Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Corwen Day Nursery

Off Green Lane
Corwen
LL21 0DN

Date of inspection: January 2024

by

Care Inspectorate Wales (CIW)

and

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

About Corwen Day Nursery

Name of setting	Corwen Day Nursery
Category of care provided	Full day care
Registered person(s)	Carmen Roberts-Davenport
Responsible individual (if applicable)	
Person in charge	Amy Snow and Cheryl Bodden
Number of places	58
Age range of children	6 months to 12 years old
Number of 3 and 4-year-old children	21
Number of children who receive funding for early education	4
Opening days / times	Monday to Friday 7.30am – 6.00pm
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language. This service 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	18th May 2021
Date of previous Estyn inspection	This is the setting's first inspection
Dates of this inspection visit(s)	23/01/2024

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure consistency in the strongest practices in terms of techniques for questioning children while they play

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Excellent

Children have a very strong voice in the setting. They make many choices and decisions about how to spend their time. For large parts of each session, children can choose with what to play. They use a wide variety of interesting activities and resources to shape their own play opportunities and develop their ideas. Nearly all children communicate confidently, including those who do not rely solely on verbal methods, as they know that the practitioners will listen and respond to them.

Successful and flexible settling-in procedures help children to feel safe and relaxed. Nearly all children are happy on arrival and ready to start their day. The very small number of children who are a little quiet or upset on arrival are supported very effectively by practitioners. Children foster warm and close relationships with practitioners and know what they can talk to them about whatever they want. For example, children ask for more water when they are thirsty or ask to read a story with a practitioner when they want to.

Children behave very well, as is appropriate for their age and stage of development. Nearly all children play together or alongside each other. They are very familiar with the daily routine. They learn to follow rules and to respect other people and property, for example when working together to help tidy up.

Nearly all children take an enthusiastic and continuous interest in their play. There is a wide variety of interesting and exciting activities for them to choose from. As a result, children learn how to concentrate and persevere and nearly all spend extended periods taking part in activities of their choice. For example, they use real

tea bags and coffee beans to make drinks for each other. They show excitement when explaining that they have been for a walk and have been jumping in muddy puddles. Valuable adult-led group sessions also benefit children, for example book time and opportunities to sing. On the whole, children show enthusiasm when they join in with these sessions.

Children develop and learn well through the extensive opportunities that are provided for them. By moving between activities and pursuing their own interests, they gain confidence in making choices and asking for help, when necessary. They foster independence and complete practical tasks for themselves. For example, they put on and take off their coats and wellingtons, serve lunch on their plates, pour their own drinks and manage their own personal needs, such as washing their hands independently.

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

There is no report on children's learning. This is 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, to report on without identifying individual children.

Care and development: Excellent

Leaders have developed a comprehensive range of relevant policies and procedures to help practitioners to keep the children safe. They are reviewed each year. Leaders and practitioners have very sound knowledge of child protection and know what to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners work well to keep the children safe and healthy. They follow the setting's rigorous policies and procedures in relation to hygiene and health and safety. They complete relevant and detailed accident and incident records. Leaders have suitable systems for administering medicines if necessary and for managing the specific needs of individual children. Leaders promote healthy lifestyles with the children. They provide healthy snacks and milk or water to drink. There are suitable systems in place to deal with allergies. Leaders and practitioners enable the children to spend a considerable amount of time outdoors each day, in all weathers, which ensures that they get plenty of fresh air and exercise. Practitioners keep accurate attendance registers and a visitors' book and conduct fire drills, all of which contribute to safe provision for children.

Practitioners are caring and supportive. They interact with children in a warm, relaxed and friendly way and create a positive, happy and lively atmosphere. Practitioners are calm and respectful when talking to the children and when talking to each other, and set an excellent example for children. For example, when a child needs a tissue, they ask them politely if they would like them to wipe their nose. A suitable behaviour management policy encourages practitioners to use positive techniques, such as explaining and demonstrating, to deal with minor incidents. As a result, children learn

how to manage their own behaviour in an environment that nurtures and promotes their self-esteem.

Practitioners succeed in meeting the needs of all children, including those with additional learning needs. There are very good systems in place to support children and their families. Practitioners work effectively with external agencies, such as the local authority's advisory teachers, and act on the advice of specialists such as speech and language therapists. As a result, all children make excellent progress in their development.

Practitioners are very responsive to children's needs. They play effectively with children to support and expand learning, for example by using a wide variety of mathematical language, examining books, discussing ideas and promoting the Welsh language. Leaders and practitioners plan an exciting variety of relevant activities and experiences in each of the areas of learning and development. They consider the children's favourite toys, equipment and interests and understand the importance of allowing them to continue playing for extended periods when something is of particular interest to them.

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

Practitioners have high expectations of themselves and a good understanding of child development and how children learn. They have a very good knowledge of the children's individual strengths and needs and use this knowledge well, in addition to the child's voice, to plan a wide range of stimulating learning experiences. For example, they provide opportunities for children to develop their creative and problem-solving skills by choosing and mixing herbs with dough to make a healthy and fragrant pizza. As a result, teaching engages children's interests purposefully and develops their independence successfully.

