Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Newbridge on Wye 3 Year Old Setting

Newbridge-on-Wye C in W School
Newbridge-on-Wye
Llandrindod Wells
Powys
LD1 6LN

Date of inspection: October 2024

by

Care Inspectorate Wales (CIW)

and

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

About Newbridge on Wye 3 Year Old Setting

Name of setting	Newbridge on Wye 3 Year Old Setting
Category of care provided	Sessional Day Care
Registered person(s)	Powys County Council Child Care and Play Services
Responsible individual (if applicable)	Samantha Williams
Person in charge	Michelle Ferguson Havard-Pratt
Number of places	20
Age range of children	3 – 4 year-olds
Number of 3 and 4 year old children	11
Number of children who receive funding for early education	8
Opening days / times	09:15 – 11:45 Tuesday to Friday Term Time only
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	March 2020
Date of previous Estyn inspection	March 2017
Dates of this inspection visit(s)	22/10/2024

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)**	**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 Further develop children's confidence in using the Welsh language with practitioners and friends

R2 Make better use of observations and assessments to effectively plan and target next steps of individual children's learning

R3 Further develop resources and provision to promote cultural awareness and diversity

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: Excellent

Children are happy and arrive at the setting enthusiastic to begin their day. Nearly all settle immediately to play. They have an exceptionally strong voice and choose what they want to do from the extensive range of interesting and exciting resources and experiences available to them. Children can choose to play inside or outside for most of the session and move confidently between activities. Most are confident communicators and express their views clearly. They ask many questions and comment on things that catch their attention, knowing that practitioners will listen to them and respond. Children's interests are incorporated into activity planning. For example, excited exchanges about volcanoes over several days prompted staff to plan a volcano building activity.

Nearly all children cope very well when separating from parents and carers showing that they feel safe. They thrive from the opportunities and experiences provided. Children enjoy looking at and talking about the many displays of their artwork and creations along with photos of themselves, and other children engaged in activities or outings. This helps them develop a strong sense of belonging. Children know that they are valued as practitioners celebrate and praise the things they do.

Children behave extremely well. They play and interact together and with practitioners, learning to co-operate, share and take turns. Many children show

spontaneous kindness to others as they offer to help re-build a wall of blocks or ask if they can join in others' play. They develop a sense of right and wrong and learn to manage their own behaviour. All children know and follow the rules and routines of the day, giving them a sense of security. They develop excellent relationships with practitioners, and this has a positive effect on their well-being.

Children thoroughly enjoy their extensive opportunities to play and, as a result, they develop and learn very well in all areas. They are exceptionally self-motivated and nearly all spend extended periods engaged in their chosen activities, for example as they work hard to hammer golf tees into pumpkins. Children also have great fun building walls and structures together with large blocks, making pictures or models with clay, mixing in the mud kitchen or role playing putting out a fire with their friends. This helps to develop resilience, perseverance and concentration. In addition, children also benefit from visits to the school library, outings to the local church or shop and visitors to the setting, which helps to expand their knowledge and understanding of their wider community.

Nearly all children develop self-help skills successfully, which contributes to their developing confidence and self-esteem. They learn to make choices but know they can ask for help if they need it. They get their own snacks from their bags and manage their own personal hygiene as they use the toilet and wash their hands independently. All children hang up their coats on arrival and make good attempts to put them on and change their shoes when going to play in the bark or wooded areas.

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

Nearly all children make good progress from their starting points during their time at the setting. They communicate happily together when engaged in periods of extended play that are of interest to them. Most children form very good social and moral relationships with their friends and adults alike. For example, they ask other children if they would like to have their brush to make marks outdoors. Most children are curious and explore both indoor and outdoor learning environments confidently. They express delight when filling and emptying silver teapots of various sizes and investigating how they can pour water through funnels.

Most children develop their communication and literacy skills well. They listen intently to practitioners and friends using appropriate language in their play. A few children respond with a range of rich vocabulary. For example, a child discusses whether their cat is nocturnal because he goes out at night and doesn't return for food until the morning. Most children listen well to stories and enjoy sharing books with practitioners and friends, confidently discussing pictures. Nearly all develop appropriate early reading skills when recognising their names on their coat pegs independently. A majority of children experiment with mark making tools effectively, for example when drawing on small digital pads or exploring marks using brushes and water in the outdoors.

Around half of the children are beginning to develop a suitable understanding of a few simple Welsh words and phrases. A few develop their Welsh language skills appropriately through songs, rhymes and routines of the day. They begin to repeat

and recall simple Welsh words with practitioners' support. However, in general, children's Welsh language skills are limited.

