



Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
For Education and Training in Wales

**THE INSPECTION OF EDUCATIONAL
PROVISION FOR CHILDREN BEFORE
COMPULSORY SCHOOL AGE**

**NURSERY REPORT ON:
Blessed William Davies Playgroup Llandudno**

Registered Nursery Education Inspector: Mrs Margaret CRONIN

Date of inspection: 21 October 2005

Contract number: T/022/05N

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REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

Name of nursery: Blessed William Davies Playgroup

Address: Bodnant Crescent
LLANDUDNO
Conwy

Telephone: (01492) 877994

Person responsible for day-to-day management:
Margaret Kenworthy / Sharon Lopez

Position: Joint Supervisors

Context of the nursery:

Blessed William Davies playgroup is housed within an unused classroom of a primary Roman Catholic school; it is open during term time and accepts children from 2 ½ years of age. The playgroup is registered for 36 children, most of whom attend part time. The number of three year olds who attend varies between 3 and 8 per session, the greater number being during the afternoon. Most of these children also attend the school nursery class during the mornings. Currently there are no four year olds attending.

The accommodation is one large room, with purpose-built child toilets attached, and ready access to the large school field. The playgroup is well established and attracts children from the near vicinity, both private and local authority housing.

All children who attend speak English, in addition one child has Italian as a second language and another has Italian and Welsh. There are no children with a statement of special educational needs.

The nursery managers are responsible for the day-to-day running of the nursery, and each works for 5 sessions. Both managers and the other supervisor possess relevant early years qualifications, and all are involved in the planning of the programme. The nursery also offers practical training experience for students studying childcare at the local college.

There is a high ratio of adults working with three year olds, the nursery is a provider of early years Education, and a member of the Conwy Early Years Development Childcare Partnership.

Blessed William Davies playgroup has not previously been inspected by Estyn.

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in

Wales. It was commissioned by Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all judgements. Grade definitions are:

Very good (Grade 1) many good features, some of them outstanding;

Good (Grade 2) good features and no major shortcomings;

Satisfactory (Grade 3) good features outweigh shortcomings;

Unsatisfactory (Grade 4) some satisfactory work, but shortcomings in important areas

Poor (Grade 5) many shortcomings

MAIN FINDINGS OF THE REPORT

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the desirable outcomes for children's learning.

Standards achieved by children in the six areas of learning

Six areas of Learning	Judgement for 3-4 year old children
Language, Literacy and Communication Skills	1
Personal and Social Development	1
Mathematical Development	1
Knowledge and Understanding of the World	1
Physical Development	1
Creative Development	1

Inspection judgement on the quality of education provided by the setting

Quality of Education	Judgement for 3-4 year old children	Judgement for 4-5 year old children
Quality of planning for children's learning.	2	3
Quality of teaching.	2	N/A
Quality of assessment and recording of children's progress, and reports for parents and carers.	2	N/A
Quality of the relationships with parents, carers and the community.	1	N/A

Management and leadership have many good features that outweigh shortcomings.

The quality of provision for children's spiritual, moral, social and cultural development has many good features, some of them outstanding.

This nursery has not previously been inspected by Estyn.

THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING

Standards achieved by 3-4 year-olds

Language, Literacy and Communication Skills

Good features:

Children enjoy opportunities to tell others about what they have been doing. They all select books from a good quality selection of both fact and fiction titles. They know books convey meaning, and handle them correctly. They display good recall of nursery rhymes in both Welsh and English. Children identify their written names and. Most children are keen to attempt to write their name, by tracing it. All children respond well to adults they know and to visitors, they make choices and convey their preferences. Pictures and displays show that children have experience of using a variety of tools and media, to produce formal letters and symbols. At every opportunity children are encouraged to use language, both English and incidental Welsh.

Shortcomings:

There are no significant shortcomings.

Personal and Social Development

Good features:

Children enter the nursery happy and confident, and readily select tasks of their choice. If they need help all children will ask an adult, often they work independently on familiar tasks. They share and take turns, and three year olds show care and concern to younger children, who are still settling into the nursery routine. Children use the toilet independently, and wash their own hands.

During snack time the children take turns to lay the table and pour drinks for themselves and others. The activities that are offered to children allow them to develop skills independently, and there is also support for those who are not yet able to use these skills.

Shortcomings:

There are no significant shortcomings in this area.

Mathematical Development

Good features:

Children can sing nursery rhymes and count spontaneously in Welsh and English. They use many opportunities, supported by adults, to practise their counting skills. During water play the children use comparative language of weight and size, and during outdoor play language includes faster and slower. All children recognise a circle and most can identify other shapes. Children use play money in their games within the shop area.

