



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

A report on

**Tabernacle Kindergarten
Tabernacle Church Schoolroom
Main Street
Pembroke
SA71 4DB**

Date of inspection: June 2019

by

Care Inspectorate Wales (CIW)

and

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

About Tabernacle Kindergarten

Name of setting	Tabernacle Kindergarten
Category of care provided	Full Day Care
Registered person(s)	Sandra Sinclair
Responsible individual (if applicable)	N/A
Person in charge	Sandra Sinclair
Number of places	19
Age range of children	2 years to 5 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	3
Opening days / times	9am to 3:30pm – extra hours of care by arrangement
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	07/11/2017
Date of previous Estyn inspection	28/11/2014
Dates of this inspection visit(s)	04/06/2019
Additional information	
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Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	No judgement applied
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 non-compliance was identified during this inspection.

Recommendations

R1 Improve snack time so that there is more focus on children's independence and social skills

R2 Streamline and improve the organisation of resources in order to develop the children's skills in child-initiated play

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Almost all children feel very settled and relaxed in this setting. They part from their parents happily and immediately join in with the activities and routines that are taking place. Children have very positive bonds with practitioners and each other. For example, a child gave a friend a cuddle when she was feeling sad and some children identify when they, or others, have been kind, when discussing the group 'kindness cloud'. A child recalled how he had told a friend "It's ok buddy," and given him a pat on the back when he was upset. Children speak confidently with adults to share their news and to show what they discover in their play.

Children make regular choices as part of their daily routine. For example, they choose how they would like to be greeted and they make a choice as to whether they would prefer to sing or listen to music while waiting for their snack. They have consistent opportunities to choose their activities at designated times and to choose their snacks and drinks.

Children are very familiar with the routines of the setting and they have a number of opportunities to practise their independence skills as part of this routine. For example, almost all children make good attempts to get their wet weather clothing on and off, to take their shoes off and to put their slippers on. Children develop their independence suitably at snack time when they pour their own drinks and take their dishes to the trolley when they have finished eating

Children enjoy their play and show interest and excitement. For example, a child said, with excitement, "I found a snail!" and almost all children joined in happily with action songs. Children enjoyed drawing around each other to create a gingerbread man shape and invited us to join in with this.

Nearly all children develop a range of skills well as part of the daily routine and planned activities. For example, they join in regular singing sessions enthusiastically and communicate with others effectively. They count the number of children and cups needed accurately and develop their physical skills well when they move to music, run to catch bubbles and play on trikes.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): No judgement applied

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive their funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners at this setting provide warm and nurturing care for the children. They know the children well and meet their needs effectively including their personal, dietary and learning needs. All practitioners have up-to-date training in safeguarding, paediatric first aid and food hygiene. They show good understanding of safe processes to follow in the case of a child protection concern and they follow the nursery's policies well when they deal with an accident or administering medication. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners complete useful additional training to meet the needs of the children, including training in emotional literacy.

Practitioners have positive and warm working relationships with children and provide consistent support to manage children's behaviour. There is a strong focus on the positive, with the practitioners regularly praising children for their efforts and good behaviour. Practitioners use an effective 'traffic light' system as a behaviour management strategy. They use this consistently and calmly at regular intervals to celebrate good behaviour and address unwanted behaviour.

Practitioners support children to be safe and healthy effectively. They supervise children well and provide regular reminders to children to keep them safe, such as keeping their umbrellas down when walking, and ensuring they are in a safe space to do a cartwheel. Practitioners follow suitable hygiene procedures regarding nappy changing, hand washing and food safety. They show a good understanding of how to keep children healthy. They ensure that children take part in regular physical activity and that they play in the outdoors on a daily basis. They provide healthy snacks to the children and support them to brush their teeth.

Practitioners have a good understanding of child development. They plan effectively for all ages of children and they seize opportunities to develop children's skills. For example, they develop children's counting skills and mathematical vocabulary well, including more, less, heavy and light, during a regular activity where they ask children to choose the next activity by selecting a blue or yellow teddy bear. Practitioners make beneficial use of the limited outdoor area during planned outdoor time each day. They vary the activities on offer and make the most of a range of different opportunities by responding thoughtfully to weather conditions. For example, they encourage children to splash in puddles and twirl umbrellas on a very wet day and provide opportunities for children to use trikes and paint outdoors when the weather improves. They extend individual children's vocabulary when they talk to them about their news at snack time. However, there are too many activities going on at once at snack time to allow practitioners and children to focus effectively on what they are doing and develop children's skills successfully.

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

The setting provides a wide range of good quality activities that stimulate children's interests and motivate them to learn. Practitioners' planning takes good account of the requirements of the foundation phase and focuses suitably on developing children's skills across all areas of learning, but there are fewer opportunities for creative development. Practitioners are beginning to involve the children more in contributing ideas about what and how they would like to learn. For example, the current fairy tale theme is in response to interest expressed by the children in stories. There is a suitable range of areas of provision that are continuously available to children, but these often contain large amounts of toys and equipment and this sometimes masks the skills that practitioners want children to develop during child-initiated play. Practitioners make good use of visits to the local community to enhance children's learning and develop their understanding of sustainability. For example, they take children to the local recycling centre to dispose of unwanted items and visit charity shops when they need additional equipment to support themes.

