



A report on

**Bright Beginnings Nursery (Porthcawl)
Florence Street
Porthcawl
CF36 3PF**

Date of inspection: January 2015

by

**Janet marsden
Reporting Inspector**

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW..or by email to publications@estyn.gov.uk

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Context

Bright Beginnings is a privately-owned day nursery situated in St David's Church in Nottage, Porthcawl. The nursery which opened in 1981 has been owned jointly by two proprietors since September 2008. It is open for five days a week for 51 of weeks of the year and caters for children from six weeks to five years of age. The setting also provides wrap around care and school holiday care for older children. One of the two proprietors has overall responsibility for day-to-day management of the setting. The pre-school co-ordinator is deputy manager.

The pre-school co-ordinator is responsible for the learning of children from two and a half years of age until they start school. She is supported when necessary, by the manager and staff from other areas of the setting. There are 15 children currently attending different pre-school sessions throughout the week. There are seven three-year-olds currently in receipt of funding from the local authority and no four-year-olds.

Most children who attend the nursery live in Porthcawl and the surrounding areas. All the children are from English speaking homes. There are currently no children with additional learning needs (ALN)

The nursery was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in December 2014 and last inspected by Estyn in 2008.

Summary

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

Current performance

The performance of the provider is good overall because:

- children have access to a good variety of fun activities that meet their learning needs and interests well;
- there are exceptionally good opportunities for children to contribute their own ideas for learning and make choices;
- there are excellent opportunities for children to develop their numeracy skills;
- practitioners set simple achievable targets for pupils that help them succeed in their learning; and
- adults and children joyfully celebrate each other's successes

Prospects for improvement

The prospects for improvement are good overall because:

- the setting is well led and managed;
- staff are very well-motivated and eager to improve their practice;
- staff training is very good;
- there is a good track record of securing improvement;
- partnership with the local primary school is very strong; and
- the setting works effectively with the local authority.

Recommendations

R1. Ensure that children acquire the necessary ICT skills to access the wider curriculum.

R2. Develop the use of the local environment to enhance the existing facilities at the setting.

R3. Ensure that development plans are consistently monitored against clear targets and success criteria that are linked to 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?

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because there were too few children present at the time of the inspection to report on without identifying individuals.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The well-planned curriculum successfully addresses all areas of learning and meets the needs of children effectively. Practitioners know the children well and skilfully adapt activities to meet their differing needs. However, session plans do not always identify separate activities for children at different stages of learning.

Learning experiences are often innovative, especially those that the children plan with adults. For example, children choose their favourite books as a basis for a variety of role-play and creative work. They imaginatively plan and build their own props such as a jeep to help them travel through the jungle or equipment to rescue a princess.

Practitioners enable children to regularly make choices in all aspects of their lives. There is much child-led learning, fun, laughter and messy play and this is an outstanding feature. For example, the children choose fresh spaghetti for making Fireman Sam's hoses and enjoy adding colour with their hands.

Adults read to children regularly in both English and Welsh and provide good opportunities for them to look at books for themselves. This helps children to develop their literacy skills well. There are frequent opportunities for children to 'write' and record their ideas using a variety of media. Practitioners make effective use of sounds in the outdoor learning environment to help children develop good listening skills. A superb range of role-play activities with adults enables children to develop a high level of confidence in speaking.

There are adequate planned opportunities for children to develop their basic ICT skills, for example when they use talking spots or operate programmable toys with help from the adults. However, planning for ICT does not develop children's skills sufficiently to enable them to use a computer or simple tablet device without a considerable degree of support.

There are excellent opportunities for children to develop their numeracy skills both through planned learning activities, daily routines and during their play. For example, they count how many of their friends are present and calculate how many cups and plates are required or how much fruit will be needed at snack time. Children

confidently use real coins to 'pay' for their snack and the 'shopkeeper' operates the till skilfully. Practitioners use number songs and the counting wall very effectively to motivate and engage the children in valuable learning.

Practitioners arrange a number of suitable visits that widen children's experiences. They also make imaginative use of unexpected events such as the installation of the new dishwasher to create spontaneous learning opportunities.

The setting promotes the Welsh language successfully through daily routines. Practitioners effectively encourage children to respond in Welsh when reading stories, singing songs and giving instructions. They use registration well to encourage children to speak Welsh and recognise the written language when placing their names and those of absent friends on the registration board. They begin to learn the days of the week, discuss the type of weather and locate the correct Welsh words. At snack time children talk happily in Welsh to their puppet friend Dewi Draeg.

