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

The Children's Day Nursery (Preschool)

Western Avenue
Bridgend Industrial Estate
Bridgend
CF31 3RT

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

About The Children's Day Nursery (Preschool)

Name of setting	The Children's Day Nursery (Preschool)
Category of care provided	Full Day Care
Registered person(s)	The Children's Day Nursery Limited
Responsible individual (if applicable)	Emma Matthews
Person in charge	Kirsty Tudor
Number of places	100
Age range of children	2 to 11 years
Number of 3 and 4 year old children	27
Number of children who receive funding for early education	9
Opening days / times	Monday to Friday 7.00am – 6.00pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh Language and does not demonstrate a significant effort to promoting the use of the Welsh Language and culture.
Date of previous CIW inspection	28 January 2019
Date of previous Estyn inspection	November 2015
Dates of this inspection visit(s)	14/11/2023
A minority of children have been identified as having additional learning needs. A very few children are from Welsh speaking homes or have English as an additional language. The breakfast club, after school and holiday club was not observed as part of this inspection.	

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 Welsh language skills

R2 Make effective use of observations and assessments to plan next steps in children's learning

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 sufficient opportunities within the setting to choose what they would like to do and where they would like to play. They know that their requests, verbal and non-verbal, are listened and responded to, for example pointing to the dinner room to let practitioners know they are hungry. Nearly all children freely explore the resources in the various play areas. Older children move as they wish from one room to another. They confidently make choices about the resources they play with.

Nearly all children are happy, relaxed and comfortable at the setting. Most children are content and express their enjoyment through smiles and giggles. They approach practitioners when they need comfort or assistance, for example when they want a cuddle or to sit on a practitioner's lap.

Nearly all children interact positively. Most play alongside one another well, sharing resources and taking turns. Most interact confidently with their carers, approaching them with ease when they need support, for example to zip up their coats. Nearly all children behave well and sustain attention appropriately for their age and stage of development. For example, a few older children hold interest for long periods of time when participating in creative activities such as decorating potatoes. Most children are starting to form friendships appropriately and show care and concern for each other.

Nearly all children enjoy their play and learning during their time at the setting. Most children enjoy participating in group activities, such as song time and painting. Most children play enthusiastically together and are beginning to take turns and share resources. For example, they play cooperatively in the water station problem solving how to pump water through the pipes and down the ramp, showing great delight when getting splashed in the process.

Most children develop appropriate personal care and independence skills. They wash their hands use the toilet independently and ask for support when necessary. Nearly all children feed themselves and can serve themselves at snack and lunch time.

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

Most children, including those with additional learning needs (ALN), make good progress from their starting points. Those children with ALN make successful progress in relation to their individual development plans (IDPs) and are generally happy to play alongside one another. Most children are beginning to follow the nursery routine with support and a very few children are beginning to show an awareness of Welsh words used by adults, such as when they are ready to go for snack.

Nearly all children have positive relationships with practitioners. Around half seek out a familiar adult to support them if they are upset or if they need help with an activity such as to complete a large jigsaw. A minority of children with ALN seek out time alone when they are upset, moving away from their peers as a means to self-soothe.

Those children who are preverbal, respond well to programmes that support their communication development. They begin to use these strategies effectively to make their needs known. For example, they make fleeting eye-contact, touch an adult or make a noise when wanting to post a coloured rod into a box. A few children respond positively to familiar songs and rhymes and want them to be repeated. They reach out to practitioners to show they want to join in and continue with the actions of the song.

A minority of children show an interest in books, choosing to look at them on their own, turning the pages carefully and looking at the pictures. A few children enjoy sharing a book with an adult. Many children are beginning to mark make using a range of media such as pencils and tiles filled with coloured liquid.

Nearly all children are developing worthwhile numeracy skills. Many children practically explore capacity by filling and emptying different sized containers in the outside area. A few children are beginning to sort objects according to colour or shape.

Nearly all children are developing their gross motor skills well. They run freely in the outside area and a minority of children develop their balance and co-ordination skills appropriately as they attempt to walk on balance stones when supported by an adult. Nearly all children develop relevant fine manipulation skills as they play. A few

children develop their creative skills appropriately. They explore dough, paint and glue through a variety of creative activities.

