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

Belle Vue Nursery Ltd

Belle Vue Nursery
Belle Vue Road
Cwmbran
NP44 3LF

Date of inspection: November 2024

by

Care Inspectorate Wales (CIW)

and

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

About Belle Vue Nursery Ltd

Name of setting	Belle Vue Nursery Ltd
Category of care provided	Full Day Care
Registered person(s)	Belle Vue Nursery Ltd
Responsible individual (if applicable)	Elizabeth McNamara Sean McNamara
Person in charge	Nicola Geoghegan
Number of places	72
Age range of children	0 - 5
Number of 3 and 4 year old children	35
Number of children who receive funding for early education	25
Opening days / times	8:00 – 18:00 Mon - Fri
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 not making a significant effort to promote the use of Welsh language and culture.
Date of previous CIW inspection	12 January 2023
Date of previous Estyn inspection	October 2017
Dates of this inspection visit(s)	05/11/2024
A very few children are from Welsh speaking homes or have English as an additional language. Very few children have been identified as having 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)**	**Excellent**
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 Refine and strengthen assessments of children's progress

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to using the local environment to enhance children's learning for dissemination on their websites.

Main findings

Well-being: Excellent

Nearly all children are exceptionally happy and settled throughout the day. They are confident, cope with separation from their parents and carers well, and relish the start of the day at the setting. They arrive with smiles on their faces, and quickly settle to play. Nearly all children form very strong, positive emotional attachments with practitioners who they are very familiar with. They chat very happily to practitioners eagerly inviting them into their play and coming to them for comfort or reassurance if needed. Nearly all children are familiar with routines and expectations at the setting, and this adds to their strong sense of belonging. For example, children enjoy helping to set the tables ready for their lunch.

Nearly all children have interesting opportunities to make decisions during their time at the setting, they choose happily between the wide range of resources and activities on offer. They are very confident to approach practitioners and express themselves. For example, children readily tell staff about events in their home lives whilst playing. They know practitioners will listen to what they tell them, show an interest, care for their needs attentively and value their ideas. Children have a strong voice, and they are included and consulted in matters that affect them. For example, leaders involve children in the process of carrying out risk and benefit assessments of activities, recording their views and comments. This ensures that practitioners understand children's views of activities as well as giving children a chance to consider and learn about safety issues. Children's likes and dislikes are used to plan future activities, ensuring the activities are of great interest to them.

Nearly all children are starting to form friendships according to their age and stage of development. They play happily with or alongside each other and are beginning to co-operate and share resources well. For example, children play happily together in

the home corner, taking on roles as they cook an imaginary meal for their friends. They wash toy cars alongside each other in the water tray ensuring they leave enough room for other children to join in. Nearly all children are learning to consider the needs of others well. For example, they wait for everyone to be served before they start eating their dinner and sit calmly at the table when eating. They show great respect for property and people. For example, children handle the toys and resources carefully and they wait patiently and courteously for their turn at washing their hands, giving their friends plenty of space and time.

Nearly all children are highly enthusiastic and interested in their play and learning. They thoroughly enjoy both adult led activities and opportunities to lead their own play. For example, babies and young children smile broadly as they join in enthusiastically with singing activities, whilst older children are delighted to use counting skills to work out how many plates they need to put out for dinner.

Nearly all children show an increasing level of independence during their time at the setting and have many worthwhile opportunities to develop these skills further. For example, older children serve themselves mashed potato at lunch time and many pour their water unaided from a jug. They independently access the toilet facilities and wash their hands, with encouragement from staff where needed. Nearly all younger children feed themselves and use cutlery independently, accessing their drinks throughout the day.

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

Nearly all children develop their independent skills effectively through accessing the wide range of stimulating activities and resources available to them. Most children develop their concentration and perseverance skills well. They spend a sustained period of time at an activity before moving to another. Nearly all children confidently follow the nursery routines without adult support.

Many children play co-operatively with others, share resources and take turns well. For example, when walking across an obstacle course they built together, they wait for their turn patiently. Most children take on roles in their play effectively. For example, when playing in the home corner a few children warn their friends that the apple crumble they are making is too hot to eat and needs to be blown on to cool down before eating. Most children are developing good creative skills and enjoy exploring a range of materials and media, for example to create pictures, models and collages.

Nearly all children including those with additional learning needs (ALN) make excellent progress during their time at the setting. Their skills in all areas of learning are developing very well. Nearly all children are highly independent in attending to their personal needs such as washing their hands after playing in the garden and serving and eating their own cooked lunch. Most children find their own coat from a peg with their name, and a majority are able to put it on without the help of a practitioner.

Most children speak to one another and to practitioners confidently. They share news and discuss what they are doing or what they have seen. For example, they recall

what they observed on a recent visit to the canal and describe the features of the ducks and their disgust and dismay at the amount of rubbish they found. They respond appropriately to a range of questions posed to them by practitioners and they listen attentively to stories and group discussions.

Many children show an active interest and love of books, they handle them well, hold them the correct way around and turn the pages carefully. They enjoy sharing a book with a friend or practitioner and talk in detail about the pictures.

