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

Kites Nursery Caerleon

Star Trading Estate
Ponthir Road
Caerleon
Newport
NP18 1PQ

Date of inspection: June 2023

by

Care Inspectorate Wales (CIW)

and

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

About Kites Nursery Caerleon

Name of setting	Kites Nursery Caerleon
Category of care provided	Full Day Care
Registered person(s)	Catherine Whelan and Michael Whelan
Responsible individual (if applicable)	N/A
Person in charge	Catherine Whelan, Roslyn Nicholl and Connie McCarthy
Number of places	95
Age range of children	0-14 years
Number of 3 and 4 year old children	43
Number of children who receive funding for early education	26
Opening days / times	Monday to Friday from 7:30am – 6:00pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide the 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use, their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words' follow-on strategic guidance for Welsh language in social care.
Date of previous CIW inspection	07/08/2019
Date of previous Estyn inspection	March 2015
Dates of this inspection visit(s)	13/06/2023
From the summer term 2023, the toddler room has been awarded Flying Start status. The setting offers funded education sessions from Monday to Friday between 9.30am and11.30am	

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 Improve children's use of Welsh

R2 Review lunchtime routine to maximise children's opportunities to develop their social skills and independence

R3 Ensure that there is a consistent approach to planning and assessment

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

Most children are happy to express themselves and make confident decisions about the resources they want to use and with who they want to play. For example, they choose when they want to rest rather than join in with other children, who choose to dress up in role play items. Children have a strong voice and know they will be listened to. For example, when they get musical instruments during circle time, practitioners respond promptly by restructuring the activity so that children can play the instruments and choose songs to sing. Most children are confident to make requests, such as asking for more broccoli at lunch time or to indicate they are full and do not want to eat more. They share ideas about what they want to learn and play and contribute ideas to any changes leaders want to make within the setting.

Nearly all children are happy and settled. They cope well when they separate from their parents and carers and feel safe and content in their environment. They feel valued and have a keen sense of security and belonging because their work is displayed and celebrated. Toddlers are confident about routines as there is a photograph display of what their day looks like, for example showing children playing or sitting down for lunch.

Children are developing their personal and social skills well. They are learning to show kindness to their friends. For example, they comfort and help each other when

they see someone wishes to rest, helping them find their comfort blanket. They are beginning to listen to and understand instructions, such as when lining up to wash their hands. They develop close relationships with practitioners and other children. For example, they approach staff readily for reassurance, support and cuddles. Most children co-operate and share resources happily and are learning to manage their behaviour with gentle verbal reminders.

Nearly all children are enthusiastic when learning new skills and experiment with a good variety of interesting play opportunities. They move from one activity to the next excitedly and choose activities that stimulate them. For example, babies express enjoyment as they play outside using various sensory toys, pre-schoolers love exploring outside and toddlers enjoy building with large blocks. Some toddlers love the construction blocks so much they bring in their personal toolbox from home, modelling the nursery's handyman.

Most children develop a good range of skills to help them become independent. They persevere well in learning to do things for themselves. For example, nearly all children eat food with appropriate cutlery successfully. Most children access the toilet and wash their hands independently, asking for help with confidence when they need it.

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

Many children are happy and curious and engage with the learning opportunities available to them with enthusiasm. They make good progress from their individual starting points, particularly in developing their communication and personal and social skills. For example, they co-operate with one another well when they make muddy concoctions in the mud kitchen and share ideas of what to add to them confidently. Many children demonstrate high levels of perseverance and concentration as they play, such as when digging in soil to find worms.

Most children are confident communicators and discuss and share their views on things that interest them effectively. They ask questions to develop their understanding when playing and to clarify their thoughts and views. For example, they ask practitioners how to flatten playdough to make pancakes. Many children enjoy singing familiar songs and rhymes and join in with accompanying actions with much enjoyment. They listen to stories and handle books confidently, retelling their favourite stories using illustrations as a guide. Many children develop their mark making skills appropriately. For example, they draw on large sheets of paper and make lists in the role-play area. A few children are beginning to understand that marks carry meaning, such as when looking at labels inside their sunhats.

Many children use mathematical language confidently during their play and while exploring. They talk about heavy jars of water and the length and shapes of blocks as they build. Many children are interested in numbers and count items around them reliably. They count items of food at snack time and different objects in the environment.

Many children use information and communication technology (ICT) skills well in their play and exploration. They use digital cameras to photograph one another and things that interest them in the environment. A few children use a tablet computer well to find information about the things that fascinate them.

