



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

**Chuckles Nursery
Pentwyn House
Pentwyn lane
Bettws
Newport
NP20 7AE**

Date of inspection: April 2015

by

**Michael T Ridout
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

Chuckles Nursery is a non-maintained English medium setting situated in Bettws on the outskirts of Newport. It is a privately run business with its own premises. The nursery is registered to provide day care for up to 53 children. It is open 52 weeks of the year from 6am – 6pm. The provision includes educational sessions for three and four year olds, organised in morning and afternoon sessions, on weekdays during school terms.

At the time of the inspection 29 three and four year olds were registered. The Early Years Development and Childcare Partnership funds these children, up to 10 hours per week.

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

There are five appropriately qualified and experienced practitioners including the nursery manager. Educational sessions are located in ground floor rooms with access to outdoor learning areas, following reorganisation of the nursery.

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:

- Many children make steady progress and achieve good overall standards
- A varied range of interesting learning experiences are provided
- Practitioners promote well a happy and purposeful learning environment
- Personal development and wellbeing are effectively promoted and
- Adults and children have very good relationships

Prospects for improvement

Improvement is good:

- The setting is well led, managed and organised
- There is strong emphasis on practitioners' professional development
- Self-evaluation and planning for improvement are well focused
- Partnerships with parents and supporting agencies are effective and
- There is steady improvement since the last inspection

Recommendations

R1. improve children's competence in Welsh and information and communication technology (ICT)

R2. focus guidance for teaching

R3. use assessments effectively to plan activities that challenge children to achieve their best

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Many children make steady progress from their starting points and achieve good overall standards. They steadily acquire new knowledge and skills as they enthusiastically try out new experiences. Children with additional learning needs make good progress, but more able children do not always achieve their best.

Most children have appropriate speaking and listening skills. Many spontaneously begin simple conversations, for example, in role-play. They make their needs known, ask sensible questions and many confidently express themselves. A few use a varied vocabulary. Most enjoy listening to stories and readily recite familiar songs and rhymes. A majority handles books appropriately as readers and a few are aware that the text and pictures 'tell' the story. Most recognise their name and begin to link text to meaning. Mark making skills steadily develop and a few experiment with 'writing' in play. Progress in early mathematical skills is generally good. Numeracy skills develop well as children count as part of daily routines, sing rhymes and play number games. Many have a good grasp of counting to at least five and some beyond. They name common shapes such as square and triangle and order numbers, for example when sequencing pictures to tell a story. Many show appropriate awareness of money during role-play in the shop. Competence in using a range of skills in information and communication technology (ICT) is at an early stage of development.

Competence in Welsh is steadily developing. Many children respond appropriately to the words and phrases used within everyday routines. They readily recite familiar rhymes and songs, but the spontaneous use of Welsh is not established.

Wellbeing: Good

Most children are keen to learn. They understand the importance of eating healthily and taking exercise. They are aware of the need to wash their hands before eating and after using the toilet. Most develop good social skills, eat a range of healthy foods and participate with enthusiasm in energetic outdoor activities.

With few exceptions children enter the setting confidently and happily engage in the activities offered. Many show a good level of independence. They are well motivated, sustain interest and concentration for appropriate periods and readily make choices. However, the extent of their involvement in making decisions about learning and life in the setting is at an early stage of development.

Most children develop greater self-confidence well. They readily make their needs known. Relationships within the setting are very good. Behaviour is generally good, although a very few are sometimes boisterous. Most show appropriate courtesy and consideration for others. They take turns, share equipment and undertake simple day-to-day jobs, such as tidying resources, well.

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

A varied range of interesting learning experiences is provided. Planning to encourage children's choice and free movement between activities is developing well. The provision appropriately promotes opportunities for children to solve problems, be independent and experiment with the world around them. Daily use of the outdoor area is well established. The setting's provision appropriately promotes progress towards the Foundation Phase outcomes.

Practitioners systematically plan the development of children's literacy and numeracy skills. However, opportunities for children to use ICT are less well developed. Planning is suitably structured and well-chosen topics provide a good framework to ensure progression in learning. In the best examples, planning includes details of what children need to do or what they need to achieve, but this is not a consistent feature.

Provision for children's Welsh language skills is good. Structured activities and the incidental use of everyday vocabulary are well established. Provision to promote awareness of the culture and traditions of Wales is appropriate.

Teaching: Adequate

Practitioners promote a happy and purposeful learning environment well. They have appropriate expectations of children and skilfully promote their personal and social development.

