



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

**Burleigh House Day Nursery
25 Bryngwyn Rd
Newport
NP20 4JS**

Date of inspection: February 2015

by

**Mary Dyas
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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About the setting

Burleigh House Day Nursery is an English-medium setting in Newport, South Wales. Children move to the pre-school room at the time of their third birthday. At the time of the inspection, there were 20 pre-school children. Sixteen of these were in receipt of funded educational provision from the local authority. Most children attending the nursery have English as their first language and none has a parent at home who speaks Welsh. A very few children have been identified with additional learning needs and the setting had good policies and procedures in place to support them.

The Care and Social Services Inspectorate Wales last inspected the setting in December 2013. Estyn last inspected the setting in February 2009.

Summary

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

Current performance

The setting is good because:

- all teaching is good
- practitioners work hard to plan a range of interesting and stimulating activities that engage children in their learning
- children are able to make choices about their learning
- there is a good range of interesting learning experiences indoors
- the setting has a very nurturing ethos

Prospects for improvement

The setting's prospects for improvement are good because:

- leadership and management of the setting are good
- practitioners reflect on their practice and make changes to benefit the children
- the setting has made good progress since the last inspection
- there is good evidence that leaders and practitioners are working together to address the targets in the current setting improvement plan

Recommendations

R1. Build on current progress to increase the levels of Welsh used by the children independently in their play.

R2. Provide parents with more detailed information about the next steps in their children's learning and ways in which they can help and support them

R3. Seek ways to make use of the local environment and community to enhance the learning of the 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?

Good

Standards: Good

Nearly all children are making good progress during their time in the setting in relation to their starting points. Most are growing in confidence in their ability to express themselves, which is evident in their role-play, for example, when they are playing pirates outdoors. Nearly all children recognise their names when they find their seat at mealtimes and many use mark making to communicate ideas. During group times, nearly all children enjoy listening to stories and they show their interest when they join in with familiar passages or comment on what is happening.

Most children count confidently together by rote to ten and many are able to do this individually. They count objects accurately one to one to at least five and many are able to do this to ten. Many older children are able to recognise numerals confidently to at least six,

Most children use a computer independently. They use a mouse confidently to select and move objects around the screen when playing age appropriate games. During the course of their play, they use a range of electronic equipment to record images or their voices. Children are further developing their skills in information and control technology when they play with a range of toys and equipment operated by buttons and switches.

All children are gaining skills in Welsh language. They understand and enjoy stories and songs and can follow basic instructions. They understand the Welsh that the adults use with them and are able to respond and use a range of simple words and phrases to respond. They understand more than they can speak.

Wellbeing: Good

All children engage well with the activities they choose. They become involved and show good levels of concentration and persistence in seeing a task through to its conclusion. All have opportunities to make decisions about their learning when they make suggestions about what they would like to learn when planning the next topic.

Most children are developing a good awareness of how they can stay healthy by eating the right foods and taking exercise. At snack time they eat nutritious food and know that there are foods that should be occasional treats.

Behaviour is good. Children are polite and courteous and relate well to one another and to adults. When it is time to tidy up, nearly all join in and help one another to put things in their correct places.

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

All practitioners are involved in planning together. Practitioners endeavour to make the activities interesting and exciting in order to engage the children's interest, for example when trying to catch the Elf that left a message from Father Christmas. Children confidently explore new activities and develop their thinking skills through the open questioning of the adults. Nearly all children make good progress toward Foundation Phase Outcomes. The planned activities and experiences build on children's existing knowledge and understanding and effectively encourage them to form good relationships and to show respect and tolerance. In their planning, practitioners identify the related areas of learning, key skills and provision for children of different abilities. Although the setting has a long term plan of topics, practitioners are very flexible and adapt or change the focus of planning to fit in with the children's interests and suggestions. This is a strength of the setting.

Practitioners use Welsh throughout the session and effectively encourage children to respond. There are good opportunities for children to learn about the culture and traditions of Wales through celebrating festivals such as St Dwynwen's Day and St David's Day. There are few opportunities for children to visit the local area or for them to learn about the world of work through visitors to the setting.

