

Examples of flexible Foundation Phase Nursery provision

[Alphabet Playgroup and Undy Primary School, Monmouthshire](#)

[Rhosymedre Community Primary School and Little Sunflowers, Wrexham](#)

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Alphabet Playgroup and Undy Primary School, Monmouthshire



Context

Alphabet Playgroup is a non-maintained English-medium setting based in a demountable building on the site of Undy Primary School in Monmouthshire. They have their own separate entrance, but they can also be accessed through the school building.

The playgroup has limited indoor space, but all Foundation Phase Areas of Learning can be accommodated and they have an outdoor area that also delivers all of the Areas of Learning. They have weekly access to the school's Forest School area and also have full access to the school grounds.

Provision

The setting is registered for 19 children aged two and a half to four and they are registered as day care.

The sessions currently available are:

- Breakfast Club from 8.30am – 9am
- Morning Session from 9am – 11.30am
- Lunch Club from 11.30am – 12.30pm
- Afternoon Session from 12.30pm – 3pm.

There is a local authority nursery class at the school that offers 30 morning and 30 afternoon places for Foundation Phase Nursery (FPN). The setting provides wraparound childcare for these children should their parents/carers require it. Many of the children previously attended Alphabet Playgroup, so they are already familiar with setting staff and the environment.

The setting is approved to provide FPN so children can receive their funded provision at the setting if the local authority nursery is full. Some parents/carers choose for their child to receive their FPN1 at the setting even if there are surplus places in the school, particularly if they are developmentally delayed or parents/carers feel they will benefit from being in a smaller environment with less children and a higher ratio of staff to children.

The setting works very closely with school staff to ensure transition is as smooth as possible. If children attend the local authority nursery and have their wraparound childcare at Alphabet Playgroup, the school share their Foundation Phase Profile (FPP) data with the setting so they can plan accordingly. Individual development plans (IDPs) are also shared to ensure that both settings are working on the same targets.

If children attend Alphabet Playgroup prior to starting a local authority nursery they become familiar with Undy school staff and surroundings as they join them for assemblies, concerts and special events. Children have the opportunity to spend time in the nursery classroom and the teacher will visit children at the setting.

In their most recent Estyn inspection, current performance and prospects for improvement were judged to be good, as were all other judgements. Standards and well-being were not judged as there were insufficient funded children at the time of the inspection.

Rhosymedre Community Primary School and Little Sunflowers, Wrexham



Context

Little Sunflowers is a non-maintained setting that is funded to deliver the Foundation Phase, the term following a child's third birthday, for a maximum of two terms. It is located within Rhosymedre Community Primary School, Wrexham.

Most children transition to the school's maintained nursery the following September. The setting also provides Flying Start placements.

In 2016, both Estyn and the local authority noted that children were entering the setting with particularly low levels of language for their age. Lower than expected entry levels were also identified through the Foundation Phase Profile on-entry scores.

Early identification

In 2016, 27 per cent of Foundation Phase children were identified as requiring early intervention and were placed on the special educational needs (SEN) register, meaning that prompt and timely early interventions took place.

These children received at least a term of targeted, professional support both from within the setting and from outside agencies during their time in Little Sunflowers. When these children entered nursery, 20 per cent were on the SEN register and support systems were already in place for this group of children. Seven per cent of children had made enough progress to be removed from the SEN register before

entering nursery. This support continued in school through a successful transition process.

In addition, a percentage of Foundation Phase children were identified and supported within the family and setting by outside agencies, ensuring that prompt and timely interventions took place. This transition information was shared with the nursery teacher and the school safeguarding officer, meaning the school could continue to provide professional and targeted support within the setting and with outside agencies.

Support and training

The local authority provides the setting with regular training and access to support from a pre-school speech and language coordinator. The setting also receives training to develop effective early language interventions.

The setting link teacher is based in the school nursery and visits the setting on a fortnightly basis to model good practice teaching, planning and self-improvement strategies. The children build a good relationship with the teacher before they transition to their nursery placement.

Progress

In September 2016, the Foundation Phase children entered nursery. Out of a cohort of 30 children, 53 per cent of the nursery class had accessed the Foundation Phase in Little Sunflowers the previous term.

On-entry and tracking assessments throughout nursery show that by the end of spring term 2017 nearly all the children had moved significantly closer to the national average, some even meeting it. Two children even exceeded the national expected average for their age. By the end of the summer term, nearly all children had achieved the national average or expected outcome indicator for their age making significant progress from their starting points on-entry to the Foundation Phase.

The same cohort of children have predicted outcomes of 93 per cent to achieve Outcome 5 (expected outcome indicator) and three per cent predicted outcomes of Outcome 6 (exceeding the expected outcome indicator) at the end of Year 2, in 2019, proving that early intervention in a high-quality Foundation Phase setting with effective support and monitoring procedures in place produces excellent long-term results.

Nant y Parc Primary School, Senghenydd, Caerphilly (Flying Start)



Context

Nant y Parc Primary School is a 3–11 primary school with a capacity of 204 children and an admission number of 29 children in the nursery. The head teacher is committed to developing community engagement within the school and has been proactive in engaging with the childcare to support children's development and offer provision for working families.

Provision

Flying Start is delivered on site in a modular building adjacent to the nursery unit. Caerphilly County Borough Council is registered with Care Inspectorate Wales to employ and manage this Flying Start provision through a Childcare Coordinator. Flying Start is for children living locally from the term after they turn two until the term of their third birthday when they transition to Foundation Phase.

The school delivers the early years education places in their nursery unit offering part-time provision in the morning. During lunchtime the space changes to the childcare wraparound provision run by an external not-for-profit childcare provider. This allows parents/carers to either collect their child from the nursery session or to pay for lunch and wraparound care for the afternoon. The provider is registered to deliver the Childcare Offer for Wales and so eligible parents/carers can access this funding to pay for their wraparound place. The childcare provider can also offer fee paying places for parents/carers not yet eligible for the offer and links to the Family Information Service for information for parents/carers on other funding support available such as tax-free childcare, childcare tax credits or voucher schemes.