Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Bangor On Dee Childcare

Ysgol St Dunawd
Sandown Road
Bangor
Wrexham
LL13 0JA

Date of inspection: June 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Bangor On Dee Childcare

Name of setting	Bangor on Dee Childcare
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Nia Brophy
Person in charge	Vicki Smith
Number of places	40
Age range of children	2 years to 11 years
Number of 3 and 4 year old children	22
Number of children who receive funding for early education	9
Opening days / times	Term time and school holidays 8am to 6pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	This is the first inspection since re registration.
Date of previous Estyn inspection	This is the first inspection since re registration
Dates of this inspection visit(s)	27/06/2022
Additional information	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop snack time to maximise learning opportunities

R2 Develop further opportunities for children to develop problem solving skills

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:

Children have a voice and are listened to; their choices are respected. For example, children choose an animal from the Old McDonald song and eagerly make the sound of the animal. Several children pick dinosaurs to live on the farm and all join in the roar with gusto. Children take advantage of plenty of opportunities to make choices including whether they play indoors or out. Children with less speech are confident in making their needs known and understand that practitioners are there to support and help them. Nearly all children routinely decide where they want to sit to listen to a story and to enjoy their lunch.

Children feel safe and comfortably play alongside their friends. They are excited to go outdoors, and quickly engage in activities such as mixing vegetables with mud to make soup. Children recreate the experience when they make leek and potato soup and encourage others to smell the vegetables. Their contentment is evident as they smile and show their friends what they are making. Older children talk confidently about homes and families and proudly show where a tooth has fallen out and discuss a visit from the tooth fairy. Children have highly positive relationships with practitioners, whom they happily go to for reassurance.

Children interact exceptionally well, for example, children of different ages play together with metal detectors in the sand finding untold treasure. They are kind to each other, for example when picking up a potato that has fallen off the plate. Nearly all children share resources highly effectively, for example handing their metal detector to a friend who wanted to join the play. They are genuinely interested in what their friends are doing and make constructive comments. They listen to practitioners well and, when asked, wash their hands before eating and coming in from the garden. They are happy and busy and, although some are not able to say how much they enjoy coming to play with their friends, it shows in their smiles.

Children are active and learn through play. There is plenty of laughter when they play. They pretend they are explorers finding treasure in the sand. Children cook and share meals together and play with the castle. They show pride in their achievements, showing off their skills using the remote control to dim the lights and the volume of the music. Their faces beam when completing a tricky jigsaw successfully or manage to peel a tangerine. Children learn about the world around them through local walks and growing and eating a range of fruit and vegetables effectively.

Children are developing independence exceptionally well and feel at home with the daily routine. They successfully develop skills of balance through daily yoga and roll up their mats efficiently afterwards. All children confidently use the bathroom and wash their hands independently. Children eagerly take toast for the birds walking quickly and purposefully outside. Their language is developing well through the many conversations they have with each other and practitioners. Children are learning how to speak basic Welsh suitably through simple words and phrases and by singing songs together.

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

Most children's physical skills are developing well. They participate confidently in a good range of physical activities such as during the daily yoga session, showing good co-ordination and balance. Children who have additional learning needs respond well to opportunities to play with a wide range of interesting resources which they handle confidently. Most children use a good range of percussion and musical instruments with confidence. They enjoy playing the small hand drum, making a repeating pattern of sound as they spin the drum between the palms of their hands. They listen attentively to the repetitive sound the drum creates. Many have well-developed skills and show a good level of dexterity when manipulating hand tools such as scissors when cutting ribbon to decorate their work.

Most children show a good understanding of the Welsh vocabulary which practitioners use. The children show a good awareness of the character Ticw who is familiar to them, and love listening to the stories about him. Many speak confidently and with a good degree of clarity. They respond with increasing maturity to challenging questions from the practitioners, who suggest a bigger house for the pigs may be an improvement. The majority engage in mature discussion with practitioners and have sufficient confidence to justify their actions. Many children enjoy sitting and listening to a story, with a practitioner, on their own or with a friend. They enjoy turning the pages and seeing what is happening with the different characters, asking questions and making comments about the story. They recognise their names on the little wooden block during registration at the beginning of the session, and place their names on the registration tree. Many use chalks to mark make on the boards or on the ground outside. The majority have well-developed fine motor skills, which build their confidence when handling different colouring and writing materials.

