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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Sallywags Private Day Nursery
Pentre Maelor,
Wrexham Industrial Estate
Wrexham
LL13 9FZ**

Date of inspection: January 2013

by

Mr Eifion R Morgan

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

Scallywags Day Nursery opened in September 1992 initially as a small mixed age nursery for 24 children. Since then additional extensive building has taken place enabling the children to be grouped according to age and stage of development.

The Nursery is situated on the edge of Wrexham Industrial Estate and the children come from the local community and business persons working nearby. Currently there is no child from a minority ethnic background nor any child identified with additional learning needs. All children are from English speaking homes. Children come from a mixed socio-economic background. Currently the Nursery is registered by the Care and Social Services Inspectorate Wales (CSSIW) to accommodate a maximum of 69 children. On the day of the inspection there were in the Tots Unit 9 two year olds, 13 three year olds and 1 four year old child. Nine children are funded. The Nursery operates between 7.30 a.m. and 6 p.m. daily. The Nursery accepts children of any age. During school holidays it provides holiday care for children up to the age of 11 years.

Scallywags was the first Nursery in Wales to gain an "Investors in People" award in May 1997, and recently celebrated their 15 year award.

Parents and carers bring their children to the Nursery and park in the carpark adjacent to the Nursery building and enter via a small hallway. Useful information for parents is displayed on notice boards and all three units have their own entrances including cloak rooms. The main teaching room is accessed via a locked door and other rooms open off this room. The Nursery has four other rooms that can be used for different activities. There is a well appointed kitchen and a designated cook to enable meals and snacks to be prepared. There are adequate toilet facilities and a staff room.

Classrooms are bright and airy with a range of good quality display materials on the walls, including examples of children's work. The Nursery is appropriately resourced to meet the needs of the Foundation Phase curriculum.

Designated areas provide the children with attractive activity areas. Outside there is a play area where children play on wheeled tricycles, scooters, hoops and other play equipment. There is immediate access to this area from the main teaching room. The Nursery has recently developed a small woodland to the rear of the property into a Forest area that children use.

The Nursery was previously inspected by Estyn in 2007 and most recently by CSSIW in 2012. The recommendations of both reports have been addressed. No significant changes have occurred since these inspections.

Summary

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

Current performance

Good features

- The provision for ensuring children's health and safety.
- The provision for overseeing children's care, support and guidance.
- Children's standards of achievement and progress.
- The leadership and the use made of self evaluation.
- Collaborative planning which incorporates children's interests.
- Relationships and the positive ethos of the Nursery.
- Facilities provides by the Nursery.

Adequate

- The provision of suitably differentiated work.
- Children's competence in the Welsh language.

Prospects for improvement

Good features

- The well established record of self-evaluation and planning for improvement.
- The Nursery's track record of improvement.
- Improvement focused on improved provision for the children.
- The constructive use of professional courses and their evaluation.
- The leadership with the focus on improving provision.
- The construction of the Forest area.

Recommendations

R1. Maintain its current standards and improve facilities where possible.

R2. Use the results of assessment to plan suitably differentiated work well matched to children's ability.

R3. Focus on improving children's competence in the Welsh language.

What happens next?

The setting will draw up an action plan which 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

All children are making good progress and achieve good standards. They are making realistic progress in all areas of learning. Children are actively involved in activities set out for them. An outstanding aspect is children's ability to make choices and the self-confidence many of them display.

Most children have good communication skills particularly when talking with familiar adults. They have a developing vocabulary enabling many to take part in discussion, such as during registration. All children listen to adults and follow instructions.

Many children show interest in books, handling them appropriately and follow stories. Children experiment with mark-making and several know the purpose of writing, such as when making a shopping list. Scrutiny of children's work shows that activities in the Forest area have been very successful in developing children's language and their ability to work both independently and in groups.

Most children have a basic understanding of number and enjoy matching patterns. They are beginning to use mathematical language such as "larger than" and "smaller than".

Children are familiar with electronic equipment such as calculating machines. They are familiar with some computer icons and handle the computer mouse appropriately. Most children show some understanding of Welsh words and phrases. They understand more words than they can speak and repeat some familiar words. Overall their competence in the Welsh language is limited.

Wellbeing: Good

All children show a positive attitude to their learning and observation of children during the inspection shows clearly the interest they take in activities arranged for them, both indoors and outdoors. Children engage in tasks, showing persistence and concentration for sustained periods of time. Behaviour is good, children are considerate and courteous, relating well to each other and to adults. They co-operate well and make decisions about their learning.

Children's perceptions of how they keep healthy are developing well. They enjoy their physical activities such as hopping and jumping and enjoy healthy snacks. Children feel safe and by their actions show that they are free from physical and verbal abuse.

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

Practitioners plan collaboratively and a particularly good aspect is that the planned activities take good account of the children's interests and suggestions.

Planning is flexible but a theme normally lasts one month. After discussion a member of staff takes responsibility for a week's scheme of work. Learning experiences ensure that children progress towards meeting the Foundation Phase outcomes.

Learning activities encourage children to form good relationships and to show respect and tolerance. The activities encourage decision making and independence and children's thinking skills. There are good opportunities to develop children's knowledge and understanding and they experience a wide and appropriate curriculum. However, the systematic development of key skills and the provision for differentiated work is underdeveloped.

Practitioners encourage children to use the Welsh language in their conversations.

Welsh culture and traditions such as celebration of St. David's Day are incorporated in the planning.

Sustainable development and recycling are introduced through activities such as seed planting.

