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

Bizzi Day Nurseries Limited Pencoed

30 Old Field Road
Pencoed
Bridgend
CF35 5LJ

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

About Bizzi Day Nurseries Limited Pencoed

Name of setting	Bizzi Day Nurseries Limited Pencoed
Category of care provided	Full day care
Registered person(s)	Helen Norman and Maria Williams
Responsible individual (if applicable)	Angharad Wilson and Erin Pascoe
Person in charge	Angharad Wilson and Erin Pascoe
Number of places	63
Age range of children	0-8
Number of 3 and 4 year old children	6
Number of children who receive funding for early education	0
Opening days / times	7.30-6.00 Monday to Friday
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 is working towards an ‘Active Offer ‘of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language.
Date of previous CIW inspection	August 2018
Date of previous Estyn inspection	This is the first Estyn inspection
Dates of this inspection visit(s)	22/11/2023

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 Further develop the use of effective questioning to challenge children's learning and develop their vocabulary

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 are happy and confident in their learning and play environment. They arrive excitedly and separate well from their parents and carers. Children are familiar with routines and expectations, which helps to develop a sense of security. They play for extended periods of time, chatting and laughing, which demonstrates how happy and content they are. Nearly all children develop close and warm relationships with practitioners. Children feel safe in their care and enjoy sharing news that is important to them. For example, children are happy to talk to an adult about the pictures up on display that show their outings with their families.

Most children speak confidently They have a strong voice and make choices and decisions purposefully. They move around independently and select the resources they want to use. For example, they move fruits and vegetables from the mud kitchen to the water area to create a potion. Children feel confident that practitioners will respond to their needs promptly and they naturally seek out adults to help them if needed.

Nearly all children interact happily with adults and other children. As a result, they are developing good social skills. Children co-operate extremely well for their age. For example, when creating a waterfall in the water area, they share the measuring bottles and take turns to fill and pour patiently. Children enjoy playing a singing box activity, tapping, counting, and singing together and answering questions about the pictures.

Most children are highly motivated in their play and learning, particularly when they follow their own ideas and experiment with resources both indoors and outdoors. For example, they create different structures in the sand using a variety of tools and objects. Children enjoy adding water to the sand and filing and pouring with the jugs, tubs, and bottles. They show growing confidence when moving around and selecting resources. As a result, children learn very successfully through play.

Children are developing good independent skills and make the most of opportunities available to them. As they develop, they concentrate and persevere for longer in their play. They enjoy learning and will readily talk about what they are doing. They show pride when completing tasks such as chopping vegetables and respond well to praise when they succeed.

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 and develop a wide range of skills through their play. They communicate confidently with practitioners, visitors, and with their friends. Children listen with understanding to suggestions and instructions and as a result they co-operate well with others. They enjoy talking about their play and learning and express themselves clearly so that everyone understands them. Children show great enjoyment in singing songs and rhymes during group times on the carpet.

Most children enjoy listening to stories and show sound understanding when answering questions about the characters. They enjoy choosing a book and confidently turn the pages and tell an adult about the story. Many children are developing good early writing skills. They enjoy mark making and use resources such as chalks and pencils naturally in their play. They experiment with resources in different areas of the provision, for example using sticky notes in the block area to make rivers to flow underneath their block bridges.

During morning routines, children respond well to Welsh greetings from adults and their friends saying ‘Bore da’ with confidence. They are learning to count in Welsh and naturally use this skill to count the vegetables for the soup they are making in the mud kitchen. Nearly all children understand a good range of instructions in Welsh such as ‘amser golchi dwylo’ and ‘amser snac.’

Nearly all children are developing strong numeracy skills. They select resources and use them confidently. For example, they use a balance scale to compare the weight of the vegetables in the outdoor area and decide which is the heaviest. They match and sequence numbers up to 5 and above confidently on a number game on the electronic tablet. Children work together to decide how many jugs of water they will need to fill up the waterfall outdoors.

