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

Curious World Day Nursery

Unit 58-59 Mochdre Industrial Estate
Newtown
Powys
SY16 4LE

Date of inspection: November 2024

by

Care Inspectorate Wales (CIW)

and

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

About Curious World Day Nursery

Name of setting	Curious World Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Amy Coney, Lydia Waters
Responsible individual (if applicable)	
Person in charge	Amy Coney, Lydia Waters
Number of places	56
Age range of children	6 months to 4 years
Number of 3 and 4 year old children	23
Number of children who receive funding for early education	23
Opening days / times	07:45 – 17:45 Monday to Friday
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of Welsh language and culture.
Date of previous CIW inspection	14 August 2024
Date of previous Estyn inspection	First Estyn inspection
Dates of this inspection visit(s)	26/11/2024

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 Ensure that practitioners across the setting use incidental Welsh consistently

R2 Develop outside areas to further promote opportunities for children to fully develop their play and learning

R3 Further develop cohesive processes for self-evaluation and practitioner supervision and appraisal

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

Children are happy, settled and have a strong voice. The have many opportunities to make choices and decide how they spend their time. Children explore their environment freely and choose what resources or activities to engage with. Older children choose whether to play inside or outside and when they eat snack. Children know practitioners will listen to them and communicate confidently using methods appropriate for their age. For example, babies bring books to practitioners to read whilst others use speech or emerging speech to express their wants and needs.

Most children cope well when separating from parents or carers. A few who need a little support seek out practitioners and respond well to gentle reassurance. This helps them feel safe and enables them to move off to play relatively quickly. Children form close bonds with practitioners which has a beneficial effect on their well-being. They begin to develop a sense of belonging as they learn to follow familiar daily routines in the setting.

Children behave well. Nearly all interact positively with each other and practitioners. As they get older, many enjoy playing together and make friends. Children learn to play happily alongside each other, and to share and take turns. They respond well to sensitive interventions from practitioners such as to explain why they should or should not do something.

Children are curious, active learners who enjoy and engage well in their play. They explore their environment and make purposeful decisions about what they do. Nearly all show high levels of concentration and resilience. For example, they work out how

to negotiate the baby gym, pedal and manoeuvre trikes outside or freely use craft materials to create collages or pictures. Many children join in enthusiastically with adult-led activities such as singing or parachute games, laughing as they are caught underneath.

Nearly all children make good progress through their play. They develop skills and knowledge through choosing things that interest them. For example, they transport stones and mud around outside using shovels and dumper trucks and name the colours on the parachute in both English and Welsh. Children have good opportunities to develop their self-help skills and do things for themselves successfully. They react well to positive encouragement and support from practitioners as they learn to eat independently, help to tidy up and serve their own snack and drinks. Children increasingly manage their own personal needs such as putting on their coats or using the bathroom.

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 individual starting points. Most develop strong communication skills during their time at the setting and enjoy talking to their peers and adults. They like to share their interests with others and talk enthusiastically about their experiences and families. They listen well to instructions and questions from practitioners and respond maturely using a suitable range of vocabulary, often asking purposeful questions during discussions. For example, they present their own ideas well when discussing why steam appears to rise from the frozen outdoor equipment on a sunny day.

Many children choose books independently and enjoy listening to stories read aloud by practitioners. They understand how to handle books as a reader, turning pages correctly and making sense of the story through the illustrations. Many children discuss the characters enthusiastically and respond well to questions. For example, they discuss what the owl was going to say next in their story and compare the inspector characters in their book to the ones visiting the setting. In addition, they are developing meaningful early writing skills and are beginning to understand the purpose of writing. They use various writing and painting equipment effectively during their play, for example when creating their own autumnal themed paintings.

Many children use their understanding of familiar Welsh words and phrases well in a limited range of contexts. They take part enthusiastically in singing familiar songs and nursery rhymes and repeat words and phrases well. They recall the days of the week through song and count the number of children present. Many children count to at least 10 in Welsh and recognise colours well.

Children's mathematical skills are developing appropriately. Nearly all children enjoy singing a range of number songs and rhymes, with most showing a good understanding of numbers to at least 10 when counting different objects in their play. They show increasing confidence when adding one more or less to numbers and are developing a good understanding of patterns and order. Children develop their problem solving and thinking skills well, such as when working together to build a tower from blocks or when moving water from one area to another using lengths of guttering and buckets.

