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

The Osborne Children's Nursery

Quantock Drive
Newport
NP19 9DF

Date of inspection: March 2023

by

Care Inspectorate Wales (CIW)

and

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

About The Osborne Children's Nursery

Name of setting	The Osborne Children’s Nursery
Category of care provided	Full Day Care
Registered person(s)	Caroline Lawrence and Jane Welsher
Responsible individual (if applicable)	
Person in charge	Karen Smith and Allison Cole
Number of places	34
Age range of children	0 – 12 years
Number of 3 and 4 year old children	18
Number of children who receive funding for early education	17
Opening days / times	08:00 – 18:00 Monday to Friday
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	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	November 2017
Date of previous Estyn inspection	November 2015
Dates of this inspection visit(s)	28/03/2023
We did not consider the out of school provision at this inspection.	

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 Increase children's opportunities to develop their independence

R2 Continue to develop assessment practices to fully support children's learning and development

R3 Review policies and paperwork to ensure they fully reflect the settings practices

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

Children have a strong voice at this nursery. For most of each session children of all ages can choose what they play with. They make purposeful choices and move around their playrooms confidently. For example, they enjoy choosing vehicles to role across a table and riding trikes outside. All children are confident communicators because they know practitioners will listen to them and respond. Some express themselves clearly using words and phrases such as when urging practitioners to come and look. Others express what they want using nonverbal cues such as pointing or showing things. For example, bringing books to practitioners for them to read. Children who do not wish to take part in a group activity happily select other things to do.

Children are very settled. They arrive at the nursery ready to start their day and cope well as they separate from parents and carers. Children develop warm, close relationships with practitioners which has a beneficial impact on their well-being. When needed, children receive gentle comfort and reassurance. For example, seeking a cuddle when a little unsure about a new person in their room.

Children behave very well in line with their ages and stages of development. For example, children work together to take photographs of snails or play alongside each other building towers with blocks. Children know and follow the routines of the day. For example, they learn from a young age to come and sit down for group time and to help tidy up when it is lunch time. This helps them to develop a sense of belonging and community.

Children are active and enjoy opportunities to play and learn. They are interested in and engage with the activities and experiences available to them. They show they are curious as they move freely from one activity to another. Children show pleasure and excitement in the things they do. For example, squealing with delight as they hunt for bugs in the garden or bringing book after book to be read by a practitioner. Consequently, children learn to concentrate and persevere for appropriate amounts of time, with many spending extended periods engaged in self-chosen tasks. They also benefit from worthwhile adult led group times such as singing; smiling at animal noises, clapping along or laughing as they jump up and down when being hopping bunnies.

Children develop and learn very well through the wide range of opportunities provided for them. Through moving between activities and following their own interests, children develop confidence in making choices and seeking help when they need it. Overall, children successfully develop independence and self-help skills such as washing their hands, serving their toast using tongs and feeding themselves. However, there are some missed opportunities for this as children get older. For example, they are not able to move independently between some areas of the nursery.

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

Nearly all children make good progress from their starting points. Nearly all children are enthusiastic when talking about themselves or friends. For example, they talk about what they are making with clay and what they are hunting for in the outdoors.

Nearly all children join in with a daily prayer and they use Welsh to sing and to count the number of children present. They show enjoyment when listening and carry out simple tasks in response to instructions, for example when using the mud kitchen and using wood working resources to make simple models such as crosses and helicopters.

Many children speak with confidence to adults and to their friends and have well-developed language skills and an extensive vocabulary. For example, they enjoy participating in conversations when talking about castles and mini beasts and when using blocks. Many children behave as readers when looking at books, choosing them independently and talking happily about illustrations and stories with their friends, they do this naturally in all areas, for example in the outdoors they looked for information about the worms they had found in the mud.

Nearly all children join in enthusiastically with the daily routines of the setting. Many children develop their mark making skills appropriately in both the indoor and outdoor areas. They use a variety of writing tools, such as paints and pens, pencils, mud and their hands to make meaningful marks.

Nearly all children use mathematical language in their play successfully. They talk about big and small cakes when handling clay, numbers in their drawings and shapes in the environment. For example, they discuss the circle spiders use to make a web in the forest area. In the outdoors most children thread leaves onto a stick, noting colours and shapes. Many children count reliably to ten in English and join in enthusiastically with counting activities.

