



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

A report on

**Standing To Grow
Nantyffyllon Institute
Bangor Terrace
Maesteg
Birdgend
CF34 0HU**

Date of inspection: January 2019

by

Care Inspectorate Wales (CIW)

and

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

About Standing To Grow

Name of setting	Standing To Grow
Category of care provided	Sessional Care
Registered person(s)	Amanda Standing
Responsible individual (if applicable)	N/A
Person in charge	Gemma Davies
Number of places	24
Age range of children	2 to 4 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	8
Opening days / times	8.30am to 12.30pm Monday to Friday
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	No
Date of previous CIW inspection	31/10/2016
Date of previous Estyn inspection	First inspection
Dates of this inspection visit(s)	22/01/2019
Additional information	
There are no children who have English as an additional language.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Environment	Adequate
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve provision for developing children's Welsh language skills.
- R2 Ensure that assessment focuses effectively on children's progress across all areas of learning.
- R3 Ensure all children have access to appropriate outdoor play in a safe and secure environment and support them effectively to develop appropriate skills in the outdoor environment.

What happens next

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

Main findings

Wellbeing: Good

Most children make decisions about activities and choose resources independently. They speak or communicate their needs in a variety of appropriate ways and all their attempts at communication are valued and listened to. For example, they self-register on arrival with a pebble placed into one of three baskets depending on how they are feeling. A majority of children are involved suitably in choosing what they want to learn and their ideas inform the activities planned.

Nearly all children are happy and settle quickly on arrival. They form very close and positive emotional bonds with their keyworkers, which makes them feel secure, happy and relaxed. For example, during the morning circle time session, a few children choose to sit on practitioners' laps and hold their hands when dancing to songs. Nearly all children are beginning to play alongside or with others at a developmentally appropriate stage. Children have useful opportunities to express if they are unhappy or worried. For example, children can talk about feelings and emotions during small group sessions.

Nearly all the children are exceptionally well behaved in line with their age and stage of development. They are beginning to understand the importance of taking turns and sharing with friends. For example, the children take turns to select their salad and vegetables at snack time. During physical play, they wait patiently in line to use a balance beam and for their names to be called to run under a parachute. They show respect for their resources and enjoy tidying up together at the end of the session.

Nearly all children are engaged and interested in the activities on offer. For example, a group of two-year-old children screamed with excitement during physical play with a parachute activity. Most of the children take part in the daily yoga session where they jump, stretch and have lots of fun together. Most children enjoy taking part in physical play indoors and outdoors.

Nearly all children make very good progress according to their stage of development. They are developing a good range of self-help skills and most are confident to explore the environment freely and select activities that interest them. Most children wash their hands with minimal support from practitioners and select snacks and feed themselves independently. Most children clear their plates after their meal and put them in a separate container for washing.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

On entry to the setting, most children have literacy and numeracy skills that are lower than expected for their age. They make good progress from their starting point, particularly in the development of their personal and social skills.

Many children develop appropriate literacy and communication skills. They make themselves understood using simple phrases in their play and when responding to

adults. They talk about their activities with enthusiasm, for example when discussing a familiar story. Many children listen well to instructions and follow them carefully, such as when tidying up and washing their hands. They join in with songs and rhymes confidently. Most children show an interest in books and handle them as readers. They thoroughly enjoy listening to stories read to them and join in with repetitive phrases eagerly. Most children recognise their names, and find them on pebbles as they self-register. Many children are interested in writing and enjoy opportunities to make marks, including when playing in the role play shop.

Many children develop early numeracy skills well. They count to 14 with adult support, when they count who is in playgroup. They count up to five objects reliably and find the correct date at registration time. Many children enjoy exploring numbers in their play, such as looking for them on play money and on a tape measure. Many children are beginning to recognise a few shapes, such as identifying circular rice cakes at snack time and matching shapes on a tablet computer.

Most children use a range of age appropriate information and communication technology (ICT) equipment skilfully. They use tablet computers to find and play simple games confidently. Most children operate pre-programmable toys successfully.

Most children are developing appropriate problem solving skills, such as when working out how to make a teddy from playdough, wood and lolly sticks.

Most children's Welsh language skills are in the early stages of development. They reply appropriately to simple greetings and questions, such as responding to their names at registration time. They join in with actions for simple rhymes and songs enthusiastically and a few join in with repetitive words.

Most children are developing their physical skills appropriately. They manipulate small tools competently, such as using tweezers to pick up little bears. Many use pencils and paintbrushes with control. Most children develop appropriate gross motor skills, such as negotiating space on trikes and balancing on beams.