Teaching: Good

Practitioners are experienced and have a good understanding of child development and of the requirements of the Foundation Phase. They ensure there is a good balance between child selected and adult-led activities both indoors and outdoors. All practitioners use questioning well to develop children's thinking skills. All staff are fully involved with the children during the sessions and intervene appropriately to challenge and support them and to encourage them to explore and investigate for themselves. Practitioners are very enthusiastic and fully committed to supporting the children and to providing good quality all round provision. They have high expectations of the children and manage behaviour well.

Practitioners make regular observation of children's progress and achievements. There are two opportunities during the year for parents to speak formally to practitioners about their child's progress. When their child moves on to primary school, they receive a written report and their completed personal record book. However, there are no arrangements for parents to receive regular information about their child's next steps in learning, or ways in which they can help them to improve.

Care, support and guidance: Good

The nursery has a good range of policies and procedures to support the children's learning effectively and successfully promotes their health and wellbeing including

their spiritual, moral, social and cultural development. Practitioners are good role models and foster values such as honesty, fairness and respect.

The setting provides children with additional learning needs with good support and works co-operatively with outside agencies. The nursery has a good range of policies and procedures to support the children's learning effectively and successfully promotes their health and wellbeing including their spiritual, moral, social and cultural development. The nursery has good arrangements to ensure that children moving to the pre-school room settle quickly and happily. There are good links with the several schools to which the children transfer and teachers from nearly all of them visit during the summer term to meet the children that will be moving to their school.

The setting's arrangements for safeguarding children meet requirements and give no reason for concern. There is a good range of up to date policies to ensure children's safety.

Learning environment: Good

The nursery is an inclusive setting. There is a warm and nurturing ethos where every child is valued and encouraged to develop their individuality. 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. There is an effective range of policies and procedures that actively support the children, and promote their health and wellbeing.

The setting is well resourced. Practitioners use the plentiful good quality resources effectively to support the planned learning experiences and to meet the requirements of the Foundation Phase. The indoor accommodation provides a full range of activities and is in good decorative condition enhanced by examples of children's current work. Children are able to access a range of environments and activities in the well developed outdoor to explore and extend their learning. Practitioners do not use the local community enough to enhance the experiences of the children.

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

The nursery manager has a good overall understanding of the preschool setting. All staff understand the clear leadership structure. There is a strong sense of teamwork among the practitioners working in the preschool room. They share values, aims and objectives to deliver the best possible educational provision for the children. There is a well-established culture of self-improvement amongst the practitioners and this serves to develop and maintain the good work of the setting. Staff regularly attend professional courses and evaluate their impact in terms of outcomes.

The induction process for new staff is clearly set out and procedures for regular staff appraisal are effective. Leaders are involved in national and local priorities and staff have worked towards initiatives such as healthy eating and the development of the outdoor learning area.

Improving quality: Good

Practitioners know their setting well. A well-established process of self-evaluation and review takes into account the views of parents and staff. Strengths and areas for development are identified and action taken to maintain and develop good practice. Practitioners are open to new ideas and suggestions for improvement. They are engaged in professional development and attend courses and meetings that effectively raise standards and support the wellbeing of the children. They actively share their expertise and knowledge with one another and review the impact of the training on their practice.

Partnership working: Good

Partnership arrangements with parents are well established and staff have daily contact with them when they bring and collect their children. Parents and carers receive a fortnightly information sheet giving details of the activities their children will be doing, suggestions for activities they might try with them at home, words for the songs and rhymes they will be singing and some current Welsh vocabulary.

The nursery has successfully established good links with the schools to which the children move. During the summer term, they welcome visits from the children's future reception class teachers to share information and establish relationships.

The setting has a very positive relationship with the local authority advisory teacher. They appreciate and act upon her advice and suggestions to improve the provision.

The setting does not use the resources of the local community well enough to enhance the children's learning experiences.

Resource management: Good

Practitioners deploy themselves effectively during the sessions to support the children and to deliver focused activities. They ensure that there is a good range of high quality resources available to motivate and encourage the children to learn. They match the resources well to both the planned activities and to the stages of development of the children.

Leaders consider the purchase of future resources carefully to ensure a positive impact on the children's learning. The nursery manager has a sound understanding of financial matters and prioritises purchases in line with planned targets for improvement.

The setting makes good use of the funding it receives and, in view of the good progress made by the children it 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 Mary Elspeth Dyas	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.