



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Bluebelle Nursery
The Recreation Hall
Manor Way
Portskewett
Monmouthshire
NP26 5TQ**

Date of inspection: May 2015

by

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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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Context

Bluebelle Nursery is a non-maintained English medium setting situated in Portskewett, near Caldicot in Monmouthshire. A voluntary committee runs the playgroup that is based in the village recreation hall. Five morning sessions are provided each week during school terms.

At the time of the inspection 28 three and four year olds were registered. The Early Years Development and Childcare Partnership fund 27 children, up to 10 hours per week.

Nearly all children are English speaking and British born and a very few are from ethnic minorities. No families speak Welsh at home and a very few children have additional learning needs.

There are seven appropriately qualified and experienced practitioners including the nursery supervisor. The setting achieved Healthy and Sustainable Pre-school National awards in March 2013 and July 2014. In May 2015 the setting was awarded the Eco Schools Green Flag.

The Care and Social Service Inspectorate for Wales last inspected the setting in November 2014 and Estyn in May 2009.

Summary

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

Current performance

Performance is good:

- Most children make good progress and achieve well
- Effective care, support and guidance fosters children's wellbeing
- A good range of well planned activities effectively promotes learning
- Healthy life styles and caring for the environment are very strongly promoted
- Teaching and procedures for assessment are good

and

- The learning environment is well organised

Prospects for improvement

Improvement is good:

- The setting is well managed and leadership has high expectations
- A shared sense of purpose and an ethos of teamwork are evident
- Strong partnerships impact well on the quality of provision
- Practitioners attend training to help develop their professional practice
- A culture of self-evaluation is embedded

and

- Improvement since the last inspection is good

Recommendations

R1. sharpen the focus on developing children's skills

R2. prioritise key goals in the setting improvement plan and focus their implementation

R3. formalise a finance policy and develop forward planning for updating resources

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
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Standards: Good

Most children make good progress from their starting points and achieve good overall standards. They steadily acquire new knowledge and skills as they enthusiastically try out new experiences. The very few children with additional learning needs make very good progress in relation to their targets.

Nearly all children have well developed speaking and listening skills. They readily converse with adults and their peers. Most enjoy listening to stories and readily recite familiar songs and rhymes. Many eagerly talk about what they are doing and a few engage in extended dialogue, such as in role-play or when making collage pictures. Early reading and writing skills develop well. A few choose to browse and handle books as readers. Nearly all recognise their name; most listen attentively to stories and many experiment with mark making. A few form letters and write their name accurately.

Progress in early mathematical skills is good. Most children count by rote to at least 10 and many count to 20 and above. They match objects, recognise numbers to 5 and many count and recognise numbers to 10. A few able children have a good understanding of one to one correspondence and show increasing understanding of one more and one less. This was evident, for example, when programming a robotic toy. When exploring capacity a few children talk about half full and half empty. Many readily name two-dimensional shapes, such as square and rectangle, and accurately count the number of sides.

A few children's competence in using a range of skills in information and communication technology (ICT) is developing well.

Many children gain confidence in speaking familiar words and phrases in Welsh. They respond appropriately to Welsh vocabulary spoken within everyday routines and readily recite familiar rhymes and songs.

Wellbeing: Good

Nearly all children have positive attitudes to learning and their behaviour is very good. In line with age, most understand the importance of eating healthily and taking exercise. Their understanding of the impact of energetic play on their bodies develops well.

With few exceptions children sustain interest and concentration well. This was particularly evident, for example when children used an electronic magnifier to investigate leaves. Most show increasing consideration and courtesy, such as when sharing resources. With few exceptions children work and play very well together. Relationships within the setting are very good. The children are encouraged to

express their preferences and many do so with confidence. They develop high self-esteem and gain in self-confidence.

The children are invited to request foods for the snack menu and they take turns as monitors for litter picking and recycling. Most confidently assist practitioners during whole group activities.

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

A good range of well-planned activities meets well the needs of children and the community. The Foundation Phase is embedded and planning successfully ensures progression. A good range of indoor and outdoor activities is planned and imaginative use is made of the local environment and visitors to enhance learning.

Broad themes provide interesting contexts for learning. Planning is detailed and activities are well defined with appropriate learning objectives. Long and short term planning is implemented flexibly and provides a good basis to guide practitioners in how and what children will learn.

Strong emphasis is placed on developing literacy and numeracy skills. Stories are used skilfully to promote early reading skills and counting skills are developed well in relevant contexts. The focus on ICT skills is developing well.

The provision for Welsh language development is very good and awareness of Welsh history and culture is well promoted.

Teaching: Good

Practitioners have high expectations and provide good language models. They have good knowledge of the Foundation Phase. An appropriate balance between adult led and child chosen activities is evident. Practitioners have good knowledge of the activities planned and they generally encourage learning well. Children are given plenty of time to complete activities. Where teaching is most effective practitioners skilfully use questioning and praise, such as when developing literacy and ICT skills. However, on occasions the focus on developing skills is less well developed.

