



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

**Archway Court Day Nursery
105-109 Caerleon Road
Newport
NP19 7BZ**

Date of inspection: November 2014

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

Archway Court Children's Day Care Nursery opened in September 1993 in a single house in its present location. It has since expanded and now encompasses three adjoining houses. The nursery is owned by a couple who do not work directly in the setting but provide good oversight.

The nursery is situated close to the centre of the city of Newport and is registered for up to 80 children from birth to five years. The pre-school group is registered for up to 28 children aged from three years to statutory school age. There are currently 35 children on roll in the pre-school group, fifteen of whom are in receipt of funded educational provision.

Children come to the nursery from a wide area and eventually feed into up to six different primary schools. The nursery welcomes all children and nearly all speak English as their first language.

The Care and Social Services Inspectorate Wales last inspected the setting in May 2013. Estyn last inspected the setting in October 2008.

Summary

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

Current performance

The current performance of the setting is good because:

- during their time in the nursery, most children make good progress from their starting points;
- nearly all children behave well and treat one another with care and respect;
- practitioners provide a good range of interesting and exciting learning experiences that motivate the children to learn;
- children enjoy their time in the setting and engage well with the activities that are planned for them; and
- teaching is good.

Prospects for improvement

The setting's prospects for improvement are good because:

- the management structure is clear and everyone knows their roles and responsibilities;
- staff share high expectations of themselves and of the children;
- the current self-evaluation is realistic and targets for improvement are appropriate; and
- there is good evidence that practitioners are working towards meeting the targets for improvement.

Recommendations

R1. Further embed the process of self-evaluation to include input from all pre-school staff, from parents and carers and from children.

R2. Improve the evaluation of courses attended to focus more clearly on the impact on children's learning and on standards.

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

Nearly all children make good progress for their age and stage of development. Most three year olds speak in full sentences and are able to make themselves understood when talking about what they are doing. They recognise the initial letters of their names and find their names when self -registering in the morning and on their placemats when they go to the dining room to eat. Nearly all show an interest in books and sit quietly and attentively to listen to stories. They show their interest and understanding by asking relevant questions and commenting on what they think is going to happen next. Most enjoy songs and rhymes and join in enthusiastically singing and following the actions.

Most children count confidently to ten by rote and are able to count objects accurately to at least three and many to five. They use mathematical language correctly in the course of their play when they talk about containers being empty or nearly full and discuss the shapes they are using to create a collage rocket.

The development of children's knowledge and understanding of information and communications technology (ICT) is developing appropriately. Children play confidently with a range of equipment such as simple tablet computers, a digital camera and electronic toys operated by buttons and switches.

Nearly all know the Welsh names for the primary colours and count confidently together to 10. They respond appropriately to questions about the weather in Welsh and show understanding of the Welsh that the adults use with them. Many are beginning to use some of these words and simple phrases spontaneously.

Wellbeing: Good

All children are happy in the setting and are well motivated and engaged in the activities that they choose. They arrive confidently in the morning and are eager to be involved in the activities that have been planned for them. Nearly all are developing independence and make clear choices about what they want to do. They become absorbed in their chosen activities and concentrate for increasing lengths of time, for example when choosing items from a selection to use when creating pictures or models of rockets.

Most children behave well throughout the sessions. They know the daily routines well and all help to tidy up when asked. They are kind and thoughtful towards one another and share equipment. Most concentrate well on the tasks they have chosen and sustain interest and involvement for appropriate lengths of time. There are currently no arrangements for children to make suggestions about what they would like to learn.

Learning experiences: Good

Practitioners plan together a good range of interesting and stimulating learning activities. Planning takes account of the Foundation Phase areas of learning and ensures continuity in the development of skills. There is an appropriate balance between adult-led and child-selected activities across the curriculum and all staff have high expectations of themselves and of the children whatever their age or stage of development. Learning opportunities encourage children to interact with one another and to form good relationships. Planned activities engage the children's interest and curiosity both indoors and outdoors and support them in developing their communication and ICT skills. Literacy, numeracy and Welsh are always included in the weekly adult led focus tasks. Practitioners make good provision for the needs of children who develop at different rates and take this into account when identifying expected outcomes for adult led activities.

Practitioners promote the Welsh language throughout the session both during group times and incidentally. Children are encouraged use Welsh when counting and also when naming colours. Many children are beginning to learn that they live in Newport which is in Wales and practitioners make good use of St David's Day to provide opportunities for children to learn more about Welsh customs and traditions.

Teaching: Good

Practitioners are experienced in working with young children and have sound first-hand experience and knowledge of child development. They make good use of open questioning to challenge children and to encourage them to think for themselves. They are sensitive to the needs of the children and know when to intervene and when to allow children to explore and experiment for themselves.

Both indoors and outdoors, practitioners provide an interesting and exciting environment that stimulates children to want to investigate and to learn. Teaching sessions have good pace. Practitioners engage children's interest effectively. All staff show an enthusiasm for the activities they have planned which encourages the children to become involved and to find out for themselves.

