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

Babes in the Woods Langstone

Langstone Village Hall
Old Chepstow Road
Newport
NP18 2ND

Date of inspection: October 2023

by

Care Inspectorate Wales (CIW)

and

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

About Babes in the Woods Langstone

Name of setting	Babes in the Wood Langstone
Category of care provided	Sessional Day Care
Registered person(s)	Teressa Roberts, Lorna Christofferson
Responsible individual (if applicable)	
Person in charge	Teressa Roberts, Jennie Brammer
Number of places	26
Age range of children	2-4
Number of 3 and 4 year old children	11
Number of children who receive funding for early education	2
Opening days / times	9.30 – 13.00
Flying start service	No
Language of the setting	English
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 and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	30 April 2019
Date of previous Estyn inspection	N/A
Dates of this inspection visit(s)	03/10/2023
A very few children at the setting have additional learning needs.	

Summary

Theme	Judgement
Well-being	**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)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Improve planning and provision for cultural development

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: Excellent

Nearly all children show significant delight with their learning and play environment and make confident choices and decisions about how they spend their time. They enjoy playing with the wide range of interesting resources at the setting and use these to construct their own play and develop their ideas effectively. They respond positively to practitioners when asked for their feelings about things such as whether they are happy for their name to be shortened.

Nearly all children cope well with separation from their parents and carers when they arrive at the setting. They form exceptionally positive attachments with all practitioners, which has a positive effect on their well-being. For example, they enjoy sitting and spending time with practitioners to chat with them about their families, holidays, and activities. Nearly all children gain great reassurance from the familiar routines at the setting. For example, they understand that they need to put on their wellies and coats when they want to play outside.

Nearly all children behave exceptionally well for their ages and stages of development. They play together sensitively, sharing resources without prompting. When using hammers and nails, children thoughtfully remind each other, and practitioners of the resources needed to keep them safe. They carefully consider ideas and feelings shared by others and act with care in their responses. For example, they thoughtfully find a chair for a friend or practitioner when they need one. Nearly all children are developing excellent social skills and are patient whilst waiting their turn.

Nearly all children are actively and continually engaged in their play. They demonstrate high levels of excitement in the outdoor environment and enjoy playing imaginative games such as finding safe places to hide from the imaginary lava. Nearly all children enjoy sharing their achievements with others and thrive on the praise they receive from their friends and practitioners. For example, they enjoy demonstrating and explaining how they successfully use the indoor climbing apparatus. Nearly all children concentrate and persevere for lengths of time appropriate for their age, while a majority do so for extended periods of time. For example, they spend considerable time experimenting with different methods of catching and trapping balls inside boxes.

Nearly all children have exceptionally good independent skills. For example, when arriving at the setting, they store their belongings neatly in their allocated places and register their attendance on a tablet. During snack time, nearly all children wash their hands and put their rubbish into the bin independently, and many pour their own milk or water without support. Many children access resources independently to extend their play. For example, they find cones and ropes to place around a hole to make it safe.

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 the number of three- or four-year-old children present at the time of the inspection that do not receive funded education elsewhere, was too few to report on without identifying individual children.

Care and development: Excellent

Practitioners follow rigorous procedures to ensure children's health and safety. They follow hygiene procedures such as hand washing and cleaning. all practitioners have up-to-date first aid and food hygiene certificates. Leaders and practitioners keep detailed records of concerns, accidents and incidents. There are embedded effective systems for the storage and administration of medication and the management of specific health needs of individual children. Practitioners follow highly robust procedures for recording children's arrivals and departures and ensure that staffing ratios are always suitable. Regular fire drills take place to ensure that children know what to do in an emergency. Practitioners supervise children in a considered way that allows them to take risks. For example, when children play with hammers and pins, practitioners subtly move safety glasses into the children's eyeline. This prompts children to independently think about the safety rules and put the glasses. As a result, children's ability to risk assess and keep themselves safe independently is developing well.

Leaders and practitioners have a secure knowledge 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.

Practitioners promote effective practices which promote children's health and wellbeing. They encourage parents / carers to provide healthy options in lunch boxes

and encourage children to spend considerable time playing outdoors every day, which ensures that they have plenty of fresh air and exercise.

Leaders and practitioners are exceptionally supportive and place a significant emphasis on knowing every child well. They interact with children in a relaxed and caring manner, which creates an extremely positive and happy atmosphere. Leaders and practitioners work seamlessly together, role-modelling politeness, trust and collaboration effectively. Their calm and gentle approach has a positive effect on children's behaviour and how they interact positively with their peers. Practitioners follow the settings behaviour management policy consistently. They provide clear boundaries and use a range positive behaviour techniques effectively. They respond sensitively when guidance is needed and give clear explanations to ensure that children understand why certain behaviours are requested. For example, they suggest how they can share tools when playing with hammers and nails so that all children have a turn. As a result, children learn to manage their own behaviour in an atmosphere that fosters and promotes their self-esteem.

Practitioners make effective use of daily observations of where children play and what they like to play with. In addition, they listen exceptionally attentively to children as they play and use this beneficial information to plan future activities and inform their next steps in planning.

Practitioners obtain useful information from parents and carers about the likes and dislikes of their children through the settings 'All About Me' profiles. This supports practitioners to gain a better understanding of individual children before they enter the setting. Practitioners regularly update this document to reflect and consider changes and developments that may occur both within the setting and the child's home life.

