



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

**Belle Vue Day Nursery
Belle Vue Road
Cwmbran
Torfaen
NP44 3LF**

Date of inspection: March 2011

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

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 school'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

Belle Vue Nursery is a private family-run business in the St Dials ward of Cwmbran, Torfaen. The building was originally a place of worship that was turned into a purpose built nursery in 2002. The nursery opened in November 2003. In November 2010, due to growing demand for places at the nursery, a new extension was built to accommodate children under the age of 2 years. There are now 72 children attending per session with 84 on roll. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year.

Currently 14 children of three and four years of age have funded places from the Early Years Development and Childcare Partnership in Torfaen. During the inspection 12 of the funded children were present in the setting.

Children come from towns and villages around Cwmbran. The area is neither an area of advantage or disadvantage. All children come from homes where English is the main language spoken. The setting is inclusive and welcomes children with additional learning needs (ALN). Currently two children are recognised as having ALN.

The setting employs three members of staff to work with children in the pre-school room. The proprietor is actively involved in the running of the nursery, and is part of the management team. The setting was last inspected by CSSIW in November 2010. This is the setting's first Estyn inspection.

Summary

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

Current performance

Current performance is good because:

- almost all children achieve well and make good progress across most areas of learning in relation to their starting points;
- all children are enthusiastic, polite learners who enjoy learning and cooperate well with other children and adults;
- all practitioners work well together to support children's learning and progress;
- children show increasing confidence and independence in learning and participate well in decisions about what and how they learn; and
- outcomes from the parents' questionnaire reflect a high level of satisfaction with the progress their children make.

Prospects for improvement

The prospects for improvement are good because:

- play and active learning is well established in the setting and promotes children's achievement;
- the effective teamwork and positive ethos where the contribution of children, staff and parents are recognised and valued;
- practitioners respond positively to advice and guidance and are committed to seeking ways to improve; and
- systems for self-evaluation within the setting are good and these have supported and sustained improvements.

Recommendations

- R1 improve planning and provision for the development of children's information communication and technology skills;
- R2 complete the development of the outdoor learning area to maximise provision for play and active learning in the outdoor classrooms; and
- R3 consolidate self-evaluation processes and action planning to reduce unnecessary duplication;

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

Standards: Good

Most children achieve well and make good progress in relation to their stage of development and ability. Children gain in confidence and self-esteem and most cope well with new experiences.

All children apply their skills well to a wide range of play and learning activities. Most children are inquisitive and ask appropriate questions to acquire a greater understanding of the world, for example about the development of frogs and tadpoles in a tank in the nursery and in the local canal. All children join in enthusiastically with songs and action rhymes in Welsh and in English. They enjoy listening to stories and sharing books with adults. Children's pre-writing skills are good and they make appropriate use of opportunities to 'mark-make' in the outdoor learning area and indoors in the café area and writing area.

The development of children's pre-number skills is good. Most children can sort, match and sequence numbers accurately. Many children use mathematical language accurately and identify the position of objects correctly.

Children's creative and independent learning skills are developing appropriately through the range of play and active learning opportunities offered to use paint, crayon, water, sand and dough. They enjoy role play and show imagination, for example, in using the café area in the nursery which has been kept in place for a further period at their request. Children's skills in using ICT are less well developed.

All children enjoy physical activity and show good gross motor skills. Most children have good hand-eye coordination and fine motor skills, using scissors appropriately, and threading cereals and pasta shapes. They confidently choose resources for themselves and most show good levels of independence for their age.

Children are making good progress in developing their Welsh language skills. They use Welsh appropriately in all areas of the nursery and are becoming more confident to use the language in their play, particularly in the outside area and at meal times.

Wellbeing: Good

Children's standards of wellbeing are good. Almost all children settle well on arrival at the setting and enjoy their learning. They feel safe and secure in the nursery.

Behaviour is good and children are polite to adults and other children. All children are aware of the importance of being kind to others and these attitudes and values are reinforced through focussed activities throughout the week.

Most children are confident to talk to adults about what they do and the things they enjoy. They take turns appropriately and are generally happy to share toys, books

and play materials with other children. All children are keen to help and contribute to clearing away routines at the end of sessions.

Nearly all the children understand the need for personal hygiene such as washing hands before mealtimes and after visiting the toilet. Most children put their coats on independently or with a little help from adults.

All children have a good understanding of the importance of eating healthily and of the positive effects of exercise. Children readily explain what they know about the food they eat, including the fruit of the week and the setting's rainbow menu. They benefit from regular activities in the outdoor learning area including planting and growing vegetables which are harvested and cooked within the nursery. The pre-school children have achieved the Torfaen Healthy Living Award.