Shortcomings:

There are no significant shortcomings in this area.

Knowledge and Understanding of the World

Good features:

Children have access to the school playground and playing field, and a garden area is being developed. Each child has planted a daffodil bulb, and many are keen to monitor the progress. The local police officer has just visited the nursery, and the children talk about the experience; they refer to this when the police helicopter flies over the nursery. The children discuss the seasons, and identify suitable clothing for each time of year. They use clothes to dress up and utilise animals from the farm and zoo into their play and they can name them.

Shortcomings:

There are no significant shortcomings in this area.

Physical Development

Good features:

Children have plenty of opportunity to climb, crawl and slide on indoor equipment. When weather permits they also play outside and display increasing confidence and skill in using pedal bikes, scooters and cars. They have a good awareness of space and are careful to avoid others. Children handle pencils, brushes, scissors and other items effectively, and demonstrate good control of the computer mouse.

Shortcomings:

There are no shortcomings in this area.

Creative Development

Good features:

Children enjoy using a range of art and craft materials to produce many pictures, patterns, models and displays. They select their own activity and generally complete the task. All children are able to carry out role play activities, and are keen to become involved in story time, playing the part of the main characters.

Shortcomings:

There are no shortcomings in this area.

THE QUALITY OF EDUCATIONAL PROVISION

THE QUALITY OF PLANNING FOR CHILDREN'S LEARNING

Good features:

The long and short term planning for the nursery is good. The managers identify the activities to be offered and these are discussed with the other staff at the nursery. The activities offer a full range of learning opportunities for all children across the six areas of learning. The success of activities is evaluated, and this influences future planning. The nursery works well with the primary school, and the activities enhance the learning that takes place there. A photographic record in the form of a book is kept of many of the activities, and children enjoy sharing this with adults.

Shortcomings:

Planning is not linked closely to the assessment of children's needs, so there is not enough focus on meeting the needs of children when they achieve 4 years of age or more able children.

THE QUALITY OF TEACHING

Good features:

Teachers have a good knowledge of the Desirable Outcomes, and their care of the children is excellent. There is a happy atmosphere and teachers use a range of good quality resources to support learning across the areas. All the teachers communicate well with the children, and encourage good dialogue. Circle time and outdoor play is used exceptionally well to encourage group discussion and for regular teaching of Welsh words and phrases.

Shortcomings:

Very occasionally the children's choices are restricted, with too much adult direction.

THE QUALITY OF ASSESSMENT AND RECORDING OF CHILDREN'S PROGRESS AND REPORTS TO PARENTS AND CARERS

Good features:

The assessment process focuses on what activities each child has undertaken, the formal process of assessment is at an early stage, and all staff are consulted before it is recorded. Parents and carers have informal feedback on a daily basis, and a booklet that provides summative assessment accompanies the child when he or she leaves the group.

Shortcomings:

The focus of records has been on completion of activities rather than children's progression. The records do not yet form part of the planning process.

THE QUALITY OF RELATIONSHIPS WITH PARENTS, CARERS AND THE COMMUNITY

Good features

Relationships with parents, carers and the community are good, and visitors, for example the local police officer, are regularly welcomed into the nursery to share information with the children. The toy library is used well by the nursery, providing the loan of good quality books and other materials. Parents regularly receive notification of events and are welcome to stay in the nursery if they wish. Photographs of playgroup activities are displayed and shared with parents.

Shortcomings

There are no significant shortcomings in this area.

THE QUALITY OF LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the setting

Good Features

Leadership and management are effective. The managers have clear responsibilities and plan effectively for learning in all areas of learning. The managers inform other staff of outline plans, and all are invited to contribute to them. There is good quality documentation and policies for all relevant aspects of work are regularly updated. There is an on-going programme of staff development.

Shortcomings

The nursery does not yet have an effective system of recording children's progress.

SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT

The provision for 3-4 year olds

Good Features:

The nursery has clear aims both in its documentation and practice. Staff members, including students on work placement, are consistent in their approaches to children and there are good relationships between staff and children. Adults value children's contributions and the children often lead discussions. The toys, books and equipment represent different cultures; teachers promote good attitudes and respect for differences, and the nursery reflects the ethos of the Roman Catholic primary school, where many of the children also attend. Staff utilise many opportunities to encourage the children to use Welsh in their work and play.

Shortcomings:

There are no significant shortcomings

THE KEY ISSUES FOR ACTION

The setting needs to:

Build on the excellent planning process that currently exists, to enable effective and suitable progress to be made by 4 year olds and more able children.

Further develop the system of reporting children's progress to parents and carers.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to Estyn. An evaluation of the action taken will form part of the next inspection.