Practitioners have a sound knowledge and understanding of the Foundation Phase. They increasingly use a range of teaching approaches well to gain children's interest, for example, when promoting role-play. Good efforts are made to ensure adult led activities engage children's interest and encourage learning. However, practitioners sometimes miss opportunities to develop teaching in line with children's needs. Levels of challenge and the pace of learning vary. In general, practitioners ensure an appropriate balance between child selected and adult led activities. Children are given plenty of time to complete tasks and practitioners intervene appropriately.

The setting has appropriate procedures for assessment, but the use of assessment information to help plan the next steps in children's learning is at an early stage. Day-to-day observations of children's achievements and focused assessments are used appropriately to compile individual learning records. Parents value informal communication with practitioners about their child's progress before and after sessions.

Care, support and guidance: Good

The setting provides effective care, support and guidance. Arrangements to assure children's health and wellbeing are implemented consistently. The promotion of children's personal development is good. This encourages a sense of curiosity about the world, fosters the values of honesty and fairness and strongly promotes good

behaviour. Practitioners enthusiastically engage children in a range of community and cultural activities. The provision for moral, social and cultural development is good, but the provision for spiritual development is less evident. The setting appropriately promotes awareness of sustainability, through activities such as, recycling and composting.

The setting has appropriate procedures to provide children with personal and specialist support when required and liaises well with support agencies. There are effective arrangements to integrate children who need extra help with their learning, but the provision to support more able children is at an early stage of development. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is a welcoming and inclusive learning environment. It has a friendly and supportive ethos. Very good relationships within the setting help children feel safe and free from undue anxiety. Practitioners promote awareness of diversity appropriately and positively encourage sensitivity and understanding towards others. They strongly encourage good behaviour and ensure equal access to all activities. Appropriate arrangements are in place to ensure that any children with disabilities do not suffer disadvantage.

There are sufficient practitioners with relevant qualifications for the number of children. Overall, the setting is well resourced to meet the needs of children and the Foundation Phase. However, the use of new resources for ICT and the recently established book corner are at an early stage. There is sufficient accommodation and this provides a safe and secure learning environment. Good use is made of the outdoor area alongside the main room. Resources from the community, such as a nearby farm, are used well to enhance children's learning.

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

The proprietor and nursery manager provide enthusiastic leadership. The setting is well managed so that practitioners have a sound understanding of their role and responsibilities. The required policies and procedures are in place and practitioners work well as a team. The nursery manager successfully promotes shared values and works hard to raise expectations further.

The setting has a clear mission statement. Practitioners meet regularly to plan and discuss activities. Their involvement in helping shape provision is a good feature.

The proprietor maintains appropriate oversight of the setting and communicates effectively with parents. Procedures for staff appraisal are systematically implemented and a strong emphasis on practitioners' professional development is well focused.

The setting readily embraces national and local priorities. The Foundation Phase is embedded and there is strong emphasis on tackling disadvantage.

Improving quality: Good

The setting has appropriate procedures for self-evaluation and planning for improvement. A culture of reflection is evident. All practitioners are involved in the process and good account is taken of the views of parents and carers. The self-evaluation report and improvement plan written prior to this inspection provide a good basis to structure initiatives. The goals identified are relevant to the setting's practice.

The setting works closely with an advisory teacher to evaluate progress and formulate an improvement plan annually. The nursery manager monitors the development of initiatives and knows their impact well. Evaluations of progress are clearly recorded in improvement plans for the business. There is a good track record of improvement in meeting the recommendations from the last inspection.

Partnership working: Good

The setting has effective partnerships with parents and community organisations that contribute successfully to children's learning and wellbeing. Parents are provided with a good range of information. Friendly relationships promote well the exchange of information about children and more formal opportunities are arranged to discuss children's progress before they transfer to school. The setting has good links with receiving primary schools.

Practitioners take opportunities to share good practice with other settings, through attending training events, and managers have visited another setting to see how outdoor learning was organised.

The partnership with the local authority and other agencies, including the National Day Nurseries Association, is beneficial in the provision of training and guidance. The support and quality assurance provided by the local authority has a positive impact.

Resource management: Good

Practitioners are efficiently deployed; playgroup sessions are well-structured and learning resources accessible. The use of resources is increasingly successful in motivating children to learn. Effective use is made of indoor and outdoor facilities. Practitioners benefit from appropriate training. For example, training in managing behaviour and promoting Welsh, impacts well on the setting's practice.

The impact of resources on learning and teaching is reviewed informally. The proprietor carefully manages income and expenditure and administers monthly budgets for the purchase of materials. Accounts are independently audited and planning for future resource needs is appropriately linked to strategic plans.

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 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.