Most children make independent choices in their play. They choose where and what they want to play with. A minority of children are developing worthwhile problem-solving skills. For example, they persevere with a posting activity to ensure that the shapes are sorted correctly.

Many children are becoming familiar with the use of technology in their play. They purposefully explore the use of cause-and-effect toys, for example pressing buttons on an electronic sound pad to experience different noises or throwing a ball to make it light up.

Care and development: Good

Practitioners understand their responsibility in relation to safeguarding. All practitioners have completed child protection training and have a good knowledge of their role and responsibilities in relation to keeping children safe. The setting's arrangements for safeguarding meet the requirements and not a cause for concern. Practitioners promote good hygiene practices, complete accident and incident forms and maintain the necessary records for children. Practitioners supervise children well at all times and adhere to the correct ratios. Practitioners ensure that children have plenty of exercise and fresh air and encourage them to use the outdoor area regularly. Practitioners offer healthy food choices and drinks, including freshly cooked meals, fresh fruit, cereals, milk and water. Practitioners are aware of individual children's dietary needs and meet them effectively.

Practitioners provide good care and support for children. They praise good behaviour and achievements and encourage children when they try to do things for themselves, such as attempting to pour their own drink. Practitioners are calm and consistent in their interactions with children. They engage sensitively when talking to them or engaging them in their learning. They develop children's communication skills well and value all attempts at communication and encourage them to talk at every opportunity. For example, at snack time they prompt children to say what they would like to eat.

Practitioners know the individual needs of children well and put in appropriate adaptations to the routines at the setting to meet their needs. For example, they tailor mealtimes so that those who need to eat in a quiet environment can eat first and therefore not have undue stress placed upon them.

Practitioners have a good understanding of the children with ALN and track their progress effectively. They understand their individual targets and put steps in place to help them achieve their goals, for example supporting them to use a spoon to eat their food. Practitioners pay close attention to how children communicate their needs, such as a change in their body language to indicate the need to use the toilet.

Practitioners seek beneficial support and advice from external agencies when necessary to help them meet children's individual needs well. They successfully involve parents and carers in the development of children's one-page profiles, and

support them, for example, at meetings with external agencies and during discussions about school placement.

Practitioners provide a good range of interesting and varied activities for children to take part in, which promote their all-round development. Practitioners generally know when to intervene to develop and extend children's play and when to step back to allow children to use their own initiative. For example, they happily join in with children's role play activities to extend the play, taking on the role of a customer in the shop.

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

Practitioners establish positive relationships with children and with each other. They value each child as an individual. Practitioners have a good understanding of child development and understand how to support all children. They encourage children to become increasingly independent. As a result, many children access activities without support and are given extended periods of time to spend at their play.

Practitioners are beginning to implement the principles of the Curriculum for Wales successfully. They have developed a purposeful learning environment and plan engaging activities for children, taking into account their interests. They adapt and modify this environment to best meet the children's needs, for example creating an area where children can go which is calm and relaxing. This meets the needs of all children but particularly those with ALN, who at times need a calmer learning experience.

Practitioners carry out regular observations and assessments. However, they do not always make effective use of these to plan and teach next steps in children's knowledge, understanding and skill development.

Practitioners question children skilfully to support their learning and understanding. They are good language role models and develop children's literacy and creative skills well. They provide children with a range of reading materials such as checklists, instructions, and books. They also provide valuable opportunities for purposeful mark making, such as materials to make a shopping list in the role play area and tick lists to support children looking for minibeasts.

Practitioners provide worthwhile opportunities for children to develop their numeracy skills and begin to understand different mathematical concepts. For example, they encourage children to use tape measures to measure the length of dinosaurs and play with money and tills in the role play shop. They support children in their problem-solving activities skilfully, for example helping them to decide the best way to plant spring bulbs.

Practitioners plan useful opportunities to promote awareness of the traditions and celebrations of the culture of Wales, for example celebrating Shwmae Day and tasting Welsh foods. Many practitioners model the Welsh language successfully. However, they do not always use Welsh consistently to support the children's development of their Welsh language skills.