Systematic procedures for assessment are regularly implemented. Practitioners complete focused assessments and record individual achievements. This information is used well to plan the next steps in learning. Individual assessment records and examples of children's work provide an informative profile of progress.

Parents are kept informed about their child's progress informally and consultations are arranged by request. A detailed written report is provided before transfer to school.

Care, support and guidance: Good

The setting provides effective care, support and guidance; this impacts well on children's personal and social development. Practitioners strongly promote good behaviour.

Healthy lifestyles and caring for the environment are very strongly encouraged. Healthy eating is consistently promoted and children regularly participate in energetic activities. The provision to raise awareness of sustainability is particularly well developed.

Strong emphasis is placed on spiritual, moral, social and cultural development. Children are encouraged to distinguish between right and wrong and to reflect on the wonders of the natural world. Positive values, including fairness, honesty and respect for others are sensitively nurtured. Cultural awareness is appropriately promoted.

Procedures to provide children with specialist support when required are well implemented. This includes appropriate arrangements to support and integrate children requiring extra help with their learning.

Arrangements to assure children's health, safety and wellbeing are implemented consistently. The setting has an appropriate policy and has procedures for safeguarding.

Learning environment: Good

The setting is a positive learning environment with a welcoming and inclusive ethos. Appropriate account is taken of children's backgrounds; they are treated equally and with respect. Practitioners are strongly supportive and foster good relationships. This helps ensure children feel safe and free from undue anxiety.

Practitioners encourage sensitivity and understanding towards others and skillfully manage occasional challenging behaviour. Equal opportunities are appropriately promoted. The setting has carefully considered ways to ensure current or future children with disabilities do not experience less favourable treatment. Appropriate information is published for parents on the nursery's website.

There are sufficient appropriately qualified and experienced practitioners for the number of children. There are enough learning resources to deliver the Foundation Phase. Imaginative use is made of available resources, both indoors and outside. The rural environment is used well to enhance learning. The accommodation is suitable and provides a safe and secure learning environment.

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

Leadership: Good

The setting is well managed and organised. Leadership sets high expectations and encourages parents to support their children's learning. Practitioners have a clear understanding of their responsibilities. A teamwork ethos and a shared sense of purpose are evident. An appropriate range of policies and procedures are in place. Leadership provides strategic direction and enthusiastically seeks improvements in educational provision.

A voluntary management committee is elected annually. The committee maintains appropriate oversight of the setting's work and is strongly supportive of its goals. The supervisor works closely with the committee and a quality of care review is published annually.

Practitioners contribute to an annual appraisal. Strong emphasis is placed on their professional development. However, targets for development are not always linked closely to the setting's goals.

The setting takes forward national and local priorities well. The provision successfully embraces the Foundation Phase. There is strong emphasis on equality, sustainability and improving outcomes for children.

Improving quality: Good

Appropriate procedures for self-evaluation and planning for improvement are systematically implemented. A culture of reflection is evident and all practitioners are involved in the process. Appropriate account is taken of the views of parents, carers and children.

The current self-evaluation report and improvement plan provide a good basis to prioritise key goals and structure initiatives. There are strong links between the self-evaluation report and improvement plan. The areas identified for improvement are relevant and achievable. However, the most important areas are not prioritised and this limits the setting's focus on their implementation.

The supervisor monitors the development of initiatives and knows their impact well. There is evidence of monitoring teaching and evaluations of progress in implementing initiatives are recorded. Taken overall, there is a good track record of improvement in meeting the recommendations from the last inspection.

Partnership working: Good

Strong partnerships impact well on children's learning and wellbeing. Friendly day-to-day contacts with parents encourage the informal exchange of information. When children join the setting parents receive an informative welcome pack and they are strongly encouraged to support their child's learning. The exchange of information about children's progress is appropriately promoted, such as through events organised in the setting and through sharing weekly diaries of the setting's work.

The setting seeks the views of parents through an annual questionnaire. Effective liaison with the nearby primary school ensures a seamless transition to full time education.

The partnership with the local authority and other agencies, including the Wales Pre-school Playgroups Association, is beneficial. The impact of support and quality assurance provided by the local authority is appropriate. The setting has received visits from practitioners from other settings to share good practice in teaching Welsh.

Resource management: Good

In general, the management of practitioners and resources is effective. Practitioners attend appropriate training. This impacts well on the quality of practice, such as in the provision for Welsh.

A weekly organisational plan clearly focuses practitioners' deployment. This is effective in the tasks they lead, but in a few instances opportunities are missed to follow children's interests and engage with them to extend learning. Daily routines are well structured and the organisation of activities ensures appropriate resources are accessible. Very good use is made of the indoor accommodation.

The impact of resources on learning is reviewed informally. The supervisor, with the committee's support, conscientiously manages finance. Records are detailed and audited accounts are published annually. However, there is no formalised finance policy and little evidence of forward planning for future resource needs.

The setting uses its own resources and the funding received for early entitlement education, to good effect. This impacts well on children's outcomes and represents 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

Mr Michael T. Ridout	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 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.