Most children develop their co-ordination appropriately, for example they confidently dig mud in the outdoors and use scissors to cut tape and decorate their pictures. They confidently use hammers, nails and screws to join pieces of wood. Many children pour their own drinks and help themselves to toast, using tongs with accuracy to pick up their piece of toast. However, they do not make independent choices about where they play within the setting, or when they use the different areas.

Most children develop creative skills well. When using clay children roll, squash, squeeze, mould and use natural resources to create a cake for their Welsh teddy bear. Many children use information and communication technology (ICT) skills appropriately, for example, they use a camera to take photographs of what they found and pretend phones to have conversations with their friends in the role play area.

Nearly all children enjoy beneficial opportunities to learn about other cultures and beliefs, through discussions, stories, songs and activities. For example they sing Welsh songs and enjoy tasting Chinese food when celebrating Chinese new year. They celebrate Diwali and Easter which promotes the children's cultural awareness

well. Nearly all children are confident within their environment and handle resources confidently, such as loose parts play resources and musical instruments.

Care and development: Good

Leaders have developed a good range of policies and procedures to support practitioners to keep children safe although a few are not fully reflective of their practice. Leaders and practitioners have a clear understanding of their roles and responsibilities to protect children and have completed safeguarding training. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Overall, practitioners implement the nursery's policies and procedures in relation to hygiene, health, and safety effectively. They carry out regular evacuation drills so that children know what to do in an emergency and nearly all practitioners have suitable paediatric first aid training. Practitioners supervise children well and follow appropriate procedures in relation to accidents, incidents and the administration of medication. Leaders and practitioners promote healthy lifestyles for children, providing healthy meals and snacks and milk or water to drink. Practitioners enable children to access the outdoor play areas regularly so that they benefit from fresh air and physical exercise. Practitioners manage children's allergies effectively and can confidently meet the specific health needs of individual children.

Practitioners are very caring and supportive. They communicate respectfully with children and each other, creating a calm and relaxed atmosphere. They are very positive role models for children and interact purposefully with them during their play. Practitioners have a positive approach to managing children's behaviour, following the settings policy effectively. They use positive techniques such as praise, distraction and explanation when needed. As a result, practitioners create an environment that promotes children's self-esteem and enables them to learn to manage their own behaviour. For example, as they work with children to build a road out of large foam blocks, encouraging them to take turns to walk along it and to re-build it for the next child to have a go.

Practitioners successfully meet the individual and developmental needs of all children, including those with additional learning needs through the activities and experiences they plan and provide. They identify children who may need additional support at an early age and seek help and advice from external agencies such as the local authority and speech and language therapists. As a result, all children make good progress. Practitioners have systems in place to assess and track progress although assessment is not always detailed enough.

Practitioners are responsive to children and join in with their play to support learning. They provide valuable opportunities to learn about the world around them through growing flowers and vegetables, looking for and talking about bugs, visiting the local care home, inviting visitors into the nursery and promoting the Welsh language. Children have opportunities to learn about different cultures by exploring festivals through a range of craft activities, books and stories.

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 secure understanding of how children learn through play and exploration. They provide children with a wide range of purposeful and stimulating experiences in the indoor and outdoor areas, for example making clay models and a range of woodwork activities. Practitioners ensure that the provision is exciting, interesting and stimulating and this is a strength of the setting. They ensure children enjoy a range of purposeful play opportunities and they support children to follow their interests well.

Practitioners plan for children to experience awe and wonder, for example making mud potions in the outdoors, looking for bugs in the outdoors and listening to birds singing. They encourage children to make choices and decisions about their play and use purposeful questioning to support understanding.

Leaders and practitioners provide useful opportunities for children to develop their physical skills successfully. Practitioners encourage children to enjoy the outdoors through a range of exciting experiences, for example, making dens in the rain, digging for bugs and listening to birdsong. They support the children to splash in puddles and balance during their play with increasing confidence. This ensures that the children are challenged to develop their physical skills and to enjoy the world around them.

