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

Miri Mawr Nursery

19 Gabalfa Road
Llandaff North
Cardiff
CF14 2JH

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

About Miri Mawr Nursery

Name of setting	Miri Mawr Nursery
Category of care provided	Full-time care
Registered person(s)	Miri Mawr Nursery
Responsible individual (if applicable)	Meinir Williams
Person in charge	E. Wendy Wylie and Meinir Williams
Number of places	36
Age range of children	6 weeks to 5 years old
Number of 3 and 4-year-old children	17
Number of children who receive funding for early education	0
Opening days / times	Monday to Friday, 8.00am to 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 provides the ‘Active Offer’ for the Welsh language. It provides a service that anticipates, identifies and meets the needs of those who use, or might use, the service.
Date of previous CIW inspection	22/09/2021
Date of previous Estyn inspection	09/06/2016
Dates of this inspection visit(s)	28/11/2023
Most children come from homes where at least one parent speaks Welsh.	

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

The provider has been informed that the setting does not comply with the Regulations. No notice has been issued, but these are identified as areas for improvement that should be given attention by the registered person/responsible individual.

Recommendations

R1 Strengthen the relationship between the outcomes of the self-evaluation process and the setting's current priorities

R2 Address the areas of non-compliance that were identified during the inspection

What happens next

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

Main findings

Well-being: Good

Children have a strong voice and are given opportunities to make choices about where to play. Practitioners consider and recognise children's feelings appropriately.

Most children settle successfully and feel safe in their environment. They have developed a close relationship with the practitioners and are very confident when talking informally to visitors. For example, they are keen to show jungle animals and discuss body parts, such as the long neck of a giraffe. Nearly all are familiar with the daily timetable and arrangements and comply with procedures readily.

Children develop beneficial social skills. They welcome friends enthusiastically, greet each other and the majority play together happily. Most children are well behaved and polite and treat practitioners, peers and visitors with respect. For example, at the dining table, they wait patiently for their turn and respond appropriately with the support of practitioners. They work well together in the outside area and move equipment to create an imaginative new play area.

Most children enjoy their play and learning activities. This is evident in the continuous sessions as the older children move confidently from one activity to another, by

choosing activities that stimulate them. In the role-play kitchen, they enjoy cooking imaginatively with real food such as pasta. Younger children have a great deal of fun while playing happily in the ball pit. They squeal with excitement and smile happily while throwing balls.

Most children develop their independence skills well. After arriving in the morning, they place their belongings on a hook and go confidently to their friends to play. In the free sessions, most children move confidently and independently from one area to another, including the outdoor area. They take responsibility for helping to tidy up at the end of activities and for their personal hygiene. For example, they wash their hands after going to the toilet or before mealtime.

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: Good

Practitioners keep children safe and healthy. They understand their roles and responsibilities and adhere to the setting's daily procedures appropriately. Practitioners make an effort to ensure good hygiene procedures. For example, they follow nappy changing procedures, clean tables before eating and wash their hands often. Practitioners ensure that first aid resources are available in all areas of the nursery and for visits. A minority of practitioners have an appropriate first aid certificate, which enables them to deal with accidents and minor injuries competently. Practitioners promote good practices in terms of ensuring that children stay healthy by offering a healthy and balanced menu. They are confident about how to act should they have any concerns about a child's safety and are aware of their individual duties to safeguard children. Practitioners keep accident records which are signed by parents to ensure that the information is shared. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners have a close and warm relationship with the children and treat them with care and respect. As a result, this motivates children to behave well. Practitioners follow the behaviour policy and set a good example of positive behaviour by taking every opportunity to praise the children. Practitioners use positive language with the children, which promotes good behaviour and supports children effectively. Practitioners facilitate children's social development by encouraging them to help with simple tasks. For example, during mealtime, children are given an opportunity to help set the table. Practitioners support by encouraging children to say thank you and praise them as they complete tasks successfully. This has a positive effect on the development of children's self-confidence and their understanding of the importance of respecting each other.

Practitioners know the children well and respect their wishes and preferences. For example, they respond to children's requests to cook an imaginary dinner in the role-play corner. Practitioners develop effective opportunities to respond to the children's interests and question them purposefully while playing. They are sensitive to children who choose not to undertake particular tasks and allow them to pursue their own path, on the whole. Practitioners support any child with additional needs and use the information to provide what they need. Practitioners promote children's understanding of the importance of treating people from all cultural backgrounds with respect and tolerance. They develop their understanding of celebrations such as the Chinese New Year and St David's Day and the importance of charity work.

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

Practitioners foster a wonderful relationship with the children. On arrival in the morning, practitioners support the children to settle in. As a result, children are keen to play with their friends and greet the practitioners in a friendly manner.

