



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on
First Foundations Day Nursery / Meithrinfa Camau Tirion
Memorial Hall
Llanelli
SA15 3EJ

Date of inspection: February 2019

by

Care Inspectorate Wales (CIW)

and

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

About First Foundations Day Nursery/Meithrinfa Camau Tirion

Name of setting	First Foundation Day Nursery
Category of care provided	Full day care
Registered person(s)	N/A
Responsible individual (if applicable)	Miranda Williams
Person in charge	Amber Shadrach, Sara Walters and Miranda Williams
Number of places	40
Age range of children	0 – 12 years old
Number of children funded for up to two terms	0
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 8:00 to 18:00
Flying Start service	No
Language of the setting	Bilingual
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the “active offer” for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use the service, or who may use the service, in terms of the Welsh language and culture.
Date of previous CIW inspection	27 th July 2017
Date of previous Estyn inspection	15 th and 16 th October 2012
Dates of this inspection visit(s)	5 th and 6 th February 2019
Additional information	Most children come from English-speaking homes.

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No areas of non-compliance were identified during this inspection.

Recommendations

- R1 Plan purposefully to develop children's numeracy and information and communication technology (ICT) skills systematically across the areas of learning
- R2 Improve arrangements to ensure children's privacy while using the toilet
- R3 Ensure that success criteria in the development plan are measurable and are reviewed regularly

What happens next

The setting will produce an action plan to show how it will address the recommendations.

Main findings

Wellbeing: Good

Most children interact confidently with each other and with practitioners. Across the setting, they express themselves clearly and make good choices and decisions about where to play and with whom. Nearly all children suggest ideas while planning the theme for every term effectively. Most express their preferences confidently; for example, one child lay on the mat in the reading corner as they did not want to dance.

Nearly all children are happy when they arrive at the setting and settle quickly. The few who become upset when they see their parents leave settle quickly and approach practitioners confidently for comfort. Nearly all children form a positive relationship with their key worker and other children. For example, babies are happy upon waking and express their contentment by smiling and reaching out to their key worker.

Nearly all children behave well. They take turns and help each other, when appropriate, for example by helping each other to collect balls. Nearly all children are polite and say 'thank you' and 'please' when appropriate. Older children have contributed positively to the setting's behaviour and anti-bullying rules.

Nearly all children enjoy their play and learning activities, for example when playing with rice to fill and empty cups and bowls. They are enthusiastic and concentrate well on their tasks for extended periods. They show an interest and feel excited about their activities. For example, they stamp their feet excitedly when the music starts to play.

Nearly all children make good progress in line with the stage of development. For example, the youngest children, who are not yet walking, pull themselves up on furniture independently while other children try to move around the playroom by pulling themselves along the floor. Most children count, recognise shapes and name colours confidently.

Nearly all children are becoming increasingly independent. They use the toilets and wash their hands without help. One of the setting's strengths is the way in which all children behave well and understand the importance of being kind to each other.

Learning (only applies to three or four year old children who do not receive education in a maintained setting):

There is no report on learning because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, who can be reported on without identifying individual children.

Care and development: Good

A high priority is given to safeguarding children, and practitioners and leaders promote children's health and wellbeing very successfully. All practitioners have a

sound understanding of their roles and responsibilities in relation to safeguarding children. They implement the setting's policies and procedures, such as giving medication and hygiene procedures. Healthy and nutritious snacks and meals are provided for the children.

Practitioners manage children's behaviour skilfully. They praise behaviour and achievements and give positive encouragement when children try to do things for themselves. Willing comfort and sympathy are given to pupils who are upset or who are unhappy when they arrive. All practitioners talk calmly and quietly to the children. As a result, nearly all children behave well.

One of the setting's strengths is the way in which practitioners work closely together to meet children's needs. They know the children very well and have a clear understanding of their needs, abilities and individual preferences. For example, staff provide resources that are important to individual children. Practitioners are mainly responsible for a specific group of children and communicate effectively with parents, both orally and through a daily book. Children receive care that is consistent with their individual routines. For example, practitioners meet children's additional needs extremely well and recognise non-verbal signs. Practitioners treat all children with dignity and respect. They greet all children and parents enthusiastically as they arrive.

Practitioners treat all children as individuals and promote equality and diversity well through stories, celebrations and planned themes. For example, they celebrate the Chinese New Year by tasting different foods and creating colourful dragons.

The setting has very effective procedures for supporting children with additional learning needs. Practitioners and key workers work closely with external agencies to support children's development. Practitioners provide parents with comprehensive and purposeful information, and include appropriate targets for children's development. Many children are independent. However, the setting misses opportunities to nurture older children's independence during snack time. For example, at the after-school club, children do not distribute the cups and food.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

One of the setting's strengths is the way in which practitioners work together effectively as a team and support each other for the benefit of the children. There is a wonderful relationship between practitioners and children, and they provide a supportive and stimulating learning environment.

Practitioners have a sound understanding of the principles of the foundation phase. They ensure a successful balance between activities that are led by adults and those that are chosen by children, both indoors and outdoors.

Leaders have robust planning procedures that develop children's skills in all areas of learning. A core part of planning is the way in which practitioners include children's ideas as part of planning. However, leaders do not plan activities that challenge children of different abilities consistently enough.

