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

# Ysgol Feithrin Sant Aubin

## 503a Cowbridge Rd East
## Canton
## Cardiff
## CF5 1BB

## Date of inspection: October 2024

## by

## Care Inspectorate Wales (CIW)

## and

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

## About Ysgol Feithrin Sant Aubin

| | |
|---|---|
| Name of setting | Ysgol Feithrin Sant Aubin |
| Category of care provided | Full day care |
| Registered person(s) | |
| Responsible individual (if applicable) | Jodie Evans and Susan Shepherd-Evans |
| Person in charge | Jessica Thomas and Gemma Bury |
| Number of places | 32 |
| Age range of children | 2-5 years old |
| Number of 3 and 4 year old children | 17 |
| Number of children funded for early education | 0 |
| Opening days / times | 7:30 – 18:00 Monday – Friday |
| Flying Start service | No |
| Language of the setting | Welsh |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | This service anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. |
| Date of previous CIW inspection | March 2018 |
| Date of previous Estyn inspection | October 2019 |
| Date(s) of this/these inspection visit(s) | 15/10/2024 |

## Summary

| Theme | Rating |
|---|---|
| **Well-being** | **Excellent** |
| **Learning**<br>**(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**<br>**(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 The setting should continue to implement its extremely effective practice for supporting the development, welfare and education of all children.

## What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to adapting experiences in response to children's interests, for dissemination on their websites.

## Main findings

**Well-being: Excellent**

The nursery is centred around the children and they have a very strong voice across a significant number of their experiences. For example, when looking for insects in the local park, the children made the most of the opportunity to chat with two community police officers and change the direction of their learning. This provides the children with opportunities to communicate their wishes and make connections in the local community. The children contribute effectively to their environment by deciding what to display in the window and on the display table. As a result, nearly all children know they have a voice and that their wishes are respected. Nearly all children make fully informed decisions about their play as they move around the indoor and outdoor environments.

The children have a special sense of belonging with the setting and they are very familiar with the daily routines and arrangements. As a result, nearly all of the children cope extremely well with being separated from their parents and carers. They are given highly effective opportunities to express their feelings regularly. For example, the children use emotion stones and a book character which supports them to respond to their feelings. The children's art work is unique and is displayed skilfully along with photographs of them and their families outside the nursery. The children show great pride when referring to these to show and discuss what's important to them. As a result, the children feel valued.

Nearly all children interact extremely well with each other and collaborate very effectively. For example, when playing in the house corner, they share resources successfully as they cut leeks and potatoes and decide to make soup. They concentrate for increasing periods and congratulate each other naturally. The

children develop beneficial social skills. They have a very high level of respect for property and use resources very carefully. When using the cutting equipment during snack time, they ensure that all their friends are given the opportunity to use them.

Nearly all children show a high level of motivation and perseverance when playing as they follow their own ideas and experiment with resources both indoors and outdoors. They take an active part in exciting learning opportunities which enable them to learn, explore and discover very successfully. Nearly all children show increasing confidence when moving around the setting and choosing resources. They explore their environment independently and follow their interests freely. Most focus for increasing periods and show enthusiasm and enjoyment when listening to Welsh language stories and songs. The children concentrate for extended periods, showing patience and perseverance. For example, the children persevere when hitting the ice to loosen the hidden foods.

Nearly all children are developing very effective independence skills. They move around very confidently from one area to another, including the outdoor area. The children take effective responsibility for their personal hygiene. For example, they reach for a tissue to blow their nose and dispose of it in the correct bin. The children go to the toilet and wash their hands independently throughout the day. They are confident when developing new skills. A notable example of this is the opportunities they are given to use real tools such as a hand drill, hammer and saw.

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

There is no report on the children's learning. This is because there was an insufficient number of three and four year olds present at the time of the inspection, not receiving funded education elsewhere, about whom we could report without identifying individual children.

**Care and development:  Excellent**

The practitioners work very effectively to keep the children safe and healthy. They have excellent knowledge and awareness of relevant policies and procedures to keep children safe. The practitioners have a sound knowledge of how to protect children and know what to do if they have any concerns. They complete relevant and detailed records of accidents and incidents. Correct registers of attendance are kept of practitioners and children, as well as a record of visitors. The practitioners supervise the children very effectively and they identify risks and conduct fire drills, all of which contribute to a very safe provision for the children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The practitioners ensure that there are daily opportunities for the children to spend time outdoors, whatever the weather. They ensure that the children learn about keeping safe in the setting and out in the community. For example, they learn about keeping safe and crossing the road by the nursery. The practitioners promote healthy lifestyles effectively, including providing healthy snacks and drinks, and ensure that water is available at all times. For example, they follow very detailed procedures when responding to the specific food requirements of individual children. They

ensure that the children understand the importance of hygiene, taking advantage of daily opportunities, such as encouraging the children to brush their teeth and lay the table for meal times.