The setting has robust procedures to support those children with additional learning needs. Practitioners undertake valuable training to support them in their roles and to better meet the needs of these children. They use a range of effective strategies to guide, support and develop children with additional learning needs. Practitioners take time to evaluate the impact of their approaches and to identify further amendments thoughtfully. As a result, they know children's individual targets well and have a strong understanding of how they can support them to make progress.

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

Practitioners have embraced the principles of the Curriculum for Wales and use this well in their planning. They use the information gathered on the interests and fascinations of the children to help them plan their daily activities well. As a result, children settle and engage in purposeful play quickly on arrival at the setting.

Practitioners make skilful observations of children's play. They sensitively wait and watch children play and recognise when it is appropriate to intervene. For example, when observing a group of children digging outside, they ask questions that provoke children's thinking around what they could do to stop others from falling down the

hole. They sensitively judge when to introduce additional resources to further develop their thinking and help them to solve the problem.

Practitioners are good language role models and develop children's literacy skills well. They introduce new vocabulary; for example, when looking at natural objects, practitioners use the words "*spiky"* and "*prickly*" when exploring pinecones and leaves and encourage children to use these words in their play. Practitioners enjoy sharing books in the reading corner. They carefully choose books that children are familiar and model reading them together. This helps children foster a love of books and a confidence in their reading.

There are beneficial opportunities for children to develop their mathematical skills during their time at the setting. Practitioners encourage children to use mathematical language in their play effectively. For example, they prompt them to predict which car will come first, second and third in a race down a ramp. Practitioners model speaking Welsh well. They make best use of the opportunities to use Welsh within the setting and make it fun. For example, when reading books about rainbows, practitioners sing Welsh songs about rainbows. As a result, most children happily join in with Welsh songs and a few children follow simple Welsh instructions.

Practitioners plan appropriately for Welsh cultural development, for example cooking Welsh cakes and singing songs for St David's Day. Practitioners plan appropriately for the spiritual and moral development needs of the children. There are beneficial links with the local church and foodbank and children learn how to take care of the environment through sharing books on recycling. However, planning to develop children's understanding of cultures they are not familiar with is at the early stages of development.

Leaders have ensured planning and assessment processes are streamlined and efficient. This allows practitioners to maximise the time they spend nurturing and developing the children's skills. As a result, practitioners understand how their observations support planning for children's next steps in development. Practitioners share useful information with parents, which celebrates the progress that children are making. As a result, parents and carers feel well informed about how their child is developing.

Environment: Good

Leaders and practitioners ensure that children are cared for in a safe and secure environment. Daily safety checklists are completed, which clearly identify risks and hazards. Leaders have developed robust risk assessments, which they review annually or when new risks are identified. They make good use of the bright playroom and the outdoor area to provide well-organised learning areas that children use independently. The outdoor environment provides space for a good range of engaging experiences for the children to be active and develop their physical and problem-solving skills, for example opportunities for them to paint with mud and investigate using water play.

Leaders and practitioners ensure that resources and equipment are clean, well maintained and appropriate for the children in the setting. Practitioners provide a variety of interesting and stimulating resources both indoors and outdoors for children to play with, including natural and real-life objects to draw the children's interest and support their creativity, for example providing flowers, herbs and cookery books in the role-play kitchen to encourage children to think about different smells and tastes. Practitioners provide a range of active play resources both inside and outside to ensure that children have regular opportunities to develop their physical skills, for example climbing frames and sit-in spinners to help children develop their balance and co-ordination.

Leadership and management: Good

Leaders create a warm atmosphere where the well-being of children and staff is at the heart of everything they do. Practitioners feel appreciated and know they are listened to and that they have an important role to play in the development of the setting.

The setting has a clear statement of purpose to inform parents and carers of what the setting offers which is updated regularly. Leaders ensure that a range of relevant policies and procedures are in place to ensure that the setting complies with regulations and meets the National Minimum Standards.

Leaders are highly reflective in their practice. They listen carefully to the views of practitioners, children and parents when considering any changes to practice. Improvement plans focus closely on how any actions may impact the children. They carry out effective observations within the setting to evaluate what is good and what needs improving. As a result, improvement planning has a positive impact on the provision the children receive. For example, the improvements in outdoor provision have led to increased opportunities for children to develop their problem-solving skills.

Leaders use robust recruitment processes to ensure practitioners are suitable to work with children. They ensure that there are sufficient practitioners who have relevant qualifications and experience to care for the children. Practitioners are aware of their roles and responsibilities and have detailed job descriptions. Leaders complete annual staff appraisals and regular supervisions effectively. Leaders are committed to the professional development of practitioners. They review professional development annually to ensure that it is having a positive impact on provision and progress the children are making. Leaders run weekly meetings to provide opportunities for all staff to discuss what has been successful and what needs improving for the upcoming week. As a result, staff feel valued and well supported in their roles.

The setting has developed worthwhile partnerships that contribute effectively to children's learning and development. There are strong relationships with parents and carers, and they listen closely to their views. For example, they recently introduced online portfolios ensure that families can share in celebrating the progress their children are making whilst in the setting. Partnerships with the primary school are

effective and ensure a smooth transition between the setting and the school, particularly for children with additional learning needs. The strong partnership with the village hall committee has enabled leaders to make improvements to the outdoor learning environment.

Leaders work well with the Local Authority Advisory Teacher, and they act on advice they receive. Leaders make good use of funding it receives. For example, they have used grants effectively to develop practitioners' understanding of how children learn through repeating activities and in turn plan for more opportunities for this to happen in the setting.

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 2023: 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: 05/12/2023

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.

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 05/12/2023