioners do not use the outside well enough to support children's learning across all areas of the curriculum. The building is in good condition and is well maintained. The setting provides a safe and secure environment for children to learn.

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

The experienced leader manages and leads the setting successfully. She has a clear vision for developing and improving provision and places a strong emphasis on staff development linked to outcomes from staff appraisals. As a result, practitioners successfully develop their knowledge and skills in order to respond effectively to the needs of the children in the setting. The leader has high expectations for learning and teaching, and monitors the impact of training events well. She manages the daily organisation and routines of the setting successfully in order to provide effective learning experiences for children.

All staff work cohesively as a team and understand their roles and responsibilities. In addition to shared responsibilities for all aspects relating to teaching and learning, individual practitioners assume specific roles, for example nappy changing, fundraising and overseeing any children identified with additional learning needs. Effective guidance from the leader ensures that practitioners reflect on their practice and are constantly looking to develop and improve. The leader is committed to providing a caring and welcoming environment. For example, parents may enter the setting with their child at the beginning of each day and stay until they are settled. As a result, children feel secure, parents are reassured and this contributes to the positive relationships with children and parents.

The leader ensures that all relevant policies are regularly updated and are implemented consistently.

Improving quality: Good

The self-evaluation process takes good account of the views of parents and all the practitioners in the setting. The self-evaluation process and report clearly show that the leader and practitioners know the strengths and areas for development of the setting well. They are aware of what they are doing successfully and what they need to do to improve. The self-evaluation report accurately judges children's achievements and progress in learning and the setting's provision for children. Judgements regarding leadership are also accurate. Systems are in place to review the self-evaluation report and setting improvement plan regularly, in order to monitor progress against targets.

The settings improvement plan strongly links with findings from the self-evaluation report and identifies professional development needs effectively, for example training on administering the national pupil profile to assess accurately a baseline from which to develop children's learning.

Partnership working: Good

Effective partnership links contribute well to children's development and wellbeing.

The productive partnership with parents is a strong feature in the organisation of the setting. Through a variety of means, practitioners keep parents well informed about all aspects of the setting's work and the progress their children are making. The setting regularly seeks the views of parents and responds promptly to any comments or suggestions. Practitioners provide useful suggestions and ideas for parents to support their children's learning. As a result, there is an organised approach to developing children's knowledge and skills.

Beneficial partnerships between local professional organisations and the setting enhance provision for children successfully. For example, children learn how to keep themselves safe during visits from the fire service. The positive working relationship with the consortium advisory teacher is beneficial to the work of the setting. As a result, targets for improvement are agreed and progress against targets monitored. Practitioners contact local authority specialist teams as and when additional support is required for children or when specialist professional development is needed. Good community links support and extend learning experiences for children.

A strong partnership established with the local primary school supports the transition of children from the setting to school well.

Resource management: Good

The leader has ensured that the setting has enough practitioners with suitable qualifications. She uses practitioners purposefully to ensure that the provision meets the requirements of the Foundation Phase and to challenge nearly all the children well. Practitioners successfully share their professional knowledge and make good use of professional development opportunities. For example, recent speech and language training has resulted in the provision of a quiet area for children to explore books. The leader has ensured that all practitioners reflect on their practice and the provision for children. They evaluate the impact of the practice and provision upon children's learning and wellbeing well in order continually to improve.

The effective use of resources ensures that children receive good quality learning experiences, especially indoors. The setting leader manages the budget efficiently and prioritises spending in line with targets identified within the setting's improvement plan.

In view of the outcomes achieved by the children, the effective provision and successful leadership, 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.	20	16 80%	4 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	20	14 70%	6 30%	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.	20	19 95%	1 5%	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	17 89%	2 11%	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.	20	14 70%	6 30%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	20	16 80%	4 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	20	15 75%	5 25%	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.	20	15 75%	5 25%	0 0%	0 0%	0	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.	20	17 85%	3 15%	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.	20	16 80%	4 20%	0 0%	0 0%	0	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.	20	13 65%	7 35%	0 0%	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.	20	16 80%	3 15%	1 5%	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.	15	11 73%	3 20%	1 7%	0 0%	5	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.	19	13 68%	6 32%	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.	20	14 70%	6 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	20	18 90%	2 10%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Mrs Amanda Jane Malkin	Reporting Inspector
Mr Andrew Thorne	Team Inspector

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.