



Estyn

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

A report on

Princess Road Pre-school Nursery

**6 Princess Road
Old Colwyn
LL29 9PS**

Date of inspection: May 2022

by

Care Inspectorate Wales (CIW)

and

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

About Princess Road Pre-school Nursery

Name of setting	Princess Road Pre-School Nursery
Category of care provided	Full day care
Registered person(s)	Pauline Wilson
Responsible individual (if applicable)	
Person in charge	Pauline Wilson
Number of places	65
Age range of children	0 - 8 years
Number of 3 and 4 year old children	There are 30 four year-olds attending the setting. There are 36 three year-olds.
Number of children who receive funding for early education	19 three year-olds receive funding for early education
Opening days / times	Monday to Friday 8:00 – 18:00
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 setting that does not provide an 'Active Offer' of the Welsh language.
Date of previous CIW inspection	8 and 11 June 2018
Date of previous Estyn inspection	February 2013
Dates of this inspection visit(s)	03/05/2022
The setting underwent an Engagement Visit 15.2.21	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that fire drills are carried out at more regular intervals

R2 Provide opportunities for children to develop their literacy and numeracy skills during snack time

What happens next

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

Main findings

Well-being:

Most children make appropriate choices and decisions about their play. They move freely around the areas, choosing where and what to play with confidently, for example moving between playing with the trains indoors and the garden area outside. They sustain interest for extended periods of time.

Most children express themselves well and communicate appropriately with practitioners and other adults around them, for example when asking for resources that are not freely available or they can't reach. Children know that practitioners will listen to their views and respect their attempts at communication. A few younger children express their wishes through gestures and facial expressions and their requests are responded to. For example, when they cry and reach out when placed in the highchair, they are picked up and receive reassurance.

Children settle quickly on arrival. They cope well with separating from their parents and carers and enjoy attending. Children are very familiar with the routines of the setting and feel safe and valued in the care of practitioners with whom they have positive relationships. They develop confidence through opportunities to make their own decisions about toys and activities.

Most of the children communicate positively and confidently and behave very well. They enjoy joining in with group activities such as singing and listening to stories. Many are beginning to understand the needs of others, co-operate well in their play and share resources appropriately. For example, when both children want the long train, one passes it to the other. Children approach practitioners with ease and confidence for a cuddle when feeling tired.

Nearly all children explore their environment enthusiastically. They engage well in activities and express their enjoyment. For example, they smile and shriek with excitement as they discover they can go under the table to hide together.

Children enjoy excellent opportunities to develop independence, enabling them to do things for themselves successfully and in their own time. For example, a few children ask for help to open food packages and they are supported to try it themselves and are pleased and proud when they succeed. They also put on their coats and wash their hands independently after a painting activity.

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

Most children make good progress from their individual starting points and play together purposefully. They develop effective literacy, numeracy and information and communication technology (ICT) skills to support their learning successfully.

Most children express themselves well and join in with simple conversations with increasing confidence. For example, they talk about the smell of the different herbs as they chop them. They communicate clearly when responding to questions and

listen to each other with respect, for example when sharing photographs of their families and when looking closely at snails. Most children enjoy books and stories, they sit and turn pages and pretend to read to themselves. They respond with enthusiasm to stories and join in with familiar words and actions. For example using books as a stimulus for yoga sessions where they use their physical skills to create different shapes. Many children enjoy using different media such as water, chalk, foam and paint to make marks and express themselves effectively. They are developing good listening skills and during 'Amser Cylch' they listen to each other and will contribute when it is their turn, for example when talking about photographs 'I want to know what her family's baby is called'.

Nearly all children develop their skills across the curriculum effectively through their play. For example, they use electronic detectors to find and count metal items hidden under sand. Most children are developing numeracy skills through a range of interesting activities, such as using an electronic toy to discuss emotions displayed on a mat. During 'amser cylch' they count who is present in both English and Welsh and they join in with familiar songs with enthusiasm.