Many children solve problems as they naturally occur during their play and exploration and work with their friends to find suitable solutions. For example, they find the best way to lay planks of wood to make a walkway and the most effective tools to dig in the soil.

Many children are developing their physical skills well. They are agile and enjoy running, balancing, and jumping outside. They ride wheeled toys competently and balance on equipment well. Many children use small utensils with accuracy, such as when digging with spoons and during cooking sessions.

Many children join in with actions when singing Welsh rhymes and songs. A majority are beginning to respond to simple questions and instructions in Welsh during whole-group activities. However, there is little opportunity for children to use incidental language during the rest of a session. As a result, children's Welsh language skills are underdeveloped.

Many children's creative skills are developing effectively. They play imaginatively, such as pretending to chase away sharks when walking across planks and to make pancakes using natural materials to represent ingredients.

Care and development: Good

Practitioners implement procedures very well to promote children's health and safety. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have a sound understanding of child protection procedures and are fully aware of their responsibilities to act upon and report any concerns. They keep thorough records of any accidents and incidents and keep parents fully informed. Nearly all practitioners hold up to date first aid certificates to deal with minor accidents confidently. They safely administer medication in line with agreed procedures.

Practitioners undertake hygiene and infection control effectively, completing daily checks and following thorough cleaning schedules to reduce cross contamination. They identify emerging risks, for example, by reporting that hedges need cutting, so that they can be addressed quickly and hazards minimised. They promote good hygiene routines with children by encouraging them to wash their hands regularly. A cook prepares and provides fresh, healthy and nutritious food to children. Nearly all practitioners hold food hygiene certificates and promote healthy eating habits that include eating fresh fruit and drinking milk and water. They follow clear procedures to manage any food allergies and individual dietary requirements effectively. Practitioners ensure that children have access to regular outdoor play experiences so that children can benefit from physical exercise and fresh air.

Practitioners know the children well and have a clear understanding of their individual needs, abilities and preferences. They manage children's behaviour very well and

develop warm and nurturing relationships with them. They encourage children to be kind through child friendly approaches. For example, they teach children a song about using kind hands, kind feet and kind words. Practitioners promote and prompt the use of good manners and children respond positively to this by saying ‘Diolch’ to practitioners during lunch and at other appropriate times. However, practitioners do not always sit with children as children eat their food. As a result, they do not always promote children’s social skills and independence effectively enough at mealtimes.

Practitioners provide children with meaningful opportunities to promote learning and development through accessing a wide range of interesting and varied activities. They conduct regular meaningful observations of children’s play and learning, and track and evaluate their progress effectively to promote their development. Practitioners work successfully with external agencies, such as health professionals, to support children with additional learning needs.

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

Most practitioners have a good understanding of how children learn through play and exploration and provide activities to suit their varying needs, interests, and abilities. They have an inclusive ethos where they value all children’s individual qualities.

Practitioners plan interesting and engaging learning opportunities and provide children with access to a wide range of stimulating resources in the indoor and outdoor areas. They notice what captures children’s interests very well and they respond by providing additional resources to enhance children’s play. For example, practitioners provide children with camera stations around the setting, for them to photograph the things that fascinate them.

Practitioners demonstrate a good understanding of when to intervene to support children’s learning and when to allow them periods of uninterrupted exploration. They are good language role models and support children well through their interactions. For example, they introduce children to new vocabulary when supporting their play and learning effectively.

Practitioners encourage children to respond to open-ended questions and provide thought-provoking comments on what they are doing, such as when discussing how to keep worms cool on hot days. There is a cosy book area, where children can relax and enjoy stories and there are reading materials around the setting, such as magazines in the role-play area and recipe cards for making playdough. As a result, children have beneficial opportunities to experience different reading materials. There are valuable opportunities for children to engage in mark making activities and there is a range of suitable ICT resources for children to use in their play.

There are beneficial opportunities for children to develop their mathematical skills, such as recognising small and large tools when digging and naming shapes when making large constructions outside. There are valuable experiences for children to count naturally in their play. For example, they count blocks and measure ingredients during weekly cooking sessions.

Practitioners provide many beneficial opportunities for children to be physically active, such as running, skipping, climbing, and riding bikes. They encourage children to use a range of tools when exploring sand, water, and mud.

A few practitioners promote Welsh during whole group sessions. They encourage children to sing simple songs and rhymes and praise them in Welsh. They praise children in Welsh and use a few phrases during children's play but, overall, practitioners do not make sufficient use of opportunities to use the language regularly.