Teaching: Good

Practitioners have an up-to-date knowledge of child development and a good understanding of the requirements of the Foundation Phase. A good and notable feature is the good balance between child-selected and adult-led activities, both indoors and outdoors. Children's behaviour is well managed and adults use questioning well to develop children's thinking. Practitioners know the children well and are sensitive to their needs. All are aware of their responsibilities and active in supporting the children. They are well aware of when to support and when to leave children to work independently.

Children are assessed regularly and the observations reported. This provides the Nursery with an accurate measure of children's progress. The recently introduced local authority assessment booklet "Dyma Fi" is designed to refine this process.

Practitioners know the children well and are aware of their abilities however, the outcomes of assessment are not sufficiently used to plan future activities so as to provide differentiated work matched to children's individual needs and prior

attainment. Assessment is not always sufficiently focused on children's skill development and the planned activities do not clearly identify the next steps in children's learning and in providing them with a challenge.

A useful summary of children's work is provided for parents at the end of each day and this enables parents to support their children's learning.

Care, support and guidance: Good

The Nursery's provision for developing children's health and wellbeing, including spiritual, moral, social and cultural development is good.

A notable and good feature is the Forest provision and its impact on developing children's sense of awe and wonder about the world they live in. Scrutiny of children's work illustrates well the range of experiences they had had.

Day-to-day activities foster values such as fairness and honesty and respect for truth. Children distinguish clearly between right and wrong and are encouraged to take responsibility. Children also have a clear understanding of appropriate behaviour.

The curriculum is wide and balanced and gives children ideal opportunities to engage in both physical and creative activities.

Specialist services are immediately available and have been used as necessary. These include both health and social services.

Good arrangements are in place for safeguarding children. All staff have attended recent and relevant training and are well aware of their responsibilities. The setting promotes safe practice – no person can enter unannounced and doors are secure preventing any child leaving with out supervision. The setting provision for safeguarding meets requirements and gives no cause for concern.

Whilst no child at present has been identified with additional learning needs (ALN) the staff are vigilant and keep a careful account of any children suspected of having such needs. Systems are in place to support such children, including children with emotional and behavioural difficulties.

Learning environment: Good

The setting has a calm, supportive ethos where every child is valued as an individual and whose needs are recognised. All children have equal opportunities and take part in all activities. The setting promotes children's self-confidence and staff and children are free from any form of harassment or oppressive behaviour.

The setting is suitably resourced to meet the needs of the curriculum and benefits from the outstanding outdoor facilities. This includes an outdoor play area

immediately accessible to the children and an established Forest area adjacent to the Nursery.

Activity areas include a reading corner, number tables, writing and scribbling areas, creative areas and play stations.

A notable feature is the safety provided by the facility. Entrance is via a locked door ensuring that no one can enter or leave the setting unannounced.

The Nursery is warm and comfortable has three large rooms. Children gather in one of these rooms for registration and activities are set up in this room. Other rooms are used as needed. There is also a smaller room for physical activities. Whilst children, as a matter of course, use the outside regularly, large toys can be used indoors when the weather is inclement and space allows for this.

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

The leadership is clearly focused on delivering the best possible educational provision for the children. There is a well established administrative structure in place and all staff understand and fulfil their roles. The leadership and management are effective in sustaining high quality provision and improving it where possible.

The Nursery exudes a sense of purpose and staff share values, aims and objectives. There is a strong positive ethos where all feel valued. Practitioners are managed effectively with an induction period for new staff and regular appraisal. The leadership has been effective in securing improvement and this has had a positive impact on the quality of provision. The Foundation Phase is well established and attendance at professional courses is evaluated in terms of outcomes.

There are effective procedures for identifying individual and whole setting needs and these have been beneficial and have improved the provision. The outcomes for the children are currently good and improving.

Good links with the parents/carers are in place and the Nursery is sensitive to their needs. Parents receive a daily report itemising what their child has achieved each day.

The Nursery has successfully implemented the Foundation Phase curriculum and also some local initiatives such as Healthy Eating.

Improving quality: Good

Practitioners know their Nursery well and have, through detailed self-evaluation, identified strengths and areas for development. The Nursery has consistently sought ways to improve the provision and taken action to maintain and develop good practice. It is recognised locally as having facilities that are worth seeing e.g. the Forest area which has been established without outside support.

The Nursery is open to new ideas and through its staff's professional development, new skills have been acquired and the provision has been consistently improved.

Professional development has impacted well on the provision and children's progress.

Partnership working: Good

Partnership arrangements with parents are well established and the Nursery can accommodate parental requests even at short notice. Parents are well aware of their children's achievements and have regular access to the Nursery staff.

The positive relationships with the local authority advisory teacher and relevant specialist support enhance the work of the setting. Practitioners work well as a team and share information about the children.

Community links have been used effectively.

Resource management: Good

Children enjoy good facilities with the outside provision being very good and deployed effectively to support learning. These facilities have resulted from practitioners realisation of what can be incorporated into the Foundation Phase curriculum and through prioritising their planning for improvement.

Resources are well matched to the requirements of the curriculum and accessible to the children.

Practitioners are well qualified with a range of experiences to teach the curriculum and they use their time effectively.

The budget is effectively controlled with priorities identified.

Overall, the Nursery provides good value for money.

Appendix 1

There is no commentary on the parent questionnaires due to the small number of responses received (less than 10).

Children

Children enjoy coming to the Nursery. They enjoy the activities provided for them. Their developing self-confidence enables them to converse with adults and visitors.

Appendix 2

The reporting inspector

Mr Eifion R Morgan	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)

If available, the data report can be found on our website alongside this report.

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>

National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.