Children have appropriate opportunities to learn about Welsh culture when they enjoy traditional Welsh foods during St David's Day celebrations or welcome one of Wales' Olympic gold medal winners as a visitor.

Teaching: Good

Relationships between children and adults are very good. Adults respect the children and value their opinions and views.

Practitioners have a secure knowledge and understanding of the Foundation Phase. Learning activities are well organised and purposeful. Practitioners have high expectations of the children and know their individual interests very well. They plan a good variety of imaginative learning experiences both indoors and outside that cater for children's different abilities and learning styles.

Teaching plans are sufficiently flexible to allow frequent opportunities for children to make choices. Practitioners are highly skilled in knowing when to allow children freedom to experiment for themselves and lead the learning and when to intervene. As a result children are committed to their tasks and participate fully in all activities.

Practitioners explain tasks and give information clearly. They question children skilfully to check their understanding and help them develop their ideas. Practitioners make imaginative use of resources, particularly role-play equipment to enhance learning. For example, when explaining the work of dentists, practitioners use mini marshmallow 'teeth' for children to count and place in their cardboard 'mouths'

Assessment is a very good feature of the work of the setting. Practitioners regularly observe children and keep detailed records on what they are able to do. 'Skills Rings' provide staff with a highly effective overview of children's achievements in all areas of learning and help them plan the way forward.

Practitioners use assessment information very successfully to set individual targets for children that help them understand what they need to learn next. Practitioners

praise and encourage children frequently and celebrate their achievements enthusiastically.

Parents receive useful information about their child`s progress on a regular basis and a helpful and detailed report at the end of the year.

Care, support and guidance: Good

Practitioners know the children very well as individuals and this helps them cater for their emotional needs very effectively.

The setting actively promotes the benefits of eating and drinking healthily and taking regular exercise.

The safety and wellbeing of children is given a high priority. There are effective arrangements to deal with any bullying and children are free from any kind of oppressive behaviour.

The setting ably promotes values, such being kind to others and helps children develop a good understanding of right and wrong through day-to-day activities. Practitioners use puppets imaginatively to teach children the nursery rules and the friendship tree is used well to exemplify positive behaviour. Raising money for good causes helps the children develop a valuable understanding of the needs of others.

The setting helps children develop a sense of curiosity about other people`s lives and beliefs when they celebrate festivals such as Divali or attend the Christingle service in the church.

Activities such as growing and caring for plants, observing newly hatched chicks and studying garden bugs effectively promote a sense of wonder about the natural world. There are suitable systems in place to teach children about the value of collecting rainwater, recycling and avoiding waste.

There are good arrangements to help children settle happily into pre-school. The setting also ensures that children confidently move on to school because they make regular visits and are familiar with the building and the staff. There is an effective system for passing on useful information about the children.

The setting is particularly successful in promoting children`s social development because it provides exceptional opportunities for them to take responsibility and contribute to decision-making. They also learn to socialise with adults that visit the setting and successfully mix with children of different ages at the breakfast club or with younger toddlers at the nursery .

Children have appropriate opportunities to develop their cultural and sporting interests. For example they visit the theatre, receive visitors that introduce them to playing musical instruments and take part in Sports Day at the local school.

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

There are currently no children with additional learning needs (ALN). However the setting has suitable arrangements for securing expert professional advice and support as necessary.

Learning environment: Good

The setting successfully promotes equality, diversity and human rights. It provides an exceptionally warm and happy environment for children where all are valued and treated with respect.

Staff greet the children with genuine affection and this helps them feel safe and secure. The fun and laughter that are part of daily routines enables children to settle quickly and enjoy learning.

There is a wide variety of good quality toys and equipment for almost all areas of learning that children can access for themselves. However, the range of ICT equipment is limited and not always suitable for young children to use independently.

The spacious accommodation is well-maintained and secure. Well-equipped learning areas encourage children to practice the skills they have learnt whilst playing with their friends. Practitioners very effectively use characters from the numeracy programme to decorate learning areas and engage the children. There are colourful displays of children`s work that celebrate achievement and create interest. Displays labelled in English and Welsh help children understand that print carries meaning.

Practitioners make effective use of the paved outdoor area and garden to extend the learning environment. For example, when children need leaves to use as medicine for their `injured` dolls, they can easily collect these. Visits to the local shops provide useful opportunities for children to handle money and use a self-checkout machine.