The setting promotes children's understanding of cultural diversity through the celebration of festivals such as Diwali effectively. There are appropriate resources, such as dolls and books, to promote children's understanding of other faiths. Practitioners promote Welsh culture effectively, such as celebrating St David's Day and eating Welsh themed food.

Practitioners are aware of the developmental stages of each child and plan with their next steps in mind. They are developing a more flexible approach to planning to ensure it reflects children's interests and preferences more closely. The setting collects valuable assessment information and is experimenting with new ways of recording children's progress. However, relevant information is not always accessible enough when planning future activities and monitoring how well children are doing in their development.

Practitioners provide parents and carers with beneficial information about their child's progress through frequent discussions and regular written reports.

Environment: Good

Practitioners implement a range of clear and comprehensive policies and, as a result, promote the safety and welfare of children well. The environment is kept clean and safe. For example, practitioners lock all external doors, and they record all visitors to the setting. Leaders monitor the indoor and outdoor risk assessments, and accident and incident records regularly, so that they address emerging risks quickly. The building is spacious and well maintained with all safety checks completed as and when required. Leaders ensure that fire drills are completed regularly so that practitioners know what to do in an emergency and children can familiarise themselves with the drill. Leaders record and monitor these well. For example, a recent drill highlighted the need for an evacuation cot which was promptly ordered.

The setting is a welcoming and rich environment that supports children to learn and play successfully. The outdoor space allows for appropriate challenge and risk, whilst also considering the need to promote children's safety and protect them from harm. There is a large covered, outdoor classroom that can be used in all weathers and plenty of canopies to protect children from the sun. Planting areas provide children with opportunities to learn about the natural environment. The pre-school area has been moved downstairs giving children easy access to outside play. Practitioners have successfully established a whole room for role play and quiet time, and a separate room for creative and exploratory learning. Furniture is of appropriate size

and height and low-level storage enables children to identify and choose resources easily. Pre-school and toddlers have easy access to toileting facilities to promote independence. Practitioners arrange rooms effectively to provide calm and relaxing sleep spaces alongside stimulating play and learning areas.

Leaders provide a wide range of good quality resources, which suit the age of the children. This helps to provide meaningful play opportunities to stimulate children's interests, including authentic and natural materials. Children benefit from a wide range of books and play resources that reflect cultural awareness. This ensures that they gain a good understanding of the world they live in. Practitioners frequently clean toys and resources and dispose of any broken items appropriately. The baby area has sufficient resources and a pleasant sleep room, which practitioners monitor very well.

Leadership and management: Good

Leaders are very dedicated and have a clear vision for the setting. They aim to create a positive and confident team who provide care and education for children in a warm and homely environment. Leaders convey this vision appropriately and practitioners feel well supported and are comfortable to approach them with concerns and ideas.

Leaders have developed valuable self-evaluation processes that feed effectively into the setting's improvement plans. They identify the setting's strengths and areas for improvement successfully and set appropriate actions that bring about the desired improvements. They ensure that actions focus well on improving outcomes for children, such as embedding new teaching approaches in line with the ethos of Curriculum for Wales.

The setting makes good use of grants to enhance provision. For example, the setting has provided cooking activities for children and has strengthened engagement with parents and carers through a book loan scheme.

Leaders ensure that practitioners have up-to-date job descriptions, which include clear information about their roles and responsibilities. Leaders follow suitable induction processes, which helps new practitioners to feel part of the team. They implement an effective system for practitioners' supervision and appraisal that leads to agreed targets. Generally, leaders ensure a positive sense of teamwork throughout the setting, and practitioners support each other well. The setting has a clear statement of purpose that provides an accurate picture and leaders ensure that a suitable range of relevant policies and procedures are in place.

The setting has established worthwhile partnerships that contribute positively to children's learning and development. There are strong relationships with parents and carers. Practitioners communicate with them effectively through using a noticeboard and social media to share photographs and accompanying explanations of what children have been doing. They also share worthwhile information on how children are progressing in their learning and development. The setting also shares activities

for parents and children to enjoy at home, such as sending them sunflowers seeds to grow.

Leaders make good use of the beneficial advice and guidance from partners, such as the local authority's advisory teacher and health professionals. For example, the advisory teacher has supported them to develop provision in the garden and to create a calm, neutral environment indoors.

Leaders ensure that there are effective transition arrangements for children to move on to the next stage of their education. The setting has beneficial links with the local community. Recent activities include visits to the local supermarket and farm shop and regular visits from a Welsh teacher. As a result, children have beneficial opportunities to develop a greater understanding of the world around them.

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: 15/08/2023

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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Date Published 15 August 2023