Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bright Beginnings at Tythegston

Ty Gwendoline
Tythegston
Bridgend
CF32 0ND



Date Inspection Completed

12/07/2022

Welsh Government © Crown copyright 2022.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Bright Beginnings at Tythegston

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sandra Long
Registered places	33
Language of the service	English
Previous Care Inspectorate Wales inspection	8 December 2020
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

Well-being	**Excellent**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Excellent**

For further information on ratings, please see the end of this report

Summary

Children are very happy at Bright Beginnings Day Nursery Tythegston. They are developing good, positive relationships and learning to make decisions and express themselves clearly. Practitioners at the nursery are kind and experienced. They listen well to children and protect them from harm. They create a relaxed and friendly atmosphere, which helps children feel comfortable to learn about their own individual likes and dislikes. The person in charge and practitioners ensure the setting is clean, bright and airy with suitable toys and resources for the age and stage of the children who attend. The person in charge sets clear expectations and manages the nursery very effectively. She takes into consideration the opinions of children, practitioners, parents and other professionals, to make improvements that benefit the well-being of the children.

Well-being Excellent

Children have a good voice and make effective personal choices. Nearly all children decide what they want to play with from the activities on offer. Younger children choose from a good range of developmentally appropriate play activities and resources. This promotes their all-round development, enabling them to follow their own interests with confidence. For example, some children enjoy sensory, and numeracy play with sand whilst other children develop their gross motor skills on the balancing beams. The pre-school children thoroughly enjoyed the sand tray activity finding and identifying hidden numbers up to ten which had been painted on pebbles and matching them to other pebbles with the same numbers.

All children are happy, relaxed, and confident. They have close relationships with practitioners. For example, during free play, children approach staff with ease and ask, "*Can I play with the sand now?"* Younger children form positive emotional attachments with staff. They reach out for hugs as they say goodbye at home time. Children settle well; they are happy and confident. They are beginning to express their views and opinions clearly. One child was very proud of the pancake she had made from rolling playdough into different sizes and the practitioner responded by stating *"that's great"* a *"lovely pancake is that for me?"*. The practitioner responded positively to the child with praise.

Children have consistently good interactions with each other and the practitioners; they are confident that practitioners will listen to them. Children have a good sense of belonging. They are very familiar with the routines of the setting. For example, when practitioners called *'tidy up time'* the children went about tidying up swiftly and effectively as they tidied their toys and went to wash their hands.

Children enjoy their play and are curious, excited learners who participate very well and concentrate for appropriate periods. Children have many varied opportunities to make choices and decisions for themselves. The children are free to explore their playroom and choose from an excellent range of interesting toys and resources both indoors and outdoors or alternatively they can relax and have quiet times. Children are beginning to learn about sharing and taking turns and we saw children pass toys on to one and other and share building blocks. They are beginning to become sensitive to the needs of others. We saw the children engrossed in imaginative play and playing co-operatively. For example, they interacted with each other as they set up a train and carriage and fire engine on the road marked out in chalk in the tuff tray; *"Is that going there?"* and *"It's going to make the train go fast!"*

The majority of children show good independence skills. For example, at lunchtime, they eat with forks and confidently ask for their preferred foods. Older children eat from porcelain bowls, pour milk and water for themselves, whilst some ask for support from practitioners.

Younger children are becoming increasingly social and independent. They freely explore their play environment indoors and outdoors with confidence. Children knew to instinctively wash their hands ready for lunch.

Care and Development — Good

Practitioners fully understand and consistently implement policies and procedures to promote healthy lifestyles and personal safety. They follow and implement robust cleaning routines and risk assess the areas accessible to children on a daily basis. Practitioners keep all areas clean and sanitise all areas before and after meals. Practitioners preparing meals for children wear the appropriate personal protective equipment (PPE) and their food hygiene certificates are in date. Practitioners understand and implement the Welsh Government's best practice food and nutrition guidance for childcare settings and provide a good nutritionally balanced menu for children. The children thoroughly enjoyed their lunch of tomato pasta, chicken and chorizo and stated, "this is so nice" and "this is yummy". Practitioners identify and respond to children's allergies, intolerances, and preferences. They fully complete relevant records of accidents, existing injuries, incidents, and medication. Additionally, they understand their responsibilities to protect children. They respond well to questions in relation to potential safeguarding and child protection scenarios. Practitioners robustly supervise children at all times.

Practitioners fully understand the behaviour policy and consistently implement positive behaviour strategies. They praise children for pouring their own drinks at snack time, and for sharing and taking turns when playing in the sand pit and outdoor play areas when sharing resources such as sit on and ride toys. Practitioners promote positive behaviour strategies. For example, when children had a disagreement, practitioners discussed the activity calmly and praised them for working well together. They show caring and nurturing interactions with children. For example, they respond and cuddle children spontaneously. Practitioners are consistently responsive. They happily respond to children's needs promptly and effectively during play, mealtimes and whilst responding to their personal needs.