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

There have been a number of changes to leadership roles over the last year but the setting has handled these successfully.

The current manager is a strong leader. She has a clear vision for the setting and communicates this very effectively with her recently appointed deputy and with other members of staff.

All staff understand their roles and responsibilities thoroughly and they all have clear and up to date job descriptions. Staff support each other well. They adapt flexibly to changing situations and play an important part in the calm and orderly running of the setting.

The manager and her deputy have begun to work very well together as a team to move the setting forward. They have successfully made a number of alterations to

pre-school, for example, the refurbishment of the outdoor learning area, that have already begun to have a positive impact on children`s learning.

The setting has successfully addressed national and local priorities such as healthy eating, outdoor learning and Welsh language development. Managers are proactive in keeping up to date with current developments in education and health.

The deputy manager has made an excellent start to her new role by effectively reorganising the pre-school learning area. She has been innovative in introducing a new initiative to promote numeracy that is beginning to have a beneficial effect on children`s understanding of number.

The setting values its staff and manages them well. Leaders encourage, support and challenge staff to do their best. They regularly monitor performance and provide useful feedback and effective training. The setting works very effectively with its partner nursery at Tythegston to provide high quality staff development.

Leaders promote a strong culture of self-evaluation and reflection amongst staff and encourage them to contribute their own ideas. Staff from both settings meet regularly and have frequent opportunities to share good practice and knowledge they have gained from attending courses. An outstanding feature is the way in which managers ensure that staff receive a generous amount of time to plan their work and make improvements to their own practice.

Improving quality: Good

The setting has successfully addressed the recommendations from the last inspection.

Self-evaluation and planning for improvement are a regular part of the work of the setting. There are effective systems in place to gather a useful range of information on what the setting does well and what changes are needed to improve quality. All staff contribute well to the process.

Managers audit the work of the setting regularly and take prompt action to address matters that can easily be put right. Staff are continually open to new ideas and willing to experiment with different ways of working. They respond well to advice and guidance.

The setting has a suitable development plan to identify its longer term goals and priorities for improvement. However, this does not always measure success in terms of outcomes for children. The manager and her deputy have recently introduced more robust systems for regularly reviewing the development plan. This is beginning to prove valuable in ensuring actions are taken promptly and their impact is evaluated.

Parents have regular opportunities to express their opinions or contribute their ideas for future development. The setting analyses the results of their questionnaires and uses the information appropriately as part of the review of its provision.

The setting has recently introduced formal questionnaires for the children as part of the self-evaluation process. These have not yet been analysed. However, the way in which the setting informally involves pre-school children as partners in their everyday learning is an outstanding feature. Children have frequent opportunities to say what they like about the activities adults prepare for them and what they would like to do in the future.

Partnership working: Good

The setting has a range of worthwhile partnerships that improve the quality of provision and outcomes for children. These include useful links with the church where the setting is located and with local shopkeepers.

There are effective links with other settings to share good practice and ideas and good arrangements with local colleges to provide student placements.

There are very strong links with the local primary school that benefit both organisations. For example, nursery children are able to further develop their understanding of the natural world when using their 'forest school' each week. In addition, the setting ably supports the work of the school by introducing the children to the same numeracy programme that the school uses.

The setting has valuable links with parents who appreciate the care and understanding their children receive from the staff. Parents are well-informed about the work of the setting and they are pleased with the progress their children make. Parents show their support for the setting by contributing to fundraising events and assisting with development projects.

There is a productive partnership with the local authority support teacher that contributes well to improvements in the setting's work. Managers regularly attend meetings and take advantage of whatever training is offered.

Resource management: Good

Managers ensure that the setting has sufficient staff and resources to meet the children's learning needs successfully. They develop staff effectively and use their areas of expertise well, for example when transferring an existing member of staff to the role of pre-school co-ordinator.

Practitioners are very well qualified and access a good range of useful training that successfully meets their development needs. They have recently attended training on positive behaviour management that has already improved the way in which children engage with adults and with one another.

There is a sufficient supply of good quality resources in most areas of learning. However, information technology (ICT) equipment is limited. The recent refurbishment of the garden area has created enhanced opportunities for children to engage in purposeful outdoor activities.

The manager monitors the budget regularly, to ensure that funds are used to best effect. Financial decisions are in line with the targets identified in the development plan.

In view of the effective provision and successful leadership, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector

Mrs Janet Heather Marsden	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.uk)

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 partnership's 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.