Most children use a range of technological resources confidently. They use the till at the vet's surgery to pay their bills, and discover the metal objects that are hidden in the sand using the handheld metal detectors. They love hearing the detectors beep when they discover another metal object beneath the sand. A few are beginning to understand that the detector only beeps for certain materials They also use the microscope with confidence when looking at very small objects.

Many children show good perseverance during extended periods of uninterrupted play. For example, they love playing in the sensory area, looking though the optical tube, experimenting with the different light sources and using different coloured shapes as filters to change what they see with their eyes. Most children's numeracy skills are developing appropriately. They count together during activities and a minority are beginning to recognise the relationship between amounts of objects and a particular digit. A few explain that different objects are similar in form to three dimensional shapes, for example explaining that the apple is shaped like a ball. Nearly all children demonstrate a growing fascination with the natural world through engaging activities such as watching the butterfly develop over time and looking after a wide range of vegetables in the garden.

Care and development:

There are highly effective policies and procedures to support children's health and well-being. All practitioners follow good hygiene procedures reminding children gently to wash their hands when they come inside from the garden. Practitioners have completed training and follow policies relating to safeguarding children well. They know what to do if they have concerns about a child. The setting's arrangements for safeguarding meet requirements and give no cause for concern. All practitioners have current first aid qualifications and accident forms show incidents are dealt with effectively with parents informed by an app. Practitioners have a good understanding of a healthy diet and provide plenty of varied and nutritious snacks for the children. They ensure that children's records are fully completed including their health needs. Records of regular fire drills show practitioners and children know how to evacuate the premises safely.

Highly capable practitioners manage children's interactions effectively, supporting and facilitating their play well. They use positive behaviour management strategies consistently and support children according to their individual needs in a sensitive way. This is a strength of the setting. Practitioners are thoughtful and use plenty of affectionate praise, encouragement and good humour with the children which is effective. They give natural responsive care and nurture the children, and children thrive as a result. They use quiet voices when explaining, making sure all children understand especially those with limited verbal communication. For example they ask for 'walking feet' when asking children not to run. They are sensitive and engage successfully with small groups and individual children, for example lying on the floor with them pretending it is bedtime on the clock. They encourage children to say thank you and small acts of kindness are recognised and celebrated. Practitioners speak to children gently and remind them to be careful when choosing a place to sit down next to their friends for a story.

Practitioners promote children's learning and development well through providing interesting play opportunities adapted to meet individual needs. Although practitioners provide good opportunities for children to develop their skills, there are insufficient learning opportunities during snack and meal times. Practitioners know when to allow children to play on their own and when to guide and support. Practitioners are keen and enthusiastic and this is reflected in the faces of the children and their attitudes to learning and play.

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

There is a strong supportive relationship between the practitioners and this is also reflected in the close caring relationship between the children and the adults at the setting. Practitioners foster an ethos of mutual respect amongst the children through the consistent focus on being thoughtful and caring with their peers. Staff model this very effectively. They emphasise that actions have consequences and that children are expected to think about the impact of their actions on others.

Leaders and practitioners organise the setting and resources effectively. As a result, the children become fully engaged in extended periods of uninterrupted play. The setting has developed its provision in line with the Curriculum for Wales and this has

a beneficial impact on the quality of provision. Leaders and practitioners co-operate well to ensure that planning is based on the latest expectations. They are evolving their planning so that it reflects the children's interests and provides stimulating and challenging opportunities for play and learning. Practitioners provide worthwhile opportunities for children to learn about Welsh heritage and culture, alongside a range of traditions from other worldwide cultures.

Leaders and practitioners regularly discuss their planning and the way they are developing their approach in light of changes to the curriculum. This element is reflected in their approach to self-evaluation, which is open and reflective. Practitioners know the children very well and adapt their support for individuals according to their needs. They organise the different areas of provision carefully adding additional resources to promote the development of different skills amongst the children. For example, they provide a range of different spoons and ladles for the children to find out how they can move different amounts of water onto the top of a pipe before watching it flow down into the basin below. Practitioners have introduced elements such as ‘invitations to play’ in the different areas of provision, in order to challenge and encourage the children to think and make decisions for themselves. However, opportunities for children to work together to solve challenging problems are less well developed.