Most children participate in a variety of creative activities eagerly. They express themselves using paint, and dance and undertake craft activities, such as painting a box to make a bear's den with enthusiasm.

Most children develop appropriate personal, emotional and social skills. They play cooperatively in small groups, such as in the role-play shop and making music with pans. A few children are beginning to consider the needs of others, such as making sure their friends can see pictures in a book.

Care and development: Good

The registered person and practitioners are clear about their roles and responsibilities in promoting children's health and wellbeing. The setting has a comprehensive range of appropriate policies and procedures to support a safe child care service. Safeguarding is given high priority and practitioners are clear about what action to take in the event of a safeguarding issue. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners promote the importance of good tooth care effectively and provide parents and children with suitable information about how to live a healthy lifestyle. Children have freshly prepared healthy snacks and appropriate opportunities for physical play. Water is freely available throughout each session for children to access independently.

A suitable range of risk assessments, including fire safety, are in place to maintain a safe service, and drills are logged appropriately. The risk assessment for the outdoor area is not appropriate and lacks detail. There are clear procedures to manage accidents, pre-existing injuries and the administration of medication which are recorded appropriately and are regularly monitored. All practitioners have up-to-date and relevant training to ensure children's health and wellbeing is promoted well.

All practitioners have a clear understanding of the children's individual needs, abilities and preferences. They follow the behaviour management policy consistently, which sets realistic and clear boundaries for the children. Nearly all practitioners are skilled at promoting good behaviour and co-operation and give the children lots of praise and encouragement. As a result, children's behaviour is very good. Most practitioners refer to useful posters as visual aids to encourage cooperative skills positively. These include good listening ears, caring hands, quiet voices, nice sitting and being kind to friends. Practitioners lead by example, such as praising, thanking and being very caring and considerate toward their colleagues.

The setting provides a good level of responsive care which meets children's individual needs in a cheerful and caring atmosphere. Nearly all practitioners maintain detailed records of all children's developmental starting points on entry to the setting and record observations of their ongoing progress effectively. They include children's ideas when planning for the preschool next steps in play and learning in line with foundation phase principles. The use of Welsh for younger children is beginning to be promoted through songs and greetings.

Nearly all children have suitable opportunities for both free play and adult-led activities which are stimulating and developmentally appropriate. Children's achievements are celebrated with lots of verbal praise and their art and craft work is given high status and displayed in the setting.

Practitioners promote equality well by ensuring that multicultural resources are available, such as books and toys, and celebrating cultural festivals like Diwali, Chinese New Year and St David's Day. The setting has very effective procedures to support children with additional needs. Practitioners work closely with outside agencies such as health visitors, to provide appropriate support and guidance. They keep parents very well informed about their child's progress and involve them appropriately in setting targets.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

Practitioners plan interesting and stimulating activities that take account of children's stages of development and interests well. Activities reflect the foundation phase ethos successfully and provide worthwhile opportunities for children to make effective

choices and learn through their independent play. The outdoor area is not in use, and, as a result, children have few opportunities to experience outdoor learning.

All practitioners have a secure understanding of the requirements of the foundation phase. They use a suitable range of teaching strategies to encourage and motivate children to learn indoors. Practitioners use a wide range of resources imaginatively to capture children's interests, such as providing real food in the role play kitchen. As a result, most children sustain interest in tasks and enjoy periods of uninterrupted learning.

Practitioners are good language role models. They use purposeful questioning to challenge children to clarify ideas and extend their thinking. For example, when they encourage children talk about their feelings and why they occur.

Practitioners promote children's speaking and listening skills well through daily large group sessions, such as registration, singing and story times. They encourage children to look at books in a designated area indoors as well as in role-play areas, such as browsing supermarket brochures in the role-play kitchen. There are useful opportunities for children to recognise their name, such as finding them on pebbles on arrival. Practitioners provide valuable opportunities for children to develop their mark making skills using a range of media including paint, chalk and water.

There are beneficial opportunities to develop children's numeracy skills. Children have regular opportunities to count, such as counting children during registration and when posting little bears down chutes. Practitioners promote mathematical language effectively, such as encouraging children to weigh wellies.

Practitioners use every day Welsh appropriately during whole group sessions to greet and praise children and discuss the weather. They encourage children to sing a variety of Welsh songs, including songs to accompany transition times. However, the use of Welsh is not sustained consistently throughout sessions. As a result, children's skills are underdeveloped.

Practitioners promote children's awareness of Welsh history and culture appropriately. They celebrate St David's Day and provide costumes for dressing up and books on living in Wales.