Most children develop sound physical skills through their play and daily routines, for example when using real china crockery to pour water and milk into their cups during snack time. They develop their fine motor skills well which also supports their early writing grips effectively, for example when rolling and shaping playdough into hedgehog shapes and when threading beads to make patterns. Most develop suitable physical skills and strength by using the apparatus at the local gymnastics facility and when riding trikes in the outdoor area. A few enjoy using equipment like spades to collect mud for their large outdoor diggers, showing suitable strength and coordination to complete the task.

Nearly all children participate enthusiastically in the wide range of creative experiences on offer at the setting. They enjoy singing, moving to music and taking on different roles in the role play areas, which supports their physical, communication, social and creative skills well. Most enjoy mixing paint to create their own paintings and use various pieces of material and objects to create collages independently.

Care and development: Good

Practitioners follow an effective range of policies and procedures put in place to support them to keep children safe and healthy. Leaders follow safe recruitment procedures and ensure they and practitioners have relevant up to date training that includes child protection and paediatric first aid. Practitioners demonstrate a confident understanding of child protection procedures and are fully aware of their responsibilities. They keep detailed records of accidents, incidents, pre-existing injuries and any medication administered. Leaders review and monitor these records regularly. As part of their wider safeguarding practises, practitioners follow effective systems to manage children's allergies and health needs. They record children's and their own attendance accurately. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners successfully promote a healthy lifestyle through good hygiene practices and ensuring children have many opportunities to be physically active. Dedicated kitchen staff prepare meals and snacks freshly on the premises. Leaders provide children with a variety of foods which are healthy and nutritious and options of milk or water to drink.

Practitioners are warm, caring and respectful in their interactions with children. They act as very good role models. They develop close relationships and create a supportive environment where children can relax, play and develop. Practitioners work in line with the behaviour management policy and provide calm and positive support that promotes social and emotional development well. This has a beneficial impact on children's self-esteem and developing understanding of managing their own behaviour.

Practitioners promote children's play, learning and development successfully. They gather detailed information about children before they start to ensure they can meet their individual needs. Practitioners know children well and provide activities and experiences they know will interest them as well as support their all-round development. They listen to children and respond well to their individual means of communication such as naming objects for babies as they point or pick things up.

Practitioners support children to explore resources freely and determine the course of their own play, for example, as they mix and stir in the mud kitchen, explore playdough or develop a narrative with dinosaurs. Practitioners take opportunities to support children's learning through conversation and appropriate questioning. They provide opportunities for children to learn songs in Welsh and a few practitioners use incidental Welsh. However, this is not consistent. Practitioners observe children and identify next steps in learning. They use the information to plan further worthwhile activities around children's interests. Practitioners are aware of children who may have additional learning needs (ALN) and support them well. They work closely with parents, carers and outside agencies to ensure the best support and 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

Within a very short period, practitioners have established an effective indoor learning environment and a suitable outdoor environment where children can explore independently and discover for themselves. They provide a beneficial range of interesting learning and play experiences that meet the needs of children well. Many practitioners have a good understanding of children's development including the importance of planning for repetitive patterns of play and learning. The provision reflects the Curriculum for Wales well and practitioners plan enriching experiences that build on children's previous learning. As a result, most of the learning and play experiences are based on children's interests and encourage them to explore, take risks and to find out for themselves. This is having a beneficial impact on their learning and development as well as their enthusiasm to learn.

Practitioners' plan well for the development of children's literacy and numeracy skills. The learning and play experiences encourage children to explore, solve problems and be creative. For example, children make Remembrance Day flags after learning about the local Armistice Day parade and enjoy measuring ingredients to make banana bread from food donated from a local food surplus charity. Practitioners arrange the indoor learning environment well to support children's early reading and writing skills, ensuring that they access books and writing tools independently at every opportunity.

A minority of practitioners use the Welsh language well to support children's language skills appropriately. They use purposeful questioning and sing familiar nursey rhymes and songs with the children to encourage them to practice the Welsh language. For example, children enjoy singing days of the week and counting the number of children present. However, in general, practitioners do not always reinforce this well enough throughout the session.

Practitioners plan suitable opportunities to support children's spiritual, moral, social and cultural development. They provide an appropriate range of books and equipment for children to learn more about different cultures and religions. Children also learn about differences between each other and others in the community through stories and role play. In addition, practitioners use children's interest in local castles well to develop their understanding of the Welsh culture and heritage.