Most children develop problem solving skills well. They persevere when working out how to carry water in a bucket that has a hole, and how to feed and dress a doll. They work collaboratively in the outdoors, for example to assemble a car out of large wooden pieces. Nearly all children are confident in their play and ask for help when they need it. Most children are able to pour their own drink during healthy snack time and they take turns to pass the fruit around to share with their friends.

Most children are developing good physical skills. They handle resources with increasing confidence, such as pom poms, scissors and pencils which is developing their fine motor skills. They use large apparatus with confidence and move well during Yoga sessions. Most children's Welsh skills are developing well and they use Welsh to identify greetings such as 'diolch' and 'bore da'. Most children understand the Welsh words for colours, the weather and numbers and use these with increasing confidence.

Care and development:

Practitioners communicate with children in a warm, friendly manner and interact well with them during their play activities. They are positive role models for children. For example, when playing alongside children, practitioners model and explain the importance of sharing. They provide meaningful opportunities for children to develop their social and communication skills. For example, practitioners sit and chat with children during snack time and when appropriate they become actively involved in children's free play. Practitioners are sensitive to the needs of children and intervene effectively to prevent any disagreement. They give plenty of encouragement and ensure that praise is used meaningfully when children are kind, share resources and take turns. For example, when a child agrees to leave the water play so another child can have a turn, they receive praise for co-operating and thinking of others. Practitioners encourage children to develop a sense of pride in their achievements.

Practitioners have suitable arrangements to keep children healthy. They offer healthy snacks, milk or water to drink and encourage children to wash their hands, helping to develop their personal hygiene practice well. Practitioners clean surfaces before and

after use following good infection control procedures. Practitioners encourage children to be active and to play outdoors in the fresh air.

Practitioners keep children safe through implementing suitable procedures such as, completing daily checks of the environment, accident logs and administering first aid. They conduct fire drills, which helps children and practitioners to become familiar with the procedure to follow if they have to evacuate the premises. However, practice fire drills are infrequent. Records show gaps of up to, and some over, 12 months in-between drills. The setting's arrangements to safeguard children meet requirements and give no cause for concern.

Practitioners are caring and kind towards the children and help them to feel valued. They meet children's individual needs effectively, including those identified as having additional learning needs. Practitioners have an excellent working relationship with outside agencies to offer support to help children develop and learn to the best of their abilities. Practitioners track children's progress appropriately and use information from observations effectively to help children develop their learning. Practitioners provide appropriate resources and free choice activities. They organise interesting opportunities, which are led by the children's choices and decisions.

Practitioners use incidental Welsh effectively throughout the day. For example, they use lots of Welsh songs and language during registration as well as during play.

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

The setting provides a wide range of play experiences indoors and outdoors that support children's learning and development successfully. For example, practitioners encourage the children to make lemon and lavender lemonade outdoors, investigating the different aromas. Practitioners provide purposeful choices for children to play indoors and outdoors, ensuring that they have a range of experiences such as role play, problem-solving and physical activity. Practitioners engage the children particularly well in their outdoor physical play through encouraging exciting games using the large cardboard boxes and fishing from a boat.

Practitioners provide learning experiences that promote children's creative, moral, spiritual and cultural development well. For example, they foster a sense of awe and wonder when they talk about baby budgies and look closely at snails found that morning. Practitioners make good use of the resources available throughout the setting, such as planting seeds for their outdoor area and using role play to engage in effective conversations. They provide many useful opportunities to explore music and use ICT within both the indoors and outside, such as taking photographs and using musical instruments.

Practitioners develop children's numeracy skills well by using opportunities for learning that arise through planned activities. For example, they encourage the children to count how many children are present during circle time and they encourage children to talk about the weather. Most practitioners model Welsh language regularly and with confidence throughout the session. Worthwhile opportunities to sing together support children to learn and use new Welsh words and phrases effectively.

Practitioners support children's thinking skills well. They provide situations that encourage the children to work collaboratively to solve a problem. For example, when there is a hole in a bucket practitioners use questioning to enable the children to find a solution. Practitioners provide children with appropriate periods to lead their own play successfully. This ensures children have time to develop their ideas and make effective decisions to support their play.