The setting provides good quality opportunities to develop children's literacy, numeracy and information and communication technology (ICT) skills. Practitioners plan effectively to develop these skills in the indoor and outdoor environments. For example, the reading area is particularly inviting and contains an excellent range of good quality reading materials in English and Welsh. A particular feature of the setting is the use of songs throughout the session for routines and general enjoyment. Practitioners regularly burst into song and the children join in enthusiastically. This develops children's literacy and numeracy skills successfully and helps to make the setting a fun and happy environment for the children.

All practitioners promote Welsh very successfully. They use Welsh to communicate with the children naturally throughout the session. This includes singing a wide range of Welsh songs that children join in with eagerly. As a result, older children use Welsh spontaneously to indicate and ask for things. There are good opportunities for children to develop an understanding of Welsh traditions and culture through celebrating St David's Day and taking part in the setting's Welsh Week.

The setting provides a worthwhile range of learning experiences to foster children's spiritual, moral, social and cultural development successfully. Practitioners support children's moral development well. For example, they encourage children to apologise for any actions that might upset others and to resolve conflicts quickly. Children have many good quality opportunities to develop an understanding of different cultures including the different countries that make up Britain. Practitioners use a range of stories and equipment from different cultures and hold special weeks to look at aspects of different nations.

Practitioners have a sound understanding of good foundation phase practice, and provide varied and interesting opportunities for children to learn through play and

active involvement. They develop children's skills successfully by playing alongside them and intervening to ask thought provoking questions to extend their learning and to develop their thinking skills.

The setting has effective arrangements to track children's progress and to plan for the next steps in their learning. Practitioners make careful observations of what children do well and skills that require improvement. These observations, along with an evaluation of focused activities, feed suitably into future planning. The setting keeps parents and carers well informed about their child's progress across the foundation phase areas of learning through daily contact sheets, informal chats and termly opportunities to visit the setting to see the children's work.

Environment: Good

Leaders provide good quality resources that support the development of the whole range of skills, and these are organised appropriately into different areas for learning. For example, they provide a suitable mark making area with access to stencils, card, pens and pencils as well as areas for role play and small world play. The setting provides resources that promote cultural diversity successfully including resource boxes that include stimulating activities linked to different cultural celebrations. For example, they provide a story book and toy animals to help celebrate Chinese New Year. There are suitable resources to promote the Welsh language and an understanding of Welsh culture. These include good quality books and resources to help children celebrate St David's Day. However, overall, there are too many resources in the areas and this restricts children's ability to make choices and develop their play independently.

Leaders follow effective processes to keep the environment safe, clean and suitably maintained. For example, the walls are freshly painted and the setting has dealt with a problem with damp. Leaders complete risk assessments and review these regularly. They keep the door to the service locked and keep a record of visitors. There is a 'no-shoes' policy in the service that keeps the indoor environment clean and hygienic. They have an appropriate system in place to regularly clean and replace the resources and equipment. They ensure that regular safety checks are completed on the central heating system and portable electrical appliances. Leaders maintain a suitable temperature in the indoor environment and keep the kitchen very clean.

Leaders provide a suitable space and facilities for the children. There is a nappy changing area which protects the privacy and dignity of the children. There is a toilet and hand wash basin that children can use independently as there are portable steps to enable the children to reach them. Practitioners store resources in transparent, labelled trays at the children's level, so that they are easily accessible. Leaders provide furniture, beakers and plates which are suitable for the needs of the children and they acquire specialist equipment where it is needed to meet individual children's needs.

Leaders make good use of the outdoor space that is available. They provide a good variety of resources that help children develop a full range of skills. These include a mud kitchen, rocking toys, chalk board and trikes that support children to develop their communication, early writing and physical skills well/appropriately. They provide wet weather gear, and ensure that children have suitable footwear so that they can play outside in the rain.

Leadership and management: Good

The leader has a clear vision for the setting that focuses on providing a welcoming, family ethos and making the children feel at home. She shares this vision effectively with practitioners and parents. She sets high expectations of practitioners and has established an experienced team who work very well together. All practitioners are aware of their roles and responsibilities and there are suitable arrangements for appraisal and supervision that help to address identified areas for improvement and training needs successfully.

The setting's statement of purpose provides a generally accurate picture of what the setting offers. There are effective procedures to ensure the safety of all children and staff, and leaders review these regularly.

The setting has suitable processes to review its performance and to identify areas that require improvement. Staff keep the provision under constant review and regularly make changes in response to their observations of the children. For example, they have recently reduced the amount of equipment in the home corner as they recognised that children were not using it as purposefully as they should. Leaders take good account of the views of parents, and advice from the advisory teachers, when planning for improvement. For example, they have worked to improve the outdoor area to provide a greater range of outdoor experiences. One area that the setting has worked to improve over time is the amount of Welsh used by practitioners and children. This has been particularly successful and is a strength of the setting.

The leader makes sure that there are enough suitably trained practitioners to fulfil their roles and to support the needs of all children effectively. The setting has effective processes for the recruitment and deployment of staff. The leader knows the children very well and is a visible presence in the setting. She encourages practitioners to take on responsibilities and makes sure that they all have appropriate training to keep up-to-date. She is forward thinking and actively seeks advice and looks for ways that the setting can improve. For example, practitioners have begun to consider how they can make the setting more suitable for children with additional needs by redefining areas and reducing the volume of equipment.

The setting benefits from a strong partnership with the Tabernacle Church in which it is based. This provides support with maintenance and allows the setting to keep its

equipment out when not in session. The setting has good partnerships with parents. Leaders keep parents well informed through regular newsletters that include information about the activities that the setting plans for the children.

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 evaluate 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

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