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 Wood Llanmartin

Llanmartin Primary School
Llanmartin
Llanmartin, Newport
NP18 2HB

Date of inspection: October 2024

by

Care Inspectorate Wales (CIW)

and

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

About Babes in the Wood Llanmartin

Name of setting	Babes in the Wood Llanmartin
Category of care provided	Full Day Care
Registered person(s)	Lorna Christoffersen Teressa Llewellyn
Responsible individual (if applicable)	N/A
Person in charge	Jordan Shepphard
Number of places	24
Age range of children	2-4 years
Number of 3 and 4 year old children	16 three-year-olds and 8 four-year-olds
Number of children who receive funding for early education	0
Opening days / times	Monday to Friday8.00am to 6pm.
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that is working towards providing an ‘Active offer’ of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	March 2019
Date of previous Estyn inspection	March 2019
Dates of this inspection visit(s)	08/10/2024

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**n/a**
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 Ensure that practitioners question children effectively to encourage them to think for themselves and develop their ideas further.

R2 Ensure that policies and procedures are reviewed thoroughly and that they reference the most recent legislation

What happens next

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

Main findings

Well-being: Good

Nearly all children have a strong voice at the setting and express themselves confidently. They make choices and decisions about what they do and how they spend their time. They lead their own play and are eager to express themselves and follow their interests and ideas. For example, children chose the recipes they would like to make in the role play kitchen and talk about the ingredients they like.

Nearly all children feel happy and valued because they know practitioners treat them with respect and actively listen to what they have to say. They cope well separating from parents and carers and build warm and stable relationships with practitioners and peers. Many children laugh, chatter, and communicate effectively through gestures and speech. Most children play alongside their friends confidently and are familiar with the daily routines of the setting. They see their family photographs displayed and cherished, which helps them to feel safe and secure and develop a strong sense of belonging.

Most children interact well with one another. They chat happily around the table during snack and lunch times. Nearly all children are happy to explore their environment and play on their own. They are proud of their work which helps to build their self-esteem and resilience.

Most children explore their environment with great interest. They move between activities confidently and develop good levels of concentration and engagement. Children show joy and imagination during their play, such as when playing outside on

the tyre swing or exploring the sounds made by musical instruments. They discuss their play with one another, for example talking about water being wet and cold as they fill small containers with water.

Most children develop their independence and self-help skills successfully. For example, they hang their coats on hooks and begin to pour their drinks at snack time. They are developing good hygiene habits, such as washing their hands at snack and when dealing with their personal needs. Their play supports their growing confidence and self-reliance, encouraging them to explore, persevere and try new experiences successfully.

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: Good

Practitioners have a good understanding of the setting's policies and implement them effectively, resulting in positive outcomes for children. Practitioners understand their responsibilities to protect children and know what to do if they have any concerns about children or colleagues. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners record accidents, incidents, and administration of medications thoroughly and ensure they share this information with parents via an on-line app or written records. They get to know children's individual needs well and follow safe practices managing any allergies or intolerances. They supervise children well and record their own, children's and visitors' attendance accurately and consistently. Practitioners know what to do in an emergency, as they practise and record regular fire evacuation drills with children.

Practitioners follow good hygiene procedures in relation to food preparation and nappy changing. They offer healthy food options at snack-time and ensure children have access to water to remain hydrated. Practitioners provide many opportunities for children to be physically active. For example, they encourage children to take part in yoga sessions, which supports their well-being and develops flexibility and body strength.

Practitioners are nurturing, kind and develop genuine relationships with children. They welcome, include, and celebrate all children, such as greeting them warmly at the start of a session and listening carefully to their news from home. They follow the setting's behaviour strategies consistently and reward children for positive behaviour and completion of tasks. They praise children for their efforts and achievements, for example when they create music with instruments. Practitioners interact with children positively and this helps to create a supportive and calm environment where children develop strong personal and social skills. Practitioners are good role models and gently remind children how to behave in a group, for example reminding them to watch out for other children when they move around the setting.