Nearly all children develop their physical skills successfully. For example, they use large equipment and small tools with increasing dexterity and control. Many children use mark making tools for a range of different purposes effectively, such as writing shopping lists and drawing pictures. In addition, a very few children write recognisable letters and their names independently.

Nearly all children's Welsh language skills are developing well. They understand basic commands and vocabulary and are beginning to use these in their play. They join in with familiar Welsh songs and rhymes and respond to simple prompts accurately.

Nearly all children's numeracy skills are developing effectively. They use mathematical language in their play skilfully, such as when explaining the timer is for two minutes before they need to tidy up. They measure with purpose such as weighing oats when cooking. Most explore and develop their understanding of capacity well through using a range of containers or pouring their own drink from a large jug to a small cup. Many count objects when playing and are beginning to recognise and name numbers in their environment.

Nearly all children develop useful digital skills through using a range of equipment such as cameras, walkie talkies and metal detectors. They are beginning to understand how it can help them find information. For example, they ask practitioners to help them find a video clip of an ambulance after they have built a model of one.

Care and development: Excellent

Practitioners have an excellent understanding of their roles and responsibilities to keep children safe. They have a thorough knowledge of safeguarding issues and follow the setting's safeguarding procedures diligently. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners record accidents, incidents and pre-existing injuries accurately and share this information with parents promptly. Leaders maintain an extremely robust system for monitoring these records to identify patterns and trends and pro-actively address any identified. Practitioners are vigilant and attentive in their care of children to ensure that mealtimes are highly enjoyable, relaxed, sociable and safe. They follow very strong procedures to manage children's food allergies, individual dietary requirements, and prevent the risk of choking. Practitioners promote healthy lifestyles, by offering a choice of healthy food at snack and mealtimes. They ensure that children have access to regular and enjoyable outdoor play experiences, and the benefits of physical exercise and fresh air. Practitioners provide beneficial opportunities for children to sleep safely at the setting and ensure that they are well supervised. They carry out frequent fire drills which help children and practitioners

know what to do in an emergency. They evaluate the procedures and record any improvements that may be needed.

Practitioners are excellent role models. They are exceptionally kind, caring, calm and patient. They bring fun and humour into their interactions with children and are very responsive to children's attempts to communicate. This ensures that children feel valued and enjoy their time at the setting. Practitioners manage children's behaviour consistently well. They use praise and encouragement to good effect to support children and use positive phrases to encourage the behaviour they want to see. Practitioners gently encourage children to be kind, show respect for each other and share resources.

Practitioners are highly nurturing, sensitive and alert to the needs of children in their care. A strong key worker system is in place and practitioners know children exceptionally well and respond to their needs swiftly. Practitioners identify and support any child who may have emerging additional learning needs well. They are very observant and thorough, ensuring that any potential needs are observed, recorded, monitored and followed up. They follow professional advice and are pro-active in finding ways to support children, ensuring that all practitioners follow a consistent approach with each child. They work with parents, carers, professionals and outside agencies to support children effectively.

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

Practitioners have an excellent knowledge of child development and implement this in their approach with the children extremely well. They have high expectations of each child and have developed an effective learning environment both indoors and outdoors. They ensure that resources are appropriate and accessed independently by children. Practitioners plan engaging, high quality learning experiences that meet their all-round needs, interests and developmental stages. For example, practitioners arranged for balance bikes to be provided in response to the children's interests.

Practitioners work together effectively and develop respectful relationships with their colleagues and children at the setting. As a result, children are respectful and empathetic to each other. For example, they remember to use quiet voices so not to wake their friends sleeping. Practitioners skilfully encourage younger children to share limited resources such as large, wheeled toys. As a consequence, most children share and take turns well

Practitioners use observations of children's play to assess and identify next steps in children's learning highly effectively. They use these observations to enhance or adapt provision to better meet children's needs. Practitioners plan a range of exciting learning experiences, which stimulate children's curiosity and help develop a sense of wonder such as a walk in the local area to collect sticks and talk about autumnal changes.

Practitioners are exceptional language role models. They listen well to children and provide them with valuable opportunities to develop their communication skills and vocabulary. Consequently, children talk clearly and confidently with each other and with adults. In addition, practitioners use a range of questions to extend children's

thoughts and ideas highly effectively such as asking them how they could make the section of improvised stepping stones longer.

Practitioners interact with children engaging with and enhancing their play highly effectively. They recognise teachable moments in children's play and act on these swiftly and skilfully. For example, when building an outdoor obstacle course they encourage children to count the number of stepping stones they have added.

Practitioners use Welsh throughout the session well. They, use simple words and phrases, and introduce new vocabulary, which children repeat excitedly. They provide beneficial opportunities to promote the children's awareness of the language and the traditions of Wales such as celebrating Shwmae day and making friendship potions for Santes Dwynwen Day.

Practitioners regularly provide beneficial opportunities for children to learn about and celebrate festivals and events from their own and other cultures, particularly those which are important to children in the nursery. For example they visit the local cenotaph to leave wreaths they have made to say thank you to the soldiers near to Remembrance Day. As such they support children's social, emotional, cultural and spiritual development superbly.