The practitioners are excellent role models. They have a particularly close and warm relationship with the children and treat them with care and respect. The practitioners use positive language with the children which promotes good behaviour and the practitioners support the children appropriately by showing a genuine interest in them. They maximise every opportunity to praise the children. This encourages the children to follow this example and nearly all children are well-behaved.

The practitioners know the children extremely well. They adapt activities excellently to meet their individual needs and interests. For example, the practitioners have responded successfully to the children's interest in collecting litter by making the most of experiences in their local area. They follow the children's interest, letting them lead the learning by discovering more about the people who work in the community. The practitioners respond skilfully to the children's play and learning on a daily basis, by asking purposeful questions or by providing a new resource or object. They question them skilfully, asking open-ended questions where relevant to deepen their understanding and lead them to the next stage of their development. When observing the children, practitioners know when to step in and when to stand back and let the children persevere and work together, for example when trying to balance on a log or filling containers.

Nearly all practitioners speak Welsh confidently and encourage the children's verbal development well. They immerse the children in the language, using rich language and consistent patterns as well as singing nursery rhymes and relevant songs while playing.

The practitioners support and provide purposefully for children's additional learning needs. They take timely action for the benefit of the children. The practitioners have very effective arrangements to work with families and external agencies, and act on advice from experts. They use specific strategies to support the needs of individual children extremely effectively. As a result every child succeeds and feels completely at home in their learning environment.

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

The practitioners provide extremely interesting learning experiences for the children. The experiences are wide-ranging and purposeful which manage to engage their interest for extended periods, and meet their needs very successfully. The practitioners have a robust understanding of child development and the principles of the Curriculum for Wales and by discussing the children's understanding, achievements and needs regularly, they plan activities and experiences that excite and interest the children. A notable element of their planning is their ability to respond purposefully to the children's questions and ideas immediately. They give the children's input serious consideration, feeding their curiosity and developing their early learning skills. For example, when children show an interest in an object from home, such as a pumpkin from their allotment, the practitioners take the children to the local greengrocer's to see what is available. Produce from the shop then

enhances the setting's resources and are used effectively by the children to promote their physical, numeracy and creative skills. As a result, nearly all children make strong progress in their learning.

The practitioners ensure the children develop strong verbal Welsh skills from a young age. They ensure that attractive books are displayed in several parts of the setting. The children are very aware of them and ask the practitioners to read to them, or choose their own books sensibly in different contexts. For example, they choose a book about babies to help a friend who is pretending to feed a baby. The practitioners foster a love for books among the children successfully. The practitioners provide extensive mark-making resources and ensure that the children are given purposeful opportunities to use them. The children make marks in a notebook and post the note in the nearby post box.

While playing with the children and encouraging them to experiment and investigate, the practitioners develop the children's numeracy skills very effectively. A few children use measuring tapes to measure the length of carrots and read the numbers on the tape successfully. They recognise the numbers on a clock and compare the numbers with their age. They use containers effectively to understand the concepts of ‘more than’ and ‘less than’ when cooking and playing with water.

The practitioners develop the children's digital skills extremely successfully. They ensure that the children understand that digital tools impact their daily lives by playing with items such as a till and microwave. Additionally, they use torches very effectively to highlight dirt on their hands when learning about personal hygiene.

The practitioners promote the children's awareness of Welsh traditions and celebrations regularly. As well as celebrating significant days such as Saint Dwynwen's Day and Welsh Language Music Day, they ensure that Welsh sports shirts are available in the dress up areas, Welsh language music is played in the background and resources such as books and puzzles about Wales are available continuously.

The practitioners promote the children's spiritual, moral, social and cultural skills very successfully. They intervene sensitively on the rare occasions that children disagree with each other or want to play with the same resources. As a result, children are developing an increasing understanding of the importance of honesty, fairness and respect. The practitioners maximise the children's natural curiosity by developing experiences that encourage them to marvel at and appreciate the world around them. They are growing plants in the outdoor area and observe the passing seasons during their visits. They promote the children's understanding of other cultures by celebrating special days in the calendars of other countries, and by ensuring that resources such as traditional dress and foods from other countries are available continuously. They respond maturely to the children's questions, such as why some people wear a hijab, by introducing a book about different cultures.

The practitioners pay close attention to each child's development by observing them regularly. They keep a valuable record of their observations. All practitioners act as a key worker for a specific number of children and are responsible for checking the observations on them. These arrangements enable the practitioners to identify the next steps in each child's learning very successfully and use the information

proactively when working with them, including providing additional support where needed.