Practitioners promote children's communication and problem-solving skills well. They encourage children to ask and answer questions and provide thought provoking comments about what they are doing. For example, talking about learning new words and, when talking about butterflies', practitioners allow the children to join in and talk about their own experiences. Practitioners provide children with plenty of opportunities to look at books, they read stories with enthusiasm and warmth, allowing the children to develop a love of books and stories.

Practitioners work hard to promote Welsh during sessions, they praise the children and talk about feelings using Welsh vocabulary which encourages the children to develop their Welsh language skills well.

Practitioners are familiar with the requirements of Curriculum for Wales and they challenge the children in their play appropriately, through effective questioning. Practitioners regularly share information with parents that ensures parents understand what their children have been learning about during their time in the setting. They use regular assessments to ensure children are making overall progress in all areas and that their interests are followed. Practitioners note useful comments and discuss what the children have made and said in their play, however assessments do not always identify areas for development in detail.

Environment: Good

Leaders and practitioners provide children with a rich and enabling environment that supports all areas of their learning and development and offers appropriate challenge. Leaders ensure that the indoor and outdoor environments are safe and secure. Suitable risk assessments are in place to keep children safe, including comprehensive daily opening and closing checks, cleaning and kitchen logs. All areas of the nursery are clean and well-maintained with all safety checks, including

fire and electric tests, carried out annually. There are suitable toilet and nappy changing facilities that enable practitioners to promote children's privacy and dignity.

The playrooms are welcoming, bright and organised providing an enabling environment for children to play and learn in. Meaningful displays of things children have done decorate the walls. They include photos of children engaged in activities as well as the individual artwork they have produced which helps children remember what they have done. There is sufficient space in each room for children to play as well as to gather as a group or to rest and relax. There is a dedicated cot room for babies and older children can sleep in the sensory room away from the main play areas ensuring they can rest undisturbed. Children of all ages have independent access to wide-ranging, interesting and developmentally appropriate resources and equipment. However, the rooms used by older children interconnect and routines of the day mean that children cannot independently access all the opportunities available.

There are a number of separate outdoor play areas that wrap around the building which are set up and resourced to provide further extensive opportunities for learning and development. The playrooms used by older children have direct access to at least one of the outdoor areas and practitioners ensure they are well used; at times children have free flow access to them.

Leaders provide good quality, age-appropriate furniture and resources. They encourage active learning through resources such as light boxes, blocks, craft materials and mud kitchens that encourage children to experiment and be imaginative. Resources include some that promote cultural awareness and diversity. Leaders and practitioners ensure that resources and equipment are clean, well maintained and appropriate for the children in the setting.

Leadership and management: Good

Leaders are enthusiastic about the work of the setting. There is a strong commitment to collaborative working throughout the setting, and this impacts well on outcomes for children. For example, practitioners discuss their activities, share the learning environment and resources effectively, and know the families that attend the setting. They interact effectively with each other to support the children's learning and development well. Leaders share a clear vision for the setting and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. However not all policies accurately reflect the work of the setting well enough.

Leaders have effective arrangements for identifying strengths and areas for improvement and all practitioners are committed to improving the quality of provision and outcomes for children. Most practitioners recognise what the setting does well and identify a few areas that they need to develop. For example, they understand the ethos of the setting and know they want to develop their use of the outdoors through using grants to purchase outdoor equipment.

Overall, leaders make good use of practitioners and resources to support children's wellbeing, play and learning effectively. Systems for appraisal encourage reflection and identify areas for improvement successfully. Practitioners are supported to continually improve their skills and to progress in their qualifications. This has a positive impact, such as improving practitioners' confidence in providing exciting

learning opportunities in line with the curriculum. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners to care for children safely. Nearly all practitioners feel valued and supported.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, leaders use the community to support their work, such as visits from the Canon at the Cathedral to read the Christmas story to the children. Worthwhile visits to a residential home enhance the setting's work well. Practitioners keep parents and carers informed about what their children are learning and how well they are progressing effectively through a communication application, useful newsletters and regular informal updates.

Leaders work effectively with the Local Authority and quickly and effectively act on any advice and training offered which ensures they maintain their care and development opportunities for practitioners and children. The setting has strong links with local Primary schools which supports children in their transitions into the setting and in their next stage of education as well.

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

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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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