Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Osbourne Lodge Day Nursery

Osbourne Road
Pontypool
Torfaen
NP4 6LT

Date of inspection: October 2024

by

Care Inspectorate Wales (CIW)

and

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

About Osbourne Lodge Day Nursery

Name of setting	Osbourne Lodge Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Nikola Masters
Responsible individual (if applicable)	
Person in charge	Lisa Jones
Number of places	53
Age range of children	6 weeks to 5 years old
Number of 3 and 4 year old children	
Number of children who receive funding for early education	14
Opening days / times	8am – 6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	31 October 2019
Date of previous Estyn inspection	15 and 16 October 2019
Dates of this inspection visit(s)	15/10/2024

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
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 Provide more opportunities for children to develop their independent skills

What happens next

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

Main findings

Well-being: Good

Nearly all children have a strong voice. They confidently make choices and decisions about what affects them, such as choosing activities and resources they wish to play with and deciding when to play outside. Nearly all children express themselves well through verbal and non-verbal communication, as they know practitioners will listen and respond to them positively. Children who are new to the setting settle quickly and engage in their play eagerly. Nearly all children have warm, close relationships with practitioners and receive support and comfort if needed, which helps them to feel safe and valued.

Nearly all children are confident communicators, and proudly share recent experiences with practitioners. For example, a few children talk proudly about achievements during their swimming lessons. Nearly all children are aware of the settings routines and follow them well. They interact and play alongside others appropriately for their stage of development. For example, a few children work together to make leaf soup in the outside mud kitchen effectively. Nearly all children are active and engage in their play and learning. Many older children competently use tape measures whilst building in the construction area, measuring blocks and other items.

Nearly all children listen and follow instructions well. They are confident to seek help from practitioners when they need it. Many children develop their independence and self-help skills well. Many children help to tidy up and wash their hands and faces, with support if needed. Nearly all children use cutlery at mealtimes and access their drinks when provided by practitioners.

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

Nearly all children are happy and curious and engage well with the learning opportunities available to them. They make good progress from their individual starting points, particularly in developing their communication and personal and social skills. For example, they co-operate with one another successfully when they pretend to make a spaceship to travel to the moon in the block area. The children decide how many engines the spaceship is going to have and after a discussion they decide to pack a spare one for the journey back home.

Most children are confident communicators and share their ideas and opinions with adults and one another effectively. They ask questions to clarify their understanding and talk to one another during their collaborative play, such as when making a tower from blocks and crates. Many children enjoy singing familiar songs and rhymes and join in with accompanying actions readily. They enjoy stories, looking at books, and turn pages enthusiastically, retelling their favourite stories using the illustrations.

Many children develop their mark making skills appropriately in both the indoor and outdoor areas. For example, they write list of items to go shopping in the outdoor shop to buy ingredients to make their pizzas. A few children are interested in their names and, with support, are beginning to write the first few letters.

Many children use their digital skills in their play and exploration well. For example, they use cameras to photograph their creations after making animals from clay, and use light boxes and torches confidently to observe leaves. Many children control remote control toys skilfully and a few children explore the use of a range of programmable toys with confidence.

Nearly all children make good progress in their mathematical development. They use mathematical language in their play naturally, for example, when describing if their bowls of acorns are ‘full’ or ‘half full’. They measure the amount of water in a container accurately when creating potions in the outdoor area. Most children count and recognise numbers up to ten confidently for example when counting conkers and pinecones in the shop.

Most children solve problems successfully when playing and show perseverance during activities For example, children riding bikes and scooters developed a simple but effective ‘traffic light’ system to prevent crashes when a bottle neck to their path was created by other children building a castle with blocks and crates.

Many children’s creative skills are developing effectively. They play imaginatively for example, making homes for dinosaurs to live in from recycled materials. Children enjoy painting pictures of the leaves they had collected during a visit to the local park and pumpkins which they bought on a trip to the local market.

Most children are developing an effective understanding of the Welsh language and following instructions well. Many use Welsh to count items and sing songs at circle time and during registration. A few children are beginning to use Welsh vocabulary independently in everyday situations, for example at snack asking for an apple or banana in Welsh.