Practitioners make excellent and regular use of the local area to enhance children's learning. For example, visiting the canal to look for twigs and sticks after reading a story, visiting older people to sing songs. Their regular visits are effective in supporting the children to become ethical citizens as they have a great deal of knowledge about how litter and rubbish can affect wildlife.

Environment: Excellent

The environment is very safe and secure. External doors are always locked, and practitioners allow only authorised access to the setting. They ensure that a record of all visitors is maintained. Leaders ensure that highly effective, comprehensive risk assessments for all areas and activities are in place and always followed by practitioners. They complete comprehensive daily safety checks of the environment to identify and, where possible, eliminate any risks to children's safety. Routine safety checks for the building and certificates are all in place. Fire and security equipment is regularly checked.

The indoor environment is warm, welcoming and inviting to children, providing an effective environment for play and learning. Base rooms for the different age groups are thoughtfully laid out to provide varied spaces to stimulate children's interest. For example, areas such as the 'home corner' and messy activity trays are set up attractively to invite children to play. Toys and activities are at children's height enabling them to access what they want to play with freely. There are safe relaxing spaces where children can rest quietly and sleep if needed. At mealtimes, children take delight in helping practitioners transform their play and learning areas into homely dining areas complete with tablecloths. Display boards and photographs around the setting give children a sense of belonging as they celebrate things the children have achieved at the setting and aspects of their home and family life. Toilets and nappy changing facilities are clean and organised and suitable in number.

Children's independence is supported well by the layout of the setting, for example, pre-school children can independently access the toilets.

The outdoor environment is safe and provides many worthwhile opportunities for children to play and learn in the fresh air. High quality wind and waterproof outerwear is provided for all children, and this ensures that they can have access to the outdoors in all weathers, whilst remaining warm, dry and physically comfortable. Leaders have developed an outdoor environment that allows children to enjoy a variety of high-quality experiences. For example some harder surfaces allow children to use bikes and wheeled toys while the 'allotment' area gives children opportunities to plant and grow vegetables. The setting extends children's regular outdoor environment beyond their physical boundaries by making outstanding and regular use of the local environment to provide play and learning opportunities for children. For example, children of all ages are very familiar with the local park, canal area, wildlife and wooded paths where they regularly walk.

The setting has a large quantity of high-quality, toys and play resources, both indoors and outdoors. There is a mix of natural and man-made materials with many attractive wooden resources that support children's development well. Real life and multi-cultural items promote children's awareness of equality and cultural diversity. Staff follow very robust systems to regularly check toys, equipment and resources to ensure that they are clean and in good condition.

Leadership and management: Excellent

Leaders have a very strong vision and sense of purpose. They are passionate about achieving the very best outcomes for children at the setting and highly effective in sharing this ethos with all. Leaders know practitioners, children and their families well and this helps to create an environment where all feel valued. For example, leaders have developed effective systems of practical and emotional support for children such as tailoring transitions to meet each child's needs. Leaders are highly organised and there is an extensive range of policies and procedures, which are regularly reviewed. They keep records consistently and store them securely. Leaders have an excellent understanding of their regulatory requirements and of the curriculum and assessment processes, which are implemented effectively by practitioners.

Leaders are continually looking for ways to improve the setting. They have rigorous and beneficial self-evaluation activities, which enable them to identify key areas for improvements and set achievable timescales to meet their targets. As a result there is a strong culture of self- improvement within the setting. Leaders use grant funding to improve provision and outcomes for children effectively. For example, training in developing children's communication skills has led to a better understanding by practitioners of the role of the environment and how this can be used to support children's language development effectively.

Leaders are committed to recruiting and developing high quality practitioners. They are rigorous in their use of safe recruitment procedures and ensure that staffing levels far exceed the National Minimum Standards for the numbers of qualified and experienced practitioners they employ. Practitioners are deployed highly effectively ensuring that each area of the setting is well supported during busy transition periods. There is a thorough induction process as well as regular meaningful

supervision and annual appraisals. Leaders ensure the continued professional development of themselves and practitioners, ensuring that they all have access to good quality training. This ensures that everyone has the relevant skills as well as up to date knowledge of developments in care and education. This professional development has a positive, and direct impact on the quality of provision within the setting as well as improving outcomes for children.

Leaders have established strong links with a range of partners. They work closely with the advisory teacher to improve provision and support the children's learning. They have developed effective partnerships with parents and carers and share with them their child's progress and next steps in learning. Leaders liaise with local primary schools before the children start school. In addition, practitioners attend school visits with children identified as having ALN to support them in the unfamiliar situation. This helps them transition to their next stage of education successfully. Leaders make excellent use of the local area to enhance children's experiences during their time at the setting. They have a strong commitment to placing the setting in the heart of the local community and developing children's understanding of their local area. They support local charities that are close to the families of children at the setting. For example, they donated harvest goods to the local food bank and held a fund-raising sports event for a cancer charity. This all contributes strongly to supporting children to be ethical citizens of the future.

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.

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.

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