Children confidently make decisions about what they like and dislike when playing both indoors and outdoors in the setting.

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

All staff work well together as a team to provide consistency and to work towards shared outcomes for the children. The setting has established a set of values and approaches to working known as the Belle Vue Way which underpin the practice of all staff. Key workers have responsibility for a group of children. Practitioners know the children well and respond to their individual needs effectively to help them get the most out of the learning experiences offered. They plan carefully and appropriately to meet the needs of each child, including the more able and talented children and those with challenging behaviour. Staff work well together to offer a consistent approach to helping children to become independent and active learners and to manage behaviour effectively.

Practitioners promote children's personal and social skills well. For example they establish important routines at the end of lunchtime which include washing hands and faces with individual face cloths before they leave the table.

Practitioners plan and organise learning experiences in the indoor and outdoor areas effectively to develop and reinforce communication and numeracy skills within most areas of learning. The organisation and planning for the promotion of children's ICT skills is less well developed.

Practitioners encourage children to develop their Welsh language skills well. Welsh is used effectively in most sessions and enhanced by adults who are fluent Welsh speakers and supported by enthusiastic staff who are Welsh learners themselves. The setting provides good opportunities to develop children's understanding of Welsh traditions and culture. Awareness of other cultures is appropriately raised by the provision of activities to mark celebrations such as the Chinese New Year and Divali.

Practitioners offer children a range of experiences to learn about plant growth and to understand about recycling and sustainability.

Teaching: Good

The quality of teaching is good. Practitioners have a sound understanding of the Foundation Phase and use a suitable range of approaches to promote play and active learning. Routines are well-established and children respond well to the regular activities that support an environment in which they feel safe and well cared for.

Practitioners monitor children's learning effectively during play and active learning. They use their observation and interaction with children to track and review their progress across the areas of learning and to inform planning for future activities.

Staff keep useful records of work completed by children in individual portfolios. They share information with parents about the work children have done when children are collected at the end of the day. Practitioners provide parents with appropriate information about the experiences provided so that they can share these with the children at home. The setting provides parents with a clear report of their child's progress and standards of achievement when they move on to primary school.

Care, support and guidance: Good

The setting promotes children's health and wellbeing effectively. Children are happy, feel safe and settle quickly to the routines and activities offered in the nursery. Practitioners encourage children to take responsibility for their actions and to care for others. Daily routines and circle times provide good opportunities for children to develop important values such as fairness and respect.

The setting uses mealtimes very well to help children to enjoy the social aspects of eating and socialising with others. Children are encouraged to take responsibilities and to be actively involved in setting out cutlery and crockery and working together as a team to clear away after the meal. Staff promote useful discussion about the food they eat and help children to try different tastes and textures. The setting has shared this good practice with local authority staff and practitioners from other settings.

The setting has good arrangements for supporting children with additional learning needs. Staff have sought advice from the local authority and specialist agencies to plan effectively to meet the individual needs of a small number of children who need additional support. They have developed appropriate individual education plans for children with additional learning needs, challenging behaviour and a more able and talented child. All staff are aware of the consistent approaches and strategies to be used to offer the best possible care, support and guidance for all children to help them to flourish in the setting.

The setting has appropriate policy and procedure for safeguarding. The setting provides annual in-house training for staff on safeguarding to review and reinforce practice and understanding.

Learning environment: Good

The setting provides a welcoming and interesting learning environment for children. There are clear procedures in place for the maintenance and care of the learning environment which are well understood by staff. Children are encouraged to respect and contribute to the care of the learning areas and resources by participating in appropriate clearing away routines.

Displays, both in the classroom and in the outside learning area, are attractive and include words in both Welsh and English to reinforce children's language development. Practitioners promote equality and diversity appropriately through involvement in a range of cultural activities and celebrations that help children to explore and value differences.

The accommodation is suitable and space is used effectively to support activities to promote children's progress in all areas of learning. However, the resources available to develop children's ICT skills are limited to a computer and a listening area for children to access stories and music.

The outdoor environment is developing well and is used regularly to support children's development through play and active learning. The outdoor area has a small allotment where children plant and nurture vegetables and a compost bin to encourage recycling and raise awareness of sustainability. The setting makes good use of resources in the local community to extend and enrich children's learning, for example, canal walks and visits to the nearby park area.