**Environment: Excellent**

The leaders have highly effective and comprehensive measures, policies and procedures in place to ensure that all practitioners understand their responsibilities fully. The hygiene practices are consistent and thorough which reduces risks to health. The practitioners undertake extensive general risk assessments which are reviewed and adapted regularly. They ensure that these are in place by undertaking effective daily checks. The practitioners ensure that the children are safe and prioritise the assessment of risks when the children play in the indoor and outdoor areas and for specific activities. This has a significant impact on the children's development by enabling them to take risks and try new experiences, for example, cutting and sawing in the woodland area. The ratios between the practitioners and children are always suitable in all areas. When required, the practitioners work together flexibly, moving from one area to another as children choose their activities. As the doors are always open to the children, they can move between areas freely. The leaders ensure that there are high levels of supervision and communication to ensure they are all safe.

The practitioners have created an engaging learning environment. They ensure that children are cared for and educated in an environment which has been designed and laid out carefully to promote their independence and learning. There is limited outdoor space but the practitioners ensure every corner of it is used purposefully. For example, outside, there is a large physical structure for the children to develop their crawling skills and a woodland area to develop skills or to have some quiet time to focus and immerse themselves in their imaginative play. Practitioners arrange the indoor and outdoor areas purposefully to provide a wide range of stimulating experiences which encourage the children to move from one activity to the next effectively. The children move completely independently around the indoor and outdoor areas throughout the day. They use the areas purposefully and focus on their tasks for appropriate periods. The practitioners use the local area regularly to support the children's development and experiences.

The practitioners ensure that the play areas spark the children's imagination and develop their skills successfully. For example, the children use teepees for quiet time and immerse themselves in a book. They provide high quality resources. The practitioners lay them out in a way that enables the children to choose them independently without any adult support. They ensure that there are plenty of certain types of resources available so the children can make purposeful choices for their learning. A notable example of this is the number of multi-purpose crates and wooden boxes that are available for the children to use. These give the children the opportunity to learn about reusing and re-purposing resources and materials, and ensure that the children's imaginative play has no bounds.

**Leadership and management: Excellent**

The leaders have a very strong vision for the setting which is communicated successfully with all practitioners. They are all passionate about providing the best possible foundation and experiences for all children in a completely inclusive

atmosphere. The whole team creates a caring sense of family throughout the entire establishment. The leaders have high expectations of themselves and the practitioners and, in turn, they have high expectations of the children. This is clear to see throughout the setting and the children are supported skilfully to reach the next step in their development continuously. Staff welfare is very important to the leaders and there are robust care processes in place to support them. This means that the setting has stable staff who know the children and their families well.

The leaders follow safe and robust recruitment policies and nearly all practitioners have an appropriate qualification and relevant experience of working with children. New practitioners receive worthwhile support by working closely with a mentor and ‘buddy’ as they learn about the setting's successful procedures. The leaders evaluate the practitioners' performance regularly, including helpful professional conversations which lead to enhanced and timely professional learning opportunities. As a result, the practitioners are fully aware of their roles and responsibilities and recognise that they are an important and integral part of a highly successful setting.

The leaders have very effective procedures in place to evaluate their work and identify their strengths and areas for improvement. They consider the opinions of parents and carers, and listen to the voice of the child when considering what they can develop further. The leaders use their findings to prioritise improvements and implement their plans in a timely manner, ensuring that they include all members of staff in the process. This means that they have a successful and sustainable track record for self-improvement.

The leaders work closely with a number of partners to provide the best possible care and education for the children. They have an active and effective relationship with parents and carers, staff at the local primary school and the local authority's advisory teachers. They work very successfully with parents and carers to get to know the children before they start at the setting. Families visit the setting so that the children can familiarise themselves with the building and discuss their preferences and needs. They contribute to a ‘our family’ noticeboard which is a point of focus at the setting for the children to feel comfortable and discuss their families. The practitioners provide information to parents regularly about what their children have been doing during the day, as well as the progress they make in particular areas. There is clear and valuable communication between the setting and the home via informal chats by the entrance as well as an useful app.

The leaders have a beneficial relationship with advisory teachers who visit regularly. This is a mature relationship which makes a valuable contribution to the development of the provision over time. Links with a local primary school are developed effectively. A teacher from the school attends the setting occasionally to get to know the children before they transition to the school. The practitioners provide comprehensive information about every child which enables the school to get to know the children very quickly. The leaders work closely with the local community, for example by buying goods in local shops. They visit the park often, reinforcing the children's understanding of road safety on their regular walks in the community. This develops the children's awareness of their community and ensures that they are aware of their local area.

## 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 rating scale:

| | |
|---|---|
| **Excellent** | Very strong, sustained performance and practice |
| **Good** | Many strengths and no important areas requiring significant improvement |
| **Adequate** | Strengths outweigh weaknesses but improvements are required |
| **Poor** | Important weaknesses outweigh strengths and significant improvements are required |

**This document has been translated by Prysg (Welsh to English).**

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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. |

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