The setting has a worthwhile range of procedures for assessing and monitoring children's progress. Practitioners observe children and identify what they can do and understand. They use this information effectively to plan their next steps in learning. At regular intervals, practitioners monitor children's progress thoroughly in developing their literacy, numeracy, physical, and personal and social skills. However, practitioners do not always monitor children's progress across other areas of learning well enough, including creative development and knowledge and understanding of the world.

Parents are kept well informed about their children's achievements through the setting's open-door policy, an open afternoon and a useful end of year report. This contains valuable information on how they can support their child's learning.

There are valuable opportunities to promote children's spiritual, moral, social and cultural development. Children have observed chicks hatch in the setting, which contributes to their understanding of how to care for animals.

The setting makes effective use of the local area and visitors to enhance children's learning and understanding of the wider world. For example, children visit the post office, the Cenotaph and a librarian has visited to read to the children. As a result, children learn about their local community and develop values such as care and respect well.

Environment: Adequate

The leader ensures children have access to a safe, secure, clean indoor environment. There is an effective system for managing access to the premises and a record of visitors is maintained appropriately. Practitioners complete suitable risk assessments and undertake a daily safety check of the environment. They demonstrate a good awareness of safety matters. For example, outdoor play sessions did not take place during the inspection, as they identified the risk of children falling on the icy pathway. On these occasions physical play space is provided indoors. Practitioners undertake regular fire drills and are knowledgeable about what to do to ensure the safety of children in the event of an emergency. For example, they use three blows of a whistle to alert children of danger. All required safety checks for the building have been undertaken.

The leader ensures most of the indoor play areas meet children's requirements and offer a good range of opportunities for children to be active, inquisitive and creative. The indoor environment is bright, clean and welcoming. The walls of the hallway and main playroom are decorated with attractive displays which celebrate the children's current artwork for the theme 'We're going on a Bear Hunt'. Practitioners make appropriate use of a second large hall used to provide useful opportunities for physical play.

The leader provides children with a good range of clean, safe and age appropriate resources that are easily accessible and well maintained. Children have access to furniture and equipment that is appropriate for their needs and promotes independence. The outdoor space currently poses risks to children's safety and the leader informed us that this area will not be in use until these risks can be reduced or eliminated. There is a suitable range of Welsh, multi-cultural and natural sustainable resources available for children's use.

Leadership and management: Good

The leader has a clear vision for the setting. She works effectively with all practitioners and has a strong focus on creating a positive ethos and caring environment where everyone feels valued. The leader communicates this vision to other practitioners and parents. However, the setting's statement of purpose does not describe the services and facilities available for children at the setting accurately. There is a strong commitment to team work and the leader works collaboratively with colleagues to develop children's wellbeing and enhance their learning effectively. The leader has high expectations of herself and all practitioners.

Practitioners have specific job descriptions and understand their roles and responsibilities well. They are reflective practitioners who understand the need to continue to develop the provision they offer and to sustain improvements. For example, they review their practice carefully to ensure they plan worthwhile learning experiences that engage all children. Practitioners visit other settings to see good practice. After a recent visit, practitioners have increased opportunities for children to contribute to the planning of activities.

The setting has appropriate systems for identifying its strengths and areas for development. All practitioners are committed to improving quality. The leader consults practitioners, parents and children appropriately as part of the self-evaluation process. She uses this information well and acts on any ideas thoughtfully. For example, practitioners suggested setting up a dining room to support the development of children's personal and social skills. As a result, children have more opportunities to develop independence and conversation skills. The leader monitors the setting's performance regularly and discusses the outcomes with practitioners to bring about improvements.

The leader ensures there are enough, suitably qualified practitioners to ensure good outcomes for all children and they are deployed appropriately. There are robust recruitment procedures to ensure children are safe. There are suitable arrangements to manage the performance of staff through appraisal and supervision. The leader focuses well on ensuring practitioners access training based on their needs. She seeks suitable training that will develop practitioners' practice and impact positively on children's outcomes. All practitioners are eager to take advantage of opportunities for continuous professional development and strive to improve their practice

The setting has developed a worthwhile range of partners, who contribute to children's learning and wellbeing successfully. There is good communication between the setting and parents using social media, regular newsletters and informal discussions. This ensures parents are kept fully informed of what their children are doing daily.

The local authority advisory teacher and development officer provide valuable advice and guidance, which practitioners implement readily. For example, practitioners have received training to support the development of children's speech and language skills and support to develop healthy eating habits.

The setting has established beneficial links with local schools. Practitioners ensure appropriate information is passed to schools at points of transition, including assessment data. Teachers visit children in the setting, which enables them to settle into school quickly and confidently.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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