Many children are developing their physical skills well. They are agile and enjoy running, jumping, and hopping inside and outside. They use a water pump efficiently to move water through a tube in the garden and move large blocks to build houses successfully. Many children are developing fine motor skills effectively, for example by using scissors to cut playdough and cutting fruit with knives.

Care and development: Good

Leaders and practitioners have a good understanding of how to protect children 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. Leaders and practitioners work well together to keep children safe and healthy. They follow the setting's procedures in relation to hygiene, health, and safety. The setting has thorough policies in place, which undergo regular review.

Practitioners supervise children well and complete relevant records in relation to accidents, existing injuries, and medication appropriately, which are reviewed by parents and leaders. Leaders undertake regular fire evacuation drills, so practitioners and children know what to do in an emergency.

Practitioners provide healthy snacks and meals for children, along with milk or water to drink. There are sound systems in place to support children who have allergies and dietary needs. Leaders ensure that children have suitable outdoor weather clothing during wet weather, so they can access outside in all weathers.

Practitioners are kind, caring, supportive, and interact with children in a warm and gentle manner. As a result, they create a positive, happy, calm, and engaging atmosphere at the setting, where children feel safe and happy. The setting behaviour management policy supports practitioners to develop positive relationships with children. Practitioners praise good behaviour and use gentle tones to support and remind children to share. Practitioners sit with children during mealtimes which promotes an engaging and interactive social time.

Practitioners engage with children and extend their play successfully. For example, they encourage children's creativity by placing natural and real world resources in their role-play home corner. They develop children's understanding of measure and number, and introduce new language and vocabulary linked to size of objects. Practitioners share books with children regularly. They ask questions and discuss stories, purposefully, which develops children's interest in books and a love for reading. Practitioners often use Welsh in their interactions with children at the setting.

The setting has effective arrangements to identify and support children's individual needs, including children additional learning needs. Practitioners gather relevant information about the children's likes, needs and any other relevant information before they start attending the setting. This enables them to plan effectively for the individuals, when necessary. Information is shared regularly with parents through electronic communications and they allow plenty of time at the start and end of the session to speak to parents. This ensures that parents receive up-to-date information about their children's development effectively.

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

Practitioners have a good understanding of how young children learn through play and exploration. They plan a wide range of stimulating activities that promote children's natural curiosity well. Practitioners are developing a responsive approach to planning based on regular observations of children to identify their needs and interests. They note activities that engage children well and provide appropriate resources that allow children to follow their fascinations. For example, after noting children's interest in wildlife during a visit to the local park, practitioners provided a range of natural resources in the creative area to inspire children to make models of woodland animals.

Practitioners are good role models and show children how to use resources appropriately. For example, they model how to use screwdrivers and screws to join materials in the woodwork area and how to use tape measures to measure blocks in the construction area. Practitioners model language for children well and introduce them to new vocabulary during their play effectively. For example, when potion making with children, they ask children what ingredients they are using and ask children if their ingredients have dissolved.

Practitioners allow sufficient time for children to become engrossed in what they are doing. They identify opportunities to extend children's knowledge and development skilfully. For example, they discuss where fruit comes from during snack times and what items metal detectors identify around the room. However, opportunities to developed independent skills during mealtimes are not always recognised.

Practitioners plan engaging opportunities to develop children's literacy and numeracy skills, both indoors and outdoors, extremely well. They use questions skilfully to prompt children's thinking as they play, such as when discussing the size of footprints made by a dinosaur.

Practitioners encourage children to persevere purposefully with their tasks, which has a positive effect on their knowledge and understanding. For example, when making models from clay they encourage children to use a variety of tools to create the finish they want. Practitioners skilfully intervene during activities, encouraging children to solving problems independently. This approach helps children develop their cognitive skills well. For example, they motivate children to experiment with flowing water through cylinders and gutters, challenging them to control the speed and avoid any waste.

Practitioners provide appropriate opportunities for children to be active and develop their physical skills successfully. For example, they encourage children to join in action rhymes and songs and travel around the playground using scooters and bicycles. During outdoor activities, practitioners provide worthwhile creative opportunities for children to participate in. For example, they encourage children to create rhythms with tambourines and bells on the music wall.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's and St Dwynwen's Days and take part in many local events such as Pontypool's Easter Eggstravaganza. They

develop children's understanding of the world through experiences such as learning about the customs of Chinese New Year and have linked with a school in Tanzania, where they shared their favourite books and songs with the school and learnt what food the children there eat.