Nearly all practitioners know their children well and provide positive encouragement for children to participate in learning and play experiences. Many know when to intervene to support and develop children's learning, and when to let them explore and discover for themselves. They use effective questioning and prompts to extend children's engagement, language development and thinking skills. Nearly all practitioners encourage children to 'give it a go' and to challenge themselves, for example by asking them to redesign the wooden block structure to create a garage for their little cars.

Practitioners use a range of assessments and observations appropriately to record children's development and to plan their next steps. They gather the views of children and their families to ensure that they get to know their needs and interests from the outset. This, along with purposeful observations, ensures that practitioners adapt the provision to better meet the needs of individual children and to support their learning and development well. Practitioners have regular contact with parents/carers ensuring they are kept well informed about their children's progress.

Environment: Good

Leaders and practitioners ensure the environment is safe, secure and clean. They have thorough systems for managing access to the setting and recording visitors. Leaders complete detailed risk assessments for all aspects of the setting's operation. They identify potential hazards and the steps they take to mitigate risks. Leaders complete daily opening and closing checks of the premises and practitioners ensure the setting remains safe and tidy. Leaders maintain the building to a good standard and ensure they organise all relevant building safety checks in a timely manner.

Playrooms are light and welcoming, and practitioners ensure the environments are interesting. They set up areas such as home corners, cosy book corners or exploration areas which provide inviting spaces for children to play, learn and explore. For example, the open access craft area for the older children displays some of their artwork at child level helping to foster a sense of pride in what they achieve. There is plenty of space in all rooms for children to move around freely and independently access and explore toys and resources. Real items such as china plates and cups at snack and mealtimes help children learn to be careful and look after things. Leaders provide children with comfortable, safe places to sleep undisturbed either in cots or on floor mats. Bathroom facilities support children's growing independence and nappy changing facilities ensure children's privacy is respected.

The setting has a large outdoor space which leaders have divided up to give each age group their own space. Children over two can access their outdoor play areas directly from their playrooms, and practitioners ensure they benefit from free flow between indoors and outdoors for most of the day. Practitioners ensure babies have plenty of opportunities to access their outdoor area. The outdoor areas provide suitable opportunities for further learning and development for children of all ages. However, leaders have not yet developed the grounds to their full potential.

Leaders provide a wide range of good quality furniture, equipment and resources both inside and outside. They make good use of natural and open-ended resources that can be anything children want them to be, encouraging imaginative play. Some

equipment such as climbing apparatus and baby gyms allow children to take part in a degree of risky play and helps them learn to think about their own safety. A suitable range of resources such as dressing up materials, books, including Welsh language books, and images promote diversity and cultural awareness.

Leadership and management: Good

Following the recent merging of the two settings, leaders have ensured a smooth transition for staff, children and their families. They have developed a clear statement of purpose along with a suitable vision for the work of the setting, which is based on providing children with high quality care and learning. As a result, Curious World Day Nursery provides a welcoming, and friendly place for children where they are encouraged to explore and discover for themselves.

Leaders set high standards for themselves and others. They set clear expectations which they share with practitioners to ensure that children's needs are met effectively from day to day. Leaders value and support practitioners well, which creates a positive team ethos and a common sense of purpose. They have allocated roles and responsibilities appropriately, drawing on their own as well as practitioners' individual strengths and expertise. As a result, leaders have established a strong provision within a short period.

Leaders use beneficial self-evaluation and planning for improvement processes to identify what they are doing well and what they need to do to improve. However, current self-evaluation documents and improvement plans are those of the two previous settings, although many of their targets for improvement are relevant to the work of Curious World. Their processes are based on first-hand evidence including parental/carer views, reports from partners such as the local authority and practitioners' own evaluations of provision. In the best examples, leaders and practitioners evaluate progress towards targets in the improvement plans effectively, including evaluating their impact on children's development.

Leaders adhere to safe recruitment procedures in line with regulations. They are committed to improving the setting and supporting practitioners to develop professionally. Both leaders have established suitable supervision and appraisal processes for their previous individual settings. In the best examples, leaders agree targets that focus well on the needs of the setting and the individual and review them appropriately. However, they are yet to fully establish these processes for Curious World.

Leaders have established worthwhile partnerships to support their work and to enhance the provision for children. Parents feel that leaders and practitioners supported their children's move to the new setting effectively, providing useful information and opportunities to discuss any concerns. As a result, children have settled in well. Practitioners provide useful information to parents and carers about their children's well-being and progress through a computer app and regular face to face contact. Leaders and practitioners work well with a range of stakeholders to support their work, including the local authority advisory teacher and ALN specialists. This has a positive effect on the provision as well as on outcomes for children.

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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