Practitioners provide a suitable range of resources for children to access which represent the diverse world in which they live and support them as they develop a sense of curiosity about their own lives and those of others. For example, they help them to foster a sense of awe and wonder through the planting, growing and tasting of vegetables. Practitioners make beneficial use of visits and visitors to enhance children's learning further, for example through external visitors such as the police and visits to the local shops to buy plants for the outside area.

Practitioners communicate effectively with parents and carers thorough discussions, parents' meetings and electronically, where they share observations and photographs about their child. They offer worthwhile support to families, particularly those with children with additional learning needs.

Environment: Good

Leaders ensure that the indoor and outdoor environments are safe and secure. Effective risk assessments are in place and practitioners conduct daily checks of the environment. They ensure that nobody has unauthorised access to the building and doors have coded locks. Leaders and practitioners complete the required safety checks at the premises. They follow procedures to reduce the risk of fire and conduct regular fire drills. The premises are clean and all practitioners practise effective hygiene procedures. They wipe down tables before serving food and wear appropriate protective clothing, for serving meals or nappy changing.

The playrooms are welcoming and bright. Leaders provide children with enough space to move around freely and within their play areas. Leaders and practitioners have developed the environment to ensure that children have independent access to a good range of interesting and developmentally appropriate activities and resources. Practitioners make good use of natural resources to develop children's sense of curiosity. For example, in the role play area, practitioners provide real food and weighing scales stored at a low level.

Leaders ensure that children have regular opportunities to use the outdoor play areas, to develop their physical and exploration skills. Practitioners support children to develop a sense of belonging and achievement suitably. For example, they celebrate children's craftwork and photographs and encourage them to take care of resources and tidy things away when they finish playing.

Leaders provide good-quality, age-appropriate furniture, and resources. These include an appropriate range of resources that help support children's understanding of the world and of different cultures and diversity. Leaders and practitioners ensure that resources and equipment are clean and well maintained, and are within children's reach and appropriate for the age range of children attending the setting.

Leadership and management: Good

Leaders ensure that the setting complies with regulations and meets the national minimum standards. There is a clear statement of purpose that supports parents and carers to make an informed choice about the setting. Leaders are effective in creating a positive ethos, ensuring that practitioners and children feel valued. As a

result, there is a warm, welcoming and inclusive environment at the setting. Leaders have a positive impact on both children's and practitioners' well-being and ensure that they know what is important to them and how they can be best supported.

Leaders carry out valuable self-evaluation activities to identify strengths and areas for improvement. However, the outcomes of these activities are not always shared well enough with practitioners. As a result, a few practitioners are unsure about the priorities within the setting and do not therefore have a good understanding of what leaders have identified as areas for improvement.

Practitioners are well qualified and have appropriate experience of working with young children. Leaders ensure that they are deployed effectively in their roles. There are robust recruitment procedures and worthwhile supervision and assessment processes for staff. Leaders encourage practitioners to participate in beneficial training and activities to support their ongoing professional development. Leaders provide allocated time for practitioners to plan and prepare activities for the children in the setting, alongside worthwhile opportunities for them to conduct assessment procedures.

Leaders use and manage grant funding effectively, such as through the purchase of large outdoor water toys to enable children to explore, discover and learn a range of skills and concepts, and in facilitating external visits such as a recent trip to the pumpkin patch.

Leaders are familiar with current developments in education including Curriculum for Wales and assessment arrangements and provision for children with additional learning needs and have shared these effectively with practitioners. The setting informs parents and carers of their child's progress through termly meetings.

Leaders have effective relationships with outside agencies to meet the needs of children with additional learning needs. They provide consistent support for these children and ensure that their individual needs are met and that parents and carers feel well supported. Person-centred practices are implemented successfully within the setting and this good practice has been shared with other settings within the local authority. Leaders are particularly successful in ensuring good transition arrangements for these children when they transfer to school. The setting has established many beneficial partnerships. Leaders successfully implement advice and feedback from external agencies and incorporate this into their policies and practice.

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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