Practitioners observe the children while they are engaged in their learning experiences. The information gathered informs the next steps in planning and contributes to the local authority's assessment document. This begins with an assessment made when the child first starts in the pre-school department coupled with notes from an initial discussion with the child's parent or carer. Parents and carers are kept well informed about their child's progress through informal daily chats and have the opportunity to meet more formally with their child's keyworker once a year in February. Keyworkers set simple targets for the children in their group and these are recorded in the child's assessment record and shared with parents and carers.

Care, support and guidance: Good

The provision made for developing children’s health and wellbeing, including their spiritual, moral, social and cultural development, is good. Children in the setting are actively involved in the nursery’s arrangements for recycling and sustainability and enjoy taking the sorted recycled items to a local recycling station. The daily routines in the setting help to develop values such as honesty, fairness and respect. Most children are aware of the difference between right and wrong and adults help them to behave accordingly. Practitioners communicate with parents daily and share information about the children’s progress and wellbeing. Children are encouraged to take responsibility by washing their hands after using the toilet and before eating their snack and by putting on their own coats before going outside.

Practitioners understand the importance of early identification of children with additional learning needs and have worked with outside agencies to provide appropriate support. The setting’s arrangements for safeguarding children meet requirements and give no reason for concern. All practitioners have received up to date training in safeguarding and understand their roles and responsibilities. Other policies are appropriately detailed and relevant.

Learning environment: Good

The nursery is an inclusive community and children are encouraged to treat one another fairly. Particularly good attention is taken to ensure that all children have access to the full range of activities. Displays of children’s work reflect recent learning activities and help to create a bright and welcoming environment. The outdoor area provides a learning environment that enables children to explore a range of interesting experiences. Children are able to access this area freely from the indoors during set times in the day.

The setting employs sufficient well-trained practitioners to meet the needs of all children. They have a good knowledge and understanding of the Foundation Phase. All practitioners are committed to improving their knowledge, understanding and skills through relevant training. There are ample good quality resources to support the planned activities. Good use is made of the local area and visitors from the community have enhanced the children’s understanding of the world around them.

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

The nursery is well managed under the oversight of the owners. Practitioners respond well to advice and support and ensure that changes impact positively upon children’s standards and the quality of provision. Regular meetings ensure that all staff know and understand what is expected of them and minutes are taken to provide information for any absentees. Roles and responsibilities within the setting are well understood and supported by clear job descriptions.

Documentation provided for parents clearly lists the main objectives of the setting and the provision available. Effective procedures for performance management are

in place to review staff performance and a good system of interim meetings with the deputy manager has recently been put into place. All staff attend training courses provided by the local authority and where relevant these are linked to their performance management targets. Practitioners respond appropriately to national and local priorities and are fully involved in training and developments connected with the Foundation Phase including the ongoing development of the outdoor learning area.

Improving quality: Good

The current self-evaluation process has resulted in a document that demonstrates a good understanding of the setting and how the provision can be improved. The resulting action plan has an appropriate number of targets arising from the self-evaluation and there is good evidence to show that the setting is working successfully towards meeting these. For example, the setting identified the need for improved communication between staff and have set up a whiteboard in their base room where they are able to share daily information quickly and easily. Targets identify actions to be taken, persons responsible, resource implications, costs and timescales. The self-evaluation process does not yet involve all stakeholders.

Partnership working: Good

Relationships with parents and carers are good. Results from the pre-inspection questionnaire were very positive and mostly more favourable than national benchmarks. Parents spoken to during the inspection commented particularly on the trust they have in the staff and how happy their children are to come to the nursery. The setting keeps parents and carers well informed about what the children are doing through daily conversations, regular nursery newsletters and weekly planning sheets. These sheets show the planned activities for the week under the areas of learning of the Foundation Phase and are a distinctive feature of the setting. They are available for parents to pick up when they bring or collect their children and include optional homework suggestions, a colouring sheet with the letter of the week and additional comments to keep parents well informed about what is going on. Children from the nursery move on to six local primary schools. The setting has good relationships with these schools because they take and collect children to the school nursery classes and also collect older children for the after school club.

The local authority support teacher works effectively with the setting. Practitioners value the support they receive and are keen to respond to advice and guidance. Good links with the local community enhance the children's learning.

Resource management: Good

The pre-school department of the nursery has sufficient qualified and experienced practitioners who are deployed appropriately to make the best use of their experience and expertise. Good use is made of the available space indoors and outdoors to provide a range of interesting activities to encourage children to investigate and develop their skills. An ample supply of good quality resources supports the planned activities.

The deputy manager manages the budget efficiently. Spending is carefully monitored and reviewed in the light of value for money. In view of the progress made by the children from their starting points, the setting provides good value for money

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	11	9 82%	2 18%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	19%	0%	0%		
My child likes this setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	11	9 82%	2 18%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	1%	0%		
Teaching is good.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	11	10 91%	1 9%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	11	7 64%	4 36%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed about my child's progress.	11	6 55%	5 45%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	11	8 73%	3 27%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	11	5 45%	6 55%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	11	7 64%	3 27%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	11	10 91%	1 9%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	0%		
The setting is well run.	11	10 91%	1 9%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.