Nearly all practitioners observe children closely to understand their individual needs well. They take good notice of children's interests during play. For example, they provided a toy digger when they observed children wishing to gather mud and leaves outside. Practitioners meet the needs of all children, including those with additional learning needs (ALN) successfully. They offer worthwhile support for children with additional needs and parents report positive impacts upon their children's development. They monitor the impact interventions have on children's needs carefully and ensure that they seek and implement advice from appropriate health professionals when necessary.

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 valuable understanding of how children learn through play and exploration. They respond to children's personal interests and needs positively. For example, they provided tea making opportunities for children in the role play kitchen, after noting their interest. They work together effectively to plan a range of interesting learning experiences that promote children's development well. Practitioners ensure that resources are stimulating and ignite children's natural curiosity. For example, they encourage children to explore and investigate the inside of a pumpkin. Practitioners understand when to intervene to develop children's skills and when to allow children to explore independently, to discover things for themselves. In general, they ask suitable questions to promote children's knowledge. However, they do not always question children effectively enough to develop their thinking skills and understanding further.

Practitioners plan worthwhile opportunities to promote children's skills. They ensure children have valuable experiences that promote their communication skills. They model language well and provide beneficial commentary on what children are doing which supports them to develop their problem-solving skills. Practitioners actively encourage children to use new vocabulary, such as when talking about full and empty jugs during water play. Practitioners provide cosy reading areas, where children relax and enjoy listening to stories with others. They encourage children to engage in worthwhile mark making activities, such as drawing pumpkins, and pictures of their families using chalks and pens.

Practitioners support children to speak Welsh effectively. For example, they encourage children to count, name colours and respond to simple instructions, such as washing hands. They support children to sing Welsh songs and rhymes and choose snack items in Welsh. There are valuable opportunities for children to experience the cultural heritage of Wales, such as celebrating festival days, cooking food, including Welsh rarebit, and learning about local landmarks.

Practitioners provide a range of cultural resources, including books, puppets and musical instruments and cooking utensils in the role play area. They celebrate festivals such as Diwali and Chinese New Year. Practitioners share their first-hand experiences of celebrating cultural events effectively. For example, they share language and stories with children, which supports them to develop a valuable understanding of beliefs that may be different to their own. There are worthwhile opportunities for children to develop their numeracy skills, such as using natural materials to count and recognise numerals around them. Practitioners encourage

children to use mathematical language as they explore activities, such as talking about light and heavy blocks and shapes as they complete puzzles. Practitioners provide children with a beneficial range of resources to develop their digital skills, such as light boards on which to draw, pre-programmable toys and keyboards in the role play areas. They also support children to self- register on arrival using a tablet computer successfully.

Practitioners provide valuable activities that allow children to develop their physical skills well and be active. They provide a range of beneficial opportunities for children to develop their manipulative skills, such as tapping golf tees into pumpkins with small hammers and using spoons to pick up pieces of fruit.

There are interesting opportunities for children to be creative, such as making music with a range of instruments and making faces using natural materials, such as twigs and leaves.

Practitioners provide a range of learning experiences that promote children's moral, spiritual and cultural development well. For example, they foster a sense of awe and wonder in children as they encourage them to plant vegetables and watch them grow and to observe seasonal changes. This ensures that children engage with nature effectively.

The setting's procedures for assessing and tracking children's progress are effective. Practitioners carry out regular and useful observations of children and use this information to inform assessment records and to identify next steps in learning successfully.

Practitioners ensure that parents and carers are kept informed of their children's learning and development through initial and final reports and regular updates on social media.

Environment: Good

Leaders are motivated and dedicated to providing a safe, stimulating play and learning environment. They implement effective risk assessments and constantly monitor and evaluate the play space to eliminate risks. This ensures that areas meet children's needs and encourages them to experiment and take risks in a safe environment confidently. For example, children enjoy playing on the tyre swing, and climbing on the swing ladder in the outside area. The environments are well maintained, and all required safety checks are completed appropriately. All visitors are greeted and signed in and out, and practitioners oversee the safe handover of children. Leaders ensure an effective level of daily hygiene, through a regular cleaning schedule and good attention to infection control.