Practitioners work together effectively to plan and provide a wide range of varied and engaging experiences. They motivate the children to develop their key skills in interesting and challenging contexts. For example, when providing opportunities to create a fairy castle, practitioners ensure that children are given opportunities to paint a wall and to squeeze, pull and cut clay. This develops children's physical, creative and problem-solving skills, in addition to their communication skills. Practitioners support the children's linguistic development effectively. They talk naturally to the children while they play. As a result, children develop as confident speakers. Practitioners take advantage of opportunities to develop numeracy effectively by ensuring provision that encourages this naturally. For example, when playing with blocks, children notice the shape and colour, match and sort them to create a tower that is taller than they are. They provide opportunities with cameras for children to develop appropriate digital skills.

Practitioners respond to children's individual needs successfully. They ensure that there are opportunities to develop their key skills by offering rich provision in a supportive environment that allows children to make choices independently. Practitioners know the children well and pursue their individual interests.

Practitioners are patient and weigh up carefully when and how to intervene to enrich learning naturally. For example, they ensure that all children are given an opportunity to speak and discuss and that their contributions are valued. They encourage children to respond verbally and model and support them skilfully by singing songs and modelling correct language patterns. This extends children's oral skills effectively.

Practitioners observe children skilfully and implement purposeful arrangements to record their development. They use this information effectively when planning for the next steps in their learning and to discuss children's development with their parents.

Practitioners promote the culture of Wales and other countries in a variety of ways through songs, stories, arts and craft and food tasting. For example, they encourage children to create diva lamps, lanterns and Rangoli patterns while learning about Diwali. Practitioners plan beneficial experiences to develop children's spiritual, moral and cultural skills. For example, children learn about politeness, sharing and taking turns during morning snack time.

Environment: Good

Practitioners ensure that children are supervised carefully in a safe environment. They keep a record of visitors and ensure valid public liability insurance. Practitioners practise fire drills every six months so that the children familiarise themselves with the arrangements to be followed in an emergency. Leaders ensure that checks to the building and vehicles are completed in a timely manner. Leaders ensure that risk assessments are in place for the setting and for visits and practitioners implement them to safeguard the children. Practitioners ensure that systems for collecting and admitting children at the beginning and end of sessions are thorough.

Practitioners ensure that children receive care and education in an environment that has been planned and set out to promote children's independence and encourage them to learn. Leaders provide suitable toilet facilities within the building which ensure opportunities to respect children's privacy. Children are given an opportunity to move between the indoor and outdoor areas during the continuous free sessions, which enable them to make simple decisions about what they would like to do.

The play areas ignite the children's imagination particularly well and enable them to take appropriate risks, such as climbing and balancing on the climbing frame and on wooden blocks. These areas provide valuable opportunities for children to develop their skills successfully during free and focused activities. The indoor and outdoor areas have been organised purposefully to provide a wide range of stimulating experiences that encourage children to move from one activity to another effectively. Practitioners create a sense of belonging by displaying pictures of the children and their families in addition to celebrating the children's work.

Practitioners keep resources at a low level to enable children to choose independently and pursue their individual interests. As a result, many children are completely familiar with fetching and returning equipment to the appropriate places. The furniture, equipment, toys and resources are appropriate and of a high standard and are well maintained. Practitioners use resources and materials effectively to enable children to experiment and discover. For example, there are very good opportunities to experiment with containers, in addition to using soil and other natural materials in the mud kitchen for imaginary cooking. Children's personal and social development is also encouraged well by having effective access to multicultural toys and books.

Leadership and management: Good

Leaders work effectively with the enthusiastic practitioners to realise their vision of creating a happy, welcoming and homely setting that promotes well-being and the

development of children's key skills. They ensure rich provision of a purposefully high standard to enable practitioners to operate successfully to offer a wide range of experiences for children.

Leaders provide opportunities for practitioners to express their views, make suggestions or share concerns. This happens through weekly staff meetings, informal discussions and annual meetings to discuss the development needs of practitioners. Leaders encourage practitioners to attend beneficial and relevant training that contributes to their personal development. Leaders observe practitioners' work informally and provide guidance which enables them to develop their practice.

Leaders have useful procedures for evaluating the setting's work and they implement them continuously to identify strengths and areas for improvement. Practitioners contribute to this process actively. Leaders acknowledge the importance of the child's independence and voice, the contribution and professional development of practitioners and the importance of partnership, particularly with parents. As a result, they make beneficial improvements to the setting, such as adapting the outdoor area to provide outdoor activities. However, the relationship between the outcomes of the self-evaluation and the improvement priorities is not always clear enough.

Leaders follow safe recruitment processes. However, they do not always ensure that all Disclosure and Barring Service checks are renewed.

Leaders encourage practitioners to attend training and develop professionally to improve the quality of teaching. They use their funding and grant money intelligently to improve children's experiences. For example, they have purchased a shelter which allows children to be more independent when putting on suitable clothing to play outside.

Leaders use a range of partnerships to provide a rich range of experiences that develop children's curiosity. For example, they visit local parks to learn about the environment and invite different visitors to stimulate the children when meeting and learning about creatures and insects.

The setting has a positive relationship with parents and carers. Most parents greatly appreciate the useful and regular communication.

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

20	The responsible individual must ensure that they have a current DBS.	New
38	Reg 38 (1) (e) - Fire precautions - No fire drill completed since 2019.	Achieved

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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