Practitioners treat children in a warm, friendly and gentle manner and use effective and consistent strategies to promote positive behaviour in line with the setting's policy. They play alongside the children, listen attentively to their stories, respect their ideas and develop children's understanding by questioning them skilfully. They manage interactions, praise children for their efforts with positive language and encourage them to be polite and say *"os gwelwch yn dda"* ("please") and *"diolch"* ("thank you").

The host of outdoor activities encourages children to take risks and become confident explorers of their environment. For example, when it rains, practitioners encourage children to think about what sounds and patterns they can make while dancing in the puddles. They use the moment and similar beneficial opportunities skilfully to plan activities for children to explore and develop their different skills.

Practitioners use the high quality indoor and outdoor learning environments highly effectively, by allowing children to choose independently where they would like to learn. They ensure that activities derive from children's interests, adapting provision

skilfully to respond to these interests and engage children's interest in playing and learning through problem-solving.

Practitioners are good role models. For example, they share books with the children, model how to read a book correctly and discuss the story enthusiastically, and develop children's enjoyment of reading. Practitioners observe play and intervene skilfully to support children's learning. Practitioners often use effective questioning techniques to encourage children to think for themselves and develop their imagination as they play.

Practitioners make very good use of the local area to enrich children's learning. For example, they join the annual Owain Glyndŵr parade and visit the local community centre each month to spend time singing, baking and making crafts with the elderly. Valuable opportunities such as this foster a sense of belonging to the local community and enrich children's knowledge of Welsh history and traditions.

Practitioners plan high quality experiences that enable children to develop their spiritual, moral, social and cultural development successfully. A notable example of this is through a poppy making activity and visiting the local memorial to places poppies and learn about Remembrance Day.

Environment: Excellent

Leaders and practitioners provide an extremely rich environment that offers opportunities for children to be challenged and take appropriate risks. This supports all their areas of learning and development successfully. Leaders have invested a significant amount of money to develop and improve the environment across the nursery.

Leaders and practitioners ensure that children are cared for in a safe environment. They demonstrate a good understanding of relevant health and safety issues. They record daily, weekly and annual safety checks and all parts of the setting are clean and suitably maintained. Leaders have developed detailed risk assessments. They review them regularly, including for trips outside the setting and for visitors who provide a service or help with children's learning experiences. They consider the dangers both inside and outside to ensure that measures are in place to keep children safe.

The playrooms are welcoming and homely. There is plenty of space for children to move around easily and play, in addition to areas for them to gather together comfortably as a group. Leaders and practitioners have developed the environment to ensure that varied and interesting activities and resources are available to the children, which are appropriate in terms of their development levels. They make excellent use of many natural resources, which develop children's curiosity highly effectively. For example, they have a good range of real crockery and food in the playhouse area. Practitioners encourage children to take care of the resources and help to tidy up when they have finished playing.

There are designated outdoor play areas for each department, from babies to older children. These provide further extensive opportunities to learn and develop in all

areas. Children are given opportunities to take part in interesting and exciting activities, exactly the same as inside the building. For example, there are opportunities for them to enjoy places to role-play, to develop their mark-making skills and develop numeracy skills and to play in the sand and water tub. There are large and safe areas for riding bicycles and further excellent opportunities are provided to explore the natural world in a safe woodland area, which can be reached within a short walk from the main building. An additional grassy area next to the setting is used to investigate and take risks under the supervision of practitioners. For example, children lean a ladder against a wooden fence to climb up to reach a higher level where there is tree bark and resources for filling and emptying. Children take care when trying to climb back down the ladder and ensure that the situation is safe for them.

Leaders provide excellent quality furniture and resources that are appropriate for the children's age, including some that promote cultural awareness such as dressing-up clothes. Leaders and practitioners ensure that the resources and equipment are clean, well-maintained and appropriate for the children.

Leadership and management: Excellent

The person in charge has high expectations of herself, the practitioners and children. She provides practitioners with strong leadership and has high aspirations for them, empowering them to lead and make decisions for the benefit of the children. This clear vision and ethos lead to sound teamwork and successful co-operation among practitioners. This creates a safe and homely environment in which children can thrive. The setting complies with the regulations and meets the national minimum standards. As a result, children love attending the setting and make very good progress.

The setting has robust self-evaluation and improvement planning procedures that consider the views of a wide range of stakeholders. The person in charge consults with parents and carers regularly to seek their views about the setting and what needs to be improved. She also provides valuable opportunities for practitioners to reflect on their work and discuss what works well and what could be improved. All of this information is used purposefully to plan for improvement. Leaders have established a strong culture of continuous evaluation, aiming for provision of the highest standard for the children in their care.

The setting uses the budget and grants effectively and prioritises expenditure against targets purposefully. Leaders promote exciting and educational experiences for children by funding useful resources such as a canopy, a reading shed and different bicycles in the outdoor area.

The registered person follows effective arrangements to supervise and monitor practitioners regularly. Together, they reflect on their roles, responsibilities, identify sensible targets for improvement and organise valuable, good quality training as necessary. For example, observation and assessment training was organised to support the knowledge of the whole team about how to identify purposefully where children are in terms of their skills to plan the next steps in their learning.

The setting has a wide range of effective partnerships that promote children's learning successfully. There are strong links with parents, the local community and with officers at the local education authority. Positive links with the local schools have been embedded effectively. As a result, there are robust arrangements in place to ensure that children transition to the next stage in their education smoothly and seamlessly.

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

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

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Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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