Many children engage well in creative activities. For example, they choose how to place their printed shapes on a frieze to make a space scene. Children use their thinking skills effectively when talking about their play, for example when trying to work out how the wet leaves had collected in the outdoor area. They work well

together and show good social skills when co-operating to make apple tea in the mud kitchen and serve it to their friends.

Nearly all children show growing co-ordination when they use small equipment such as pipettes to move water between different containers. They show good control when riding bikes and trikes confidently across a little humped back bridge. A few children work together to throw balls skilfully and see how far they will bounce and roll.

Children are developing their ICT skills effectively. They use digital cameras to take pictures and talk about what they have taken. During a group activity, children show great enthusiasm when learning how to make a programmable toy move in different directions. They use the controls skilfully and they are excited when the toy moves to the right place on their map.

Care and development: Good

Leaders ensure that safeguarding is a high priority and that practitioners promote children's health and well-being successfully. Practitioners have a sound understanding of child safeguarding processes and are aware of the procedures to follow if they have any concerns. As a result, the setting's arrangement for safeguarding children meets requirements and are not a cause for concern.

Practitioners have a very good understanding of their roles and responsibilities and manage the children's learning skilfully. They follow agreed systems and implement the setting's policies and procedures effectively.

Leaders ensure that practitioners complete training. For example, they have up-to-date first aid certificates, and they complete the relevant accident reporting paperwork carefully.

Leaders ensure that practitioners follow agreed processes throughout the setting. For example, they have good up to date knowledge of hygiene procedures and implement them consistently by disinfecting surfaces carefully before snacks and wearing appropriate clothing when changing nappies. Practitioners are sensitive to children's individual needs and support their privacy and dignity when they use the toilet.

Practitioners provide good care and support. They are positive role models and relate to the children in a very gentle and nurturing manner. They show a genuine interest in children's play and praise them for their efforts and achievements. As a result, children are happy and confident. Practitioners focus consistently on developing each child's individual skills and abilities. They observe children effectively and facilitate play and routines that focus well on child development. Practitioners actively encourage curiosity and allow children a good range of opportunities to explore and follow their own interests. They plan purposefully to support children's Welsh language skills. For example, practitioners use many Welsh phrases and sing songs in Welsh to help children to learn numbers and colours.

Nealy all practitioners support children to develop personal friendships by modelling kindness and respect. They remind children of routines so that they feel reassured and know what to expect. This builds children's confidence and develops a sense of security. Practitioners model how to share resources and praise children for positive behaviour. As a result, children co-operate maturely and listen well to practitioners and other children.

Practitioners know the children extremely well and provide an environment that nurtures care and respect. They offer prompt reassurance when children are sad or have hurt themselves. Practitioners discuss children's individual achievements as a team and undertake specific individual assessments of their progress. They have sound procedures in place to support children with additional needs and promote positive outcomes for all children.

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

Practitioners work very well with the children in their care. They plan carefully to ensure that all children have a safe and happy learning experience. They place a strong emphasis on learning through play. All practitioners use a flexible approach to learning and extend opportunities that particularly interest the children. They encourage children's social skills consistently by helping them to take turns and share.

Practitioners set out a good range of age-appropriate resources that help develop children's skills successfully. They follow the children's interests and adapt resources to match. For example, when the children show an interest in rockets, practitioners suggest taking a picture of a planet and provide a range of resources for the children to create their own pictures.

They plan learning opportunities carefully and make learning interesting by linking it to the children's experiences and interests. For example, they support children to use a digital scale to weigh the vegetables in the home area.

Practitioners make regular assessments and observations while the children are learning and use these well to record the children's next steps. For example, they note that a child needs opportunities to count to ten or to use prepositions to develop their use of language. As a result, children develop their skills well over time. Practitioners ask parents and carers about their child's experiences and create profiles that help them to match learning to children's interests and experiences.

Most practitioners are good language models when they interact with the children. They speak clearly and listen carefully to children's responses, praising them for their ideas. A few practitioners ask open ended questions. For example, they support children to look at the shapes and colours of the wet leaves that had fallen and ask about how they come down from the trees. However, there is insufficient use of questioning overall to challenge children's thinking and to develop their vocabulary.