Most practitioners model language well and consistently, and provide valuable opportunities for children to develop their language skills. They ensure that children are given frequent opportunities to practice responding to familiar questions, and songs and nursery rhymes are used successfully. They provide beneficial opportunities for children to handle books carefully and begin to enjoy behaving like readers. Practitioners ensure that there are beneficial opportunities to develop children's early writing skills in the playroom, in addition to the outdoor play area.

There are regular opportunities for children to develop their numeracy skills within focus tasks. An effective example of this is counting and picking up red pompoms, which correspond with the number in the envelope, and putting them carefully in a bowl of rice as part of the Chinese New Year celebrations. However, children are not given sufficient regular opportunities to reinforce their numeracy skills in other activities. Children are given suitable opportunities to use ICT equipment, but there are not enough opportunities for them to develop their skills systematically. Practitioners provide suitable opportunities for children to develop their physical and problem-solving skills.

Practitioners plan and provide beneficial opportunities for children to develop their spiritual, moral, social and cultural skills. An example of this is the opportunity to collect food for those who are less fortunate and take the contributions to the local food bank. Practitioners organise appropriate opportunities for children to learn about, and celebrate, their Welshness by attending a local festival to enjoy the Welsh hustle and bustle and meet popular characters. Practitioners use local visits and visitors to enrich children's learning experiences well.

Arrangements for assessing pupils' progress are effective, and practitioners identify all children's needs well. Practitioners praise children orally regularly and purposefully, and question them skilfully. The process of observing and assessing children ensures that they receive the necessary support. Practitioners use assessments purposefully to plan the next steps in children's learning.

Environment: Good

Leaders ensure that the building is safe, warm and clean. Practitioners are aware of their roles in order to maintain children's safety, and risk assessments are rigorous.

There are good procedures in place to keep the site clean and well maintained. For example, practitioners follow effective hygiene procedures for disinfecting tables before and after meals. Practitioners wear aprons and gloves when changing children's nappies in order to reduce the risk of cross-contamination. Everyone is aware of the responsibility in the weekly cleaning rota.

Toilets and handwash basins are located in convenient places, which mean that children are able to use them independently. Toilets and nappy changing facilities are clean. However, the toilet arrangements do not ensure complete privacy for children.

Practitioners ensure that the learning environment is motivating and stimulating for children. There are displays throughout the building which promote the children's sense of belonging and their achievements effectively. The foundation phase ethos

is implemented successfully by creating play and learning areas, both indoors and outdoors. Children's wellbeing is promoted successfully through access to a wide selection of toys and equipment in the three playrooms and the outdoor areas. Resources are kept at a low level in labelled boxes. This enables children to make choices about their play and to develop their independence effectively. The setting has a good range of toys and equipment to promote cultural awareness. For example, the equipment in the rice tub includes chopsticks and Chinese ready-meal cartons.

The outdoor area encourages active learning well, such as messy play in the mud kitchen and good physical activities, such as bicycles and climbing frames. Nearly all resources are clean and well maintained.

Children under two years old receive good care in a purposeful room, and there is enough room for them to rest and play. For example, there is a separate room for children to have quiet time and sleep.

Leadership and management: Good

The registered person and joint leaders share the same clear vision in terms of providing a homely and supportive environment. They are committed to fostering an environment where all children are encouraged to develop to their full potential. Leaders succeed in nurturing a successful sense of co-operation between all practitioners, and all share the leaders' vision. The leaders lead by example by setting high expectations for practitioners. They share leadership responsibilities purposefully and ensure that practitioners understand their roles. This contributes successfully to the orderly running of the setting from day to day.

The statement of purpose is a useful document and includes most of the necessary information. However, it does not note that there is an after-school provision for children up to 12 years old.

Leaders have ensured that there are enough practitioners with appropriate qualifications and relevant experience of working with children. Practitioners are used effectively, in line with their strengths, to meet children's needs. Performance management systems are purposefully and practitioners have specific targets. However, leaders do not link targets that derive from this process well enough with the priorities in the improvement plan. Leaders ensure that practitioners attend a wide range of useful training in order to strengthen their understanding of how to develop children's language skills and wellbeing, and also to learn new methods of teaching and learning.

Self-evaluation processes are systematic and rigorous, and leaders and practitioners work together closely to self-evaluate provision, and monitor and evaluate the results. They also give good consideration to the views of practitioners, parents and carers, the local authority and Mudiad Meithrin.

The development plan is a useful document, which considers the areas for development that derive from the self-evaluation process, and is structured purposefully. Improvement processes include timescales, practitioners' responsibilities and costs, and enable leaders to plan strategically for improvement.

However, targets are not measurable enough and there is no evaluation of the previous plan in order to measure progress.

Leaders and practitioners work effectively with a range of partners, and this contributes beneficially towards raising standards and promoting children's wellbeing. There is a positive relationship between practitioners and parents, and parents praise the setting highly for its strength in this area.

The practice of appointing a key worker to care for specific children promotes the link between the home and the setting successfully. Key workers are a specific point of contact, and provide parents and carers with useful support and advice on all areas of their child's wellbeing. The setting's open-door policy means that parents are given regular opportunities to meet with practitioners to discuss any concerns at a very early stage.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol (Welsh to English).

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