Environment: Good

Leaders ensure that the indoor and outdoor environments are safe, secure, and well maintained. They complete a range of worthwhile risk assessments, which are reviewed regularly. Leaders ensure they complete required safety and daily checks. They follow procedures in relation to visitors effectively. The premises are clean and, overall, well maintained. They ensure that hygiene procedures are complete, such as sanitising tables and deep cleans at the end of the day. Overall, the toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to ensure children's privacy and dignity suitably. Leaders are in the process of re-developing one of the bathrooms to provide more privacy to children so more than one child can use it at a time.

The environment is light, bright and welcoming. Leaders provide a good range of opportunities for children to play and learn in both indoor and outdoor areas. They share children's family photographs, work and achievements, supporting a sense of belonging successfully promoting their self-esteem. The setting has areas which allow children to rest and sleep undisturbed. Leaders provide well-resourced areas for the children to play imaginatively, physically, and creatively. Resources at the setting are displayed at low level and furniture is appropriately sized. There are many resources to reflect the natural environment and loose parts, to support children's natural curiosity and encourage them to engage in purposeful open-ended play. The open plan layout allows children the opportunity to access equipment independently, allowing for self-led play and problem solving. There are designated areas for children to store their personal items.

The setting has a small secure outdoor environment, which provides children with a variety of experiences. Within the well-developed area, children can develop fine and gross motor skills through small world play, construction, planting and have space to explore ride on toys or physical play. There is also an exceptionally resourced wooden outside classroom, mirroring many indoor opportunities. These experiences provide children the opportunity to develop their communication and creative skills in a variety of engaging environments. In addition, leaders have developed an inside soft play area, which develops allows beneficial opportunities for children to develop their gross motor skills safely.

Leadership and management: Good

Leaders have high expectations of themselves, practitioners and children. They empower practitioners to lead and make decisions in the best interests of the children. For example, practitioners have developed planning and assessment processes which have led to greater child initiated activities. This clear vision and ethos has led to effective teamwork and collaboration amongst practitioners, creating a stimulating and exciting environment for children to flourish.

Leaders have a clear focus on providing high quality professional development for practitioners that supports them in developing their roles effectively. For example, access to beneficial speech and language development courses and professional learning linked to assessments has enabled practitioners to effectively support individual children's needs. They encourage practitioners to reflect on their own practice through regular supervision and appraisal processes and as part of their own daily practice. There are regular worthwhile opportunities for practitioners to work together and to benefit from learning from each other. This approach to professional development ensures that the quality of teaching is of a consistently high standard throughout the setting. As a result, children make very good progress from their starting points.

Leaders have established effective self-evaluation and improvement planning processes that consider the views of a wide range of stakeholders. Practitioners have good opportunities to reflect on what works well and what could be improved and share this information regularly through opportunities such as monthly staff meetings and informal weekly meetings. Leaders also consult with parents regularly to gain their views on the setting and what needs to improve. They use this information to plan for improvement effectively.

Leaders have established highly beneficial partnerships with the local business community, parents and carers that have a positive effect on the provision and outcomes for children. Leaders make beneficial use of the advice and guidance from the local authority and outside agencies. For example, the outdoor environment has been successfully improved with a new resources and practitioners have been provided with appropriate professional development opportunities.

There are effective procedures for the children's transition from home to the setting and from the setting into schools. For example, settling in visits enable parents and children to get to know the settings routines and foster beneficial relationships between parents and practitioners. This has a positive impact on children's learning and their sense of belonging.

Leaders manage and allocate resources purposefully to make improvements. They make effective use of grants and other funding to develop the provision at the setting and to provide more learning opportunities for children. For example, they have purchased resources to provide an outside classroom and a toilet for the outdoor environment, which has increased opportunities to develop children's communication, creative and problem solving skills.

Nearly all parents report that their children enjoy coming to the setting and participating in the range of experiences available to them. Practitioners are very approachable, and parents are confident that any concerns they may have are dealt with swiftly and appropriately.

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

© Crown Copyright 2024: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 17/12/2024

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 17/12/2024