Many children develop their numeracy skills purposefully. Their use of mathematical language is developing successfully and they show an understanding of different concepts, such as when filling, pouring and emptying water containers. Many have a good understanding of time and enjoy using a stopwatch to see how long it takes for the ice to melt. A majority of children enjoy exploring numbers and counting items around them accurately.

Children enjoy working together to solve problems as they occur naturally during their play. A few persevere well to find suitable solutions. Most children develop good creative skills and engage well in a wide range of experiences. They choose materials and resources independently, for example when making their own painting tool using a lollypop stick and a polystyrene sphere. Children develop strong imagination skills through their play of a doctor's surgery in the outdoors. A majority use high quality language to act out the doctor and patient, with symptoms and treatment explained very well.

Most children choose and use digital resources independently. They attach parts of the body to a programmable toy confidently and take pride in watching it move to their instructions. They have a growing understanding of how digital equipment affects their lives. For example, children use the shop till well to sell goods and announce over the microphone to customers what is on offer.

Most children develop effective physical skills and enjoy using large play equipment with increasing control. They handle large spades, and a digger effectively to scoop up and transport mud into the wheelbarrow. Most children develop beneficial fine motor skills by engaging well in manipulating clay to make hedgehogs.

Care and development: Good

Practitioners work well to keep children safe and healthy. They understand their roles and responsibilities and consistently follow the setting's policies and procedures in relation to hygiene, health and safety. Practitioners are aware of their duty to protect children and have a secure knowledge of what to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners use suitable systems to record accidents, incidents and medication administered. Practitioners supervise children well. They practise regular fire evacuation drills alongside the school, ensuring that they and children know what to do in an emergency. There are enough practitioners with paediatric first aid training to manage minor accidents and injuries and first aid resources are available in the setting. Practitioners ensure that children have plenty of fresh air as the doors to their small attached outdoor area are always open. They ensure that children have opportunities for more physical play with regular use of the larger outdoor areas around the school grounds. Practitioners encourage parents to provide a healthy snack and drinks for their children.

Practitioners develop warm relationships with children and treat them with care and respect. They use positive language and behaviour management techniques such as distraction and explanation, which promote good behaviour and support children effectively. Practitioners are excellent role models and create an atmosphere that has a positive effect on children's confidence and self-esteem.

Practitioners are consistently responsive to children. They know them exceptionally well and value their contributions and individual preferences. Practitioners plan and provide a wide range of interesting activities and experiences that support children's all-round learning and development well. They are skilled at taking opportunities to extend and support children's thinking whilst giving them plenty of time to lead their own play and learning. Practitioners provide beneficial opportunities for children to explore their feelings and emotions, for example through an interactive feelings area. This promotes children's understanding of treating others with kindness and respect. Practitioners track children's development and are developing their observation and assessment systems to support their next steps in learning. Practitioners are alert to children who may have additional learning needs and have appropriate policies and procedures to support any they may care for. They work with outside agencies well to help ensure the best outcomes for children.

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 sound understanding of child development. They know their children well and respond positively to their interests and fascinations. Practitioners are embracing the ethos of the Curriculum for Wales successfully. They provide children with opportunities to explore a range of stimulating experiences both indoors and outdoors, which promote learning and development successfully. Practitioners provide children with authentic, high-quality resources that encourage them to be curious. They also allow sufficient time for children to experience uninterrupted play. As a result, children are successfully engaged in their learning.

Practitioners are beginning to record observations of children's development and achievement and are using the information to plan suitable experiences of interest. However, practitioners do not make full use of observations regularly enough to plan individual children's next steps and to monitor their progress.

Practitioners plan worthwhile opportunities to promote children's communication skills. They are excellent language role models and actively extend children's vocabulary through skilful discussions. This is a notable strength. For example, whilst exploring and recalling prior knowledge of hedgehogs hibernating, practitioners extended children's language by showing them a book about birds migrating. Practitioners provide children with beneficial opportunities to handle books and stories in most areas, including Welsh language books. They encourage children to engage in mark making experiences such as writing shopping lists or using small digital pads, to develop their early writing skills.

Practitioners provide beneficial opportunities to develop children's numeracy skills. They encourage children to recite numbers in both languages and count items in the environment. Through skilful discussions, practitioners introduce the concept of time and measure effectively during water and investigative play. Practitioners use their

knowledge of children's strengths to encourage them to develop their problem-solving skills through a range of worthwhile learning and play experiences. For example, they extend children's thinking skills through effective sustained shared thinking during water play using phrases that encourage them to think and discover for themselves.