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

The setting's proprietor and managers work well together to promote a positive ethos and culture where children, parents and staff feel valued and respected. All staff are clear about the business objectives and their contribution to the work of the setting. These objectives are discussed regularly in staff meetings and in staff performance reviews.

All staff have appropriate job descriptions and are clear about their roles and responsibilities. There are useful opportunities for career progression for staff within the setting, such as promotion to Head of Room for pre-school, toddlers and babies. Managers plan effectively for staff absence through good succession planning.

Managers regularly review performance against objectives in monthly management meetings. Staff meet every two weeks to discuss any concerns or issues and any action agreed is reviewed at the next meeting.

Staff respond well to national and local priorities. The setting engages well with new initiatives introduced by the local authority and has been involved in a range of pilot projects such as the Effective Early Learning and First Steps programmes. They have embraced new ideas and are always receptive to new ways of working. All staff

have been fully involved in training and developments related to the Foundation Phase.

Improving quality: Good

Managers and staff demonstrate a clear commitment to quality improvement. Practitioners reflect on the strengths of the work they do and are self-critical and honest about areas for improvement. Managers use a range of internal audits to monitor and review its work and support quality development. The setting has used the local authority's Effective Early Learning Programme as the basis for their annual self-evaluation. This has helped the setting to improve quality and plan for improvement effectively.

The setting produced a detailed self-evaluation report for the inspection using Estyn's Common Inspection Framework. Managers invested a considerable amount of time in producing this document and it provides a good platform for drawing together the range of self-evaluation activities undertaken by the setting.

Practitioners take good account of the views of children to support improvements and to contribute to planning activities. Parents are invited to provide informal feedback to managers and to share their views about the quality of provision within the setting more formally through a parents' questionnaire. Managers consider the outcomes carefully and use them effectively to inform quality improvement.

All staff are encouraged to evaluate their own performance and the contribution they make to the work of the setting. Staff demonstrate a strong commitment to self-improvement and take up a good range of opportunities for professional development offered within the setting and externally.

Practitioners make increasing use of links with other nursery providers and groups to share experiences and to develop networks of professional practice. They make good use of the support offered by the Early Years Development and Childcare partnership (EYDCP).

Partnership working: Good

Managers and staff work with a number of partners to support their work and the progress made by the children in the setting. They have good relationships with parents and provide them with regular information about the activities children undertake so that they can contribute to their achievements.

The effective links with Torfaen EYDCP through the work of the advisory teaching staff and cluster meetings support the work of the setting well. Staff take good account of the advice and guidance they receive from the EYDCP in order to improve and develop, for example, planning and assessment.

Managers develop useful network arrangements with other providers to share good practice and to develop work on local initiatives such as First Steps.

Practitioners have good links with local primary schools to support effective transition arrangements for children. Primary school staff visit the nursery regularly to meet children who will be moving up to their setting. In addition, practitioners from the nursery accompany children, who have difficulty with transition, to spend time in their new provision.

Staff have good links with specialist services, for example, the educational psychologist and speech and language therapists. They have used this service to access appropriate help in supporting children with additional learning needs.

The setting has good links within the local community that help promote children's learning. Children enjoy participating in the local village Scarecrow Hunt every summer, working alongside the Salvation Army. They benefit from visits to places of interest and also enjoy the input of visitors to the setting. For example, visits from the Zoo Lab, the local authority recycling team and from Mrs Tufty who visits each year to raise children's awareness of road safety.

Resource management: Good

Managers make effective use of the available staffing and resources to support children's learning. Staff are deployed effectively to make best use of their experience and expertise and to promote their professional development. The budget and financial matters are dealt with efficiently by the proprietor and available funding is used effectively to support improvements in the setting. Overall, resources are appropriate to meet the needs of delivering the Foundation Phase curriculum.

Overall, the standards achieved by learners are good and the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires.

Analysis of the ten questionnaires returned by parents indicated a high level of satisfaction with the provision offered by the setting. All parents are pleased with the progress their children are making and the ways in which the setting encourages parents to support their child's learning and development at home. They are kept well informed of their child's progress and receive helpful feedback from their child's key worker at the end of each day. They are confident to approach the setting to discuss any concerns.

Responses to discussions with children.

All children enjoy the variety of interesting activities offered within the setting. They enjoy learning new things and playing with friends, particularly in the outdoor play area. They also enjoy cooperating with others to complete activities such as tidying up and clearing away after lunch. They are confident when speaking to adults and visitors and when taking on responsibility for helping with serving food to other children at snack time and lunchtime. They understand the importance of being kind to others and of behaving well.

Appendix 2

The reporting inspector

Janice Thomas HMI	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)