Practitioners have a good knowledge and understanding of children's developmental needs. They make observations and assessments of children's work and progress. Practitioners follow children's interests and use previous observations and assessments to produce next steps and goals for them in the form of target trackers. They use a speech and language assessment tool to develop children's language further via the use of skill rings and target charts with daily target tasks for the individual children. Practitioners develop language and mathematical development through planning of themes, songs and stories during circle time in line with the new curriculum. They sing Welsh and English songs and encourage children to count to ten in Welsh. Practitioners encourage recognition of colours, names of animals, counting and phrases during circle time and constantly extend the children's learning by questioning the children about their knowledge and

expanding their vocabulary. For example, when the preschool children developed their imaginative play when on the bikes and trikes to take a trip to the seaside, practitioners started asking them what they were doing there and what they could see. They extended their play and vocabulary by introducing words such as shovel, sandcastles, waves, deep, sea, shells, crabs, whale, and starfish.

Environment Good

People who run the setting have effective measures in place to ensure that everyone understands their responsibilities in relation to the welfare and safety of children. The environment is safe, secure, and well maintained both indoors and outdoors. People who run this setting have effectively organised consistent cleaning routines that reflect good infection control practices. They regularly update robust risk assessments and maintenance records are current and complete. Recently in response to an updated premises risk assessments all internal and external doors have been fitted with finger jamming guards. The entrances to the nursery areas are secure and there are records maintained of people who visit the service. Those who run the setting organise and record regular fire drills.

The premises are bright and welcoming and there are displays of children's work shown in most areas. All toilets and changing facilities are accessible, clean and provide for children's ages, as well as their privacy and dignity. Furniture and equipment are suitable for the children's ages and stages of development. There is a good space for children to explore and move around indoors and outdoors. Children benefit from the plentiful natural lighting from the large windows in the main playrooms. People who run the setting provide age and developmentally appropriate resources and equipment. Children socialise happily as they sit at age-appropriate tables, chairs, and highchairs. The people who run the setting organise the environment well so that it provides an adequate range of play opportunities suitable for nearly all the age ranges cared for. Children have plenty of room to explore a range of different areas within the main playrooms and babies have their own dedicated outdoor play space directly off their base room. People who run the setting organise the environment well to ensure children use it fully. Children can independently access a wide range of toys, resources, and equipment.

People who run the setting suitably organise the resources and toys. They provide sufficient age-appropriate resources that help children's personal and social development, language, mathematical, imaginative, and physical skills. Children have access to puzzles, creative resources, books, construction play, role-play resources and small world opportunities indoors. There is an array of excellent outdoor spaces with plenty of natural shade which includes outdoor activity areas such as tuff tray workstations, wooded area, obstacle course, construction work area- role play, forest school, mud kitchen, natural seating area, ball rolling troughs and stage area. There is also a large concrete area to ride bikes, trikes and sit on equipment with parking bays marked one through to ten to aid number recognition. For example, a child was asked to park their bike in bay five prior to lunch and was heard saying "yay look at me! This is great fun!" as he parked his bike proudly and took his helmet off and placed it away independently in the helmet box. English and Welsh vocabulary is displayed, and bilingual books are on offer in reading areas. People who run the setting ensure that there are themes and resources that promote different cultures and diversity.

Leadership and Management	**Excellent**

People who run the setting work effectively and have good systems in place to review and update their records. They ensure that practitioners implement them in practice. Practitioners fully follow the setting policies.

People who run the setting respond positively to suggestions on how to improve the service. For example, the service has implemented all of the recommendations from their last inspection. They engage with CIW and parents positively.

People who run the setting keep well organised records of pre-employment checks, training and observation of practitioner's knowledge and understanding. All practitioners files seen at the time of the inspection were complete and in line with regulatory requirements.

People who run the setting carry out beneficial practitioner's supervisions and appraisals. They use information from observations and comprehensive forms to focus on individual staff strengths and weaknesses, training and development and opportunities to raise any concerns. Practitioners explained that they are aware of their roles and responsibilities, they feel well supported by management and other staff members. People who run the setting ensure that they deploy practitioners well to ensure they meet staffing ratios and children's needs.

Partnership working with parents, carers, local school ad wider community is very effective. For example, under normal circumstances pre COVID the people who run the setting invited the local community to partake in activities within the service, but this has been curtailed in line with COVID policies, procedures, and guidelines. There is a comprehensive quality of care system in place that considers views of parents, children and practitioners as well as setting identified areas for improvement.

Recommendations to meet with the National Minimum Standards

We made no recommendations at this inspection

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.

Date Published 26/08/2022

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.

Date Published 26/08/2022