Practitioners provide worthwhile opportunities for children to find out about the culture of Wales. For example, they use Welsh phrases regularly throughout the day and

use pictures of Welsh castles to stimulate the children's ideas in the block area. Practitioners provide real life opportunities for children to develop their understanding of other cultures through themed work on celebrations such as Diwali. Practitioners plan purposeful activities that develop children's sense of community. For example, they encourage children to collect foods to support the local foodbank.

Environment: Good

Leaders have effective measures in place to ensure that the environment is safe, secure, and well maintained, both indoors and outdoors. They ensure that visitors sign in and that no-one can access the setting or the outdoor area without permission. Leaders conduct safety checks and fire drills regularly. They complete detailed risk assessments that cover every aspect of the environment in a timely manner. Leaders ensure an appropriate range of notices and posters on display which support their clear procedures, such as a flow chart of the relevant child safeguarding processes.

Leaders provide a warm, and friendly environment for the children, which is welcoming and homely. They ensure that there is sufficient space for the number of children and that there are suitable toilets and appropriate facilities for washing and drying hands. These facilities provide opportunities for children to be independent. Leaders create a safe environment in the outdoor area, which provides children with appropriate challenges and experiences to take risks and develop their curiosity. The area provides shelter under a canopy as well as different areas where children can engage in imaginative play. Leaders ensure that there is a good balance between promoting children's safety and supporting them to take risks.

Leaders ensure that there is a good variety of meaningful resources that children can access at a low level across all areas of the provision. As a result, children have access to a wide range of toys, resources and equipment that enable them to become independent and to lead their own play. Resources and equipment are of good quality and leaders ensure that they are suitable for the developmental needs of the children. For example, they purchase new resources such as trikes and a water structure that enable children to experiment. The outdoor area enables children to develop their physical skills and promotes their curiosity.

Leaders have developed a wider range of Welsh themed resources in the provision for the older learners. For example, they have free access to Welsh dressing up items and Welsh books. Leaders collaborate well with the local authority as they develop their approach to using more sustainable and natural resources such as the mud kitchen, loose parts and natural blocks.

Leadership and management: Good

Leaders have a clear vision for the setting, which is reflected in their statement of purpose. Their vision is clear in the daily focus on independence and children exploring the environment and resources around them. Leaders support practitioners to create clear planning, which allows children to learn very effectively through play.

Leaders make very good use of external review, and they respond thoroughly to suggestions made by the local authority team. They have made prompt changes to planning in line with the new curriculum. This has had a beneficial impact on children's learning and well-being. Leaders maintain a shared self-evaluation, which reflects the views and ideas of parents and staff. For example, leaders seek the opinions of parents and as a result have planned changes to their website and daily communications. They collaborate regularly with practitioners to review all the work of the setting, evaluate actions, and plan next steps. Leaders use the early years pupil development grant effectively to develop key areas such as healthy eating.

Leaders maintain a good level of trained staff. They follow recruitment procedures well and make ongoing checks to safeguard children. They deploy staff effectively to ensure that they meet ratios. Leaders set high expectations and lead staff effectively. For example, they encourage and support staff who access professional learning to develop confidence in speaking Welsh. This training has a positive impact on the use of Welsh in the setting. Leaders conduct informal and formal supervision as well as robust annual appraisals. As a result, practitioners feel supported and guided by management and enjoy working at the setting.

Partnerships with parents are very positive. Leaders and practitioners work hard to keep parents informed and involved in their children's learning and progress. Nearly all parents say that they are satisfied with the setting, that the care is good and that their children make good progress.

Leaders make very good use of partnerships. They work effectively with the local authority to develop child centred practice, and this is reflected across all areas of the provision. Leaders place particular emphasis on transition of children to a range of primary schools. They create valuable opportunities for children to visit the schools and as a result children transition confidently into the next stage of their learning.

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. 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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