Practitioners plan effectively to develop children's creative skills, focusing well on the creative process and not just the final product. As a result, the children's gallery displays stimulating pictures that link successfully to their interests.

The provision for developing children's physical skills is strong, with practitioners using the wider outdoor areas to enrich their experiences and engage them in their learning, for example when using the bikes, digger and wheelbarrows to develop their gross motor skills.

Practitioners provide a suitable range of experiences for children to develop their digital skills by using digital devices and toys. As a result, children choose equipment independently and begin to understand the purpose of digital technology.

Practitioners plan a range of effective learning experiences to promote children's social, moral and emotional development. They foster a sense of awe and wonder in children as they encourage them to observe and explore their environment. They encourage children to show consideration for living things when feeding the chickens and making a home for the hedgehog.

Practitioners provide children with suitable opportunities to learn about their Welsh identity and culture. They celebrate St David's Day and join in with the school to experience the eisteddfod. Practitioners also provide Welsh books and recipe books in the home corner and display Welsh artists work in the hibernation station. However, the provision to support children's understanding about other people's lives, culture and beliefs is more limited.

Environment: Good

Leaders and practitioners ensure that children have a rich environment in which to play and learn. They provide children with safe, secure and exceptionally clean premises and have effective arrangements for receiving visitors and recording which children are attending each day. They carry out suitable risk assessments for the building and specific activities. Practitioners are vigilant in considering health and safety matters and carry our relevant checks and implement procedures to minimise risks to children. The premises are maintained as part of the school and the responsible individual has access to documents relating to safety checks of the building such as for fire and electrical safety.

The playroom is welcoming and child friendly, with ample space for children to move around and play freely. Practitioners organise the environment very well to provide areas that are attractive and give children independent access to an extensive range of activities and experiences. The areas support children's imagination such as in the construction and craft areas and provide valuable opportunities for children to develop their skills successfully. Children can access toilet and hand washing facilities directly from the playroom, which supports their developing independence in

managing personal hygiene. Appropriate nappy changing facilities ensure that children's privacy and dignity are respected.

There is a small, covered outdoor play area attached to the playroom. Although this is not big enough for large physical play, practitioners have made excellent use of the space to provide relevant learning areas such as a mud kitchen, water play and woodwork area. Children have use of a larger outdoor bark area, wooded area, a playground and the school hall, which all provide ample space for physical play and development along with further opportunities for learning in other areas.

Leaders provide high-quality furniture, equipment and resources that are safe and suitable for the children using them. Practitioners use many natural and re-cycled resources to very good effect. There are many displays, books and resources that depict and promote the images and culture of Wales, although only a few promote wider cultural awareness and diversity. Practitioners make very good use of books, natural materials and images in activity areas and interactive displays to stimulate, support and extend interest across the whole environment.

Leadership and management: Good

Leaders share a clear vision for the setting and aim to provide children with a safe and stimulating environment where they learn and develop successfully. There is a strong, positive ethos among leaders and practitioners, and all are committed to the successful care and development of children. They understand their roles and responsibilities well and work effectively as a team. The statement of purpose is clear and informs parents about the setting's work and what it has to offer. There is a suitable range of relevant policies and procedures in place. Leaders meet regularly with practitioners and provide clear communication, which results in the smooth running of the setting.

Leaders and practitioners are committed to improving the setting. The setting's self-evaluation processes are strong and leaders make purposeful use of external reviews and gather feedback from staff, parents and carers to identify targets for improvement. Leaders use this information well to plan actions to improve the provision and outcomes for children. They use grants effectively to support this work, for example by purchasing additional resources for the outdoors.

Leaders manage practitioners and resources effectively. They ensure the correct ratios of practitioners to children. Leaders have robust recruitment procedures and keep logs of staff professional development. In general, they undertake appropriate supervisions and appraisals, although they have identified the need to develop these further.

Leaders build strong relationships with parents and carers. They communicate and share children's experiences with them effectively through an app. Leaders make beneficial use of the advice and guidance from partners, such as the local authority's advisory teacher and health professionals, when necessary. They have developed useful links with the community, which enhances children's learning. For example, they visit the post office to buy fruit and vegetables for their setting and visit the local church. These links support children's learning well and enable them to experience a sense of belonging to the wider community. The setting has strong links with the local

school and have effective transition arrangements in place, which ensure that children move on to the next step in their education smoothly.

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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