The setting has effective procedures to support children's all-round development and progress across the curriculum through effective planning. Practitioners observe and assess the children's learning experiences and use these to identify next steps well. They ensure that children have a range of useful opportunities to extend their learning and development in all areas. Practitioners support children's development through promoting positive behaviour strategies in a mostly calm and respectful atmosphere throughout the setting. They support the children to develop their manners by, for example, reminding them to say 'diolch' and 'bore da'. However, there are some missed opportunities to develop skills during snack time when the children are sitting happily together.

Environment:

Leaders ensure that children are cared for in a safe and secure environment. Leaders have effective systems, including written risk assessments and daily room checks, which reduce or eliminate potential hazards. There is a suitable system to manage access to the setting and they record details of visitors consistently. The setting is well maintained and clean, with effective routines to help prevent cross contamination, for example extra cleaning and sanitising of the resources and equipment.

Leaders provide children with an attractive, well-decorated environment. There are opportunities for children to be active and independent indoors. The premises are welcoming and friendly, providing suitable space and facilities to meet the needs of children. The environment is decorated with displays, which celebrate the children's current art and craft work. This gives children a sense of belonging and helps them feel proud of what they have achieved. The setting provides direct outside access and practitioners use it appropriately, giving children the choice to play outdoors so they can be active. The outdoor environment provides children with a wide range of exciting opportunities that support them to learn about the world around them.

The indoor environment provides children with resources of a good quality which supports their needs and stage of development well. Leaders provide a suitable range of resources that help children to develop a range of skills. For example, they provide different materials for them to manipulate and use to make different sounds. Children benefit from a large selection of books in a dedicated library and a mud kitchen with real vegetables. Practitioners store toys and resources safely and they label drawers clearly. This enables children to choose independently and return items when they have finished playing with them and helps to keep resources in good condition.

Leadership and management:

The leader and practitioners are passionate and enthusiastic about all aspects of the setting. The leader sets high expectations of herself and maintains a positive ethos within the team. She has established a clear vision for the setting based on a stimulating environment where children can thrive. Staff and resources are well managed with practitioners working cooperatively, undertaking relevant and appropriate training, and developing their understanding of new initiatives, such as the new curriculum. There is a strong commitment to teamwork and practitioners feel valued. As a result, the established practices at the setting focus purposefully on meeting the needs of the children.

The setting has effective procedures in place to identify strengths and areas for improvement. All practitioners are committed to improving the quality of provision and experiences for the children. The setting makes beneficial use of information from a wide range of sources to inform the self-evaluation process. For example, the leader takes full account of the views of everyone involved with the setting, such as parents and carers, and the local authority advisory teacher.

The leader ensures the premises are managed purposefully, safely and appropriately so the children are safe, engaged and happy. Regular staff meetings provide opportunities for practitioners to discuss all aspects of the provision and children's progress. The development plan and the self evaluation plans are reflective and honest, and they provide a good overview of the work of the setting. The setting is making a good recovery following the pandemic and children and staff have adapted well to changes in procedures. This is largely due to strong leadership and effective management.

Staff well being is supported by the leader and an appointed well-being officer. This contributes to the positive ethos of the setting and consequently has a strong impact on the children at the setting. All practitioners take advantage of opportunities for continued professional development and strive to improve their performance. This has a positive impact, such as improving practitioners' confidence in providing child led experiences.

The setting has valuable links with the community and has made visits to the ambulance station, local park and cinema. Visitors to the setting support the children's understanding of the world, such as a pet dog and a visit from the fire service. Parents and carers are welcomed into the setting to discuss their child's progress and communication with parents is good. For example, parents are well informed about the progress of their child through daily handover discussions. There is an effective partnership with the school that supports the children well and helps prepare them to move on to the next stage in their education. For example, children meet their teacher before transferring to their new school and practitioners share purposeful information.

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)

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