Practitioners are developing an effective balance of free play and adult led activity ensuring that the children have opportunities to focus on particular skills. For example, they provide resources to encourage the children to develop fine motor skills when using scissors when making a special birthday cake with the pink dough. Practitioners skilfully ask probing questions, or make thoughtful observations designed to make children consider and think for themselves. This contributes successfully to developing the children's independence. Practitioners regular step back and observe children at play, noting progress and adapting their plans accordingly to support and maintain progress. They share information amongst the team well. The keep parents informed of their child's progress through regular meetings and by sharing information through a useful online application.

Environment:

The premises are clean and secure including the outdoor play area and garden. Entrance gates are locked, making the setting safe for children. Comprehensive written risk assessments effectively identify any potential hazards and keep children safe. Leaders ensure that infection is managed appropriately resulting in the protection of children and staff.

Leaders have successfully created a supportive and relaxing learning environment, which considers children interests and needs. There is plenty of space in a welcoming and well-organised environment. Children feel a sense of belonging as they have pegs with named wooden discs to hang their belongings and wooden discs to hang on their registration tree which lights up to start the session. The setting is fully inclusive where all children can enjoy all the activities and experiences. The layout and design of both the indoor and outdoor environment promote children’s independence and meet their needs highly successfully. For example, low level tables and chairs enable younger children to sit together to eat snack or work with table top activities. There are exceptionally well-resourced, interesting play and

learning areas. These are easily accessible to children enabling them to develop their own play and independence by selecting their own toys and equipment effectively.

An excellent range of clean and well-maintained resources encourage children's natural curiosity to learn and develop through play. For example, the mud kitchen provides good opportunities for children to be imaginative and follow different recipes. Resources are low level to foster independence, allowing children to develop their own play and independence by selecting their own toys and equipment effectively. Leaders ensure that children have access to a range of resources and equipment that are of good quality, natural and recycled, such as boxes for planting and pipes for water games.

Leadership and management:

Leaders and managers share a vision for developing a provision based on ensuring equality of opportunity for all. The children's well-being is their first priority and they are ably supported by the team of practitioners at the setting to ensure a fulfilling experience for the children in their care. Leaders and managers are ably supported by a valuable management committee.

The setting provides a highly engaging and supportive learning environment for all the children who attend. Leaders and practitioners work together successfully to deliver experiences for children based on the new curriculum for non-maintained nursery settings. Leaders and practitioners demonstrate a sound understanding of child development and constantly strive for improvement in all aspects of the provision.

There is a strong culture of reflection at the setting. Processes are well established and used flexibly to ensure that the provision is constantly under review. Leaders and practitioners discuss practice, what went well and what should be developed further. They consider a broad range of evidence, taken from their own observations of children at play, and the views of other stakeholders such as the local authority early years advisory team, and the views of parents and carers. The self-evaluation process highlights appropriate priorities for improvement. The action plan for improvement provides a useful framework to measure the small steps taken on the improvement journey. For example, leaders added a range of information and communication technology (ICT) resources to the provision, which successfully enhanced the children's opportunities and confidence when using technology. Leaders also targeted practitioners' use of Welsh to develop children's confidence when using the language during their play. Practitioners accessed relevant training and grew in confidence, and this is having a real impact on the children's understanding and enjoyment of the language.

The setting is located within the local school and a long standing and supportive relationship exists between both providers. This aids transition effectively. Leaders collaborate successfully with the local authority advisory team and other partners to ensure a range of professional learning opportunities for practitioners. A good example of joint working is the forest school facility, which is located on site. Practitioners have accessed training, which has developed their capacity to provide enriching outdoor learning opportunities for children. Effective systems for monitoring and appraising staff are well embedded. Practitioners have undertaken an effective

range of professional learning opportunities, concentrating on elements such as responsive planning and preparation for the Curriculum for Wales. There are robust arrangements in place for induction and appraisal.

The setting has a close working relationship with a range of support agencies, which provide advice and guidance on elements such as supporting children who have speech and language needs. Practitioners work closely with parents and carers and with local community groups to enrich the children's learning experiences. For example, the children took part in the local celebration of the Queen's Platinum Jubilee.

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)

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