Leaders provide plenty of space for children to play. They create warm, welcoming, interesting play areas that children feel comfortable to explore. For example, there are puppets and props to accompany stories in the book area. There are suitable tables and chairs so that children are comfortable when completing table-top activities and socialising during mealtimes. The toileting facilities are easily accessible, which promotes children's increasing independence and good hygiene habits.

Leaders ensure that there is a wide range of good quality resources easily accessible for children and check resources regularly to ensure they are of good quality and broken resources are removed immediately. They enhance the learning environment using natural resources and materials that encourage children to use their senses. For example, they use herbs and flowers outside in the mud kitchen for children to use in their play. They provide outdoor areas for digging and resources such as wheelbarrows and a large-scale toy cement mixer to develop children's physical skills. For example, they provide real life kitchen equipment, such as metal utensils and pots in the outdoor mud kitchen. These enhance the areas of learning appropriately. Leaders have purchased a range of purposeful resources to support their work in developing children's understanding of equality and inclusion, including books, dolls, and musical instruments.

Leadership and management: Good

Leaders have high expectations of themselves and practitioners. They work together successfully to ensure that provision meets the needs of all children. Leaders share a clear vision for the setting to provide a homely and nurturing environment that encourages children to reach their full potential. There is a comprehensive statement of purpose that provides an accurate picture of the setting, which helps parents and carers to make informed choices about using the service. The setting complies with the regulations and meets the national minimum standards effectively. There are appropriate procedures for safe recruitment and induction for practitioners. Leaders are organised and have a worthwhile range of informative policies and procedures that they share with parents and carers. However, a few important policies do not refer to the most recent legislation, such as the setting's approach to safeguarding and supporting children with additional needs.

Leaders manage the setting well and work with practitioners effectively to promote a stimulating and supportive atmosphere for children to explore. They meet with practitioners regularly and provide clear communication through meetings and social media. This contributes to the smooth running of the setting. Leaders, develop practitioners' leadership skills suitably. For example, they allocate responsibility for developing areas in the learning environment. This ensures that these areas are well resourced and provide valuable opportunities for children to be curious and follow their individual interests successfully.

Leaders use the appraisal and supervision systems to provide worthwhile support for practitioners to improve their practice effectively. They set and review targets regularly and ensure that all practitioners have access to valuable opportunities for training. Leaders measure the impact of training and ensure that it has a positive effect on practice and outcomes for children. For example, they have attended training on planning and assessment and developing the outdoor space to provide more learning opportunities for children. As a result, there is a clear system for monitoring children's progress and children have more opportunities to engage with the natural world.

Leaders are committed to improving the setting and have developed a collaborative, positive culture of self-evaluation. They regularly reflect on the work of the setting to identify strengths and areas for improvement. They gather the views of practitioners, and parents and carers appropriately, and act on their suggestions thoughtfully. For

example, after consulting parents and carers, they enhanced the site security at the setting.

Leaders make worthwhile use of grants to make improvements to the setting. For example, they have increased provision in the outdoors and purchased useful resources such as books and images to promote children's understanding of diversity.

Leaders have established beneficial partnerships that contribute positively to children's learning and development. There is a valuable relationship with parents and carers. Practitioners share information on children's progress and upcoming events via social media effectively. They operate an open-door policy where parents and carers can share useful information about their children.

The setting makes beneficial use of advice and guidance from the local authority's ALN team and advisory teachers. For example, they have received beneficial guidance on supporting children with communication delay and help to develop planning and assessment systems.

There are useful links with the local community which provide children with a valuable sense of belonging. For example, they visit the local church to make donations to the food bank and to celebrate Harvest. Visitors to the setting support children's understanding of the emergency services and their roles in keeping them safe. Practitioners ensure that appropriate information is passed to schools to support a smooth transition for children moving on.

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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Publication date: 10/12/2024

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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Date Published 10/12/2024