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

Bodnant Bach Fun Club

Bodnant Community School
46 Nant Hall Road
Prestatyn
Denbighshire
LL19 9LN

Date of inspection: February 2024

by

Care Inspectorate Wales (CIW)

and

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

About Bodnant Bach Fun Club

Name of setting	Bodnant Bach Fun Club
Category of care provided	Full Day Care
Registered person(s)	Clare Dyche
Responsible individual (if applicable)	N/A
Person in charge	Lisa Evans
Number of places	84
Age range of children	2 – 12 years
Number of 3 and 4 year old children	42
Number of children who receive funding for early education	8
Opening days / times	Monday to Friday 7.30am – 6.00pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of Welsh language or culture.
Date of previous CIW inspection	Post Registration Inspection
Date of previous Estyn inspection	This is the setting's first inspection
Dates of this inspection visit(s)	20/02/2024
Children attending all have English as their first language.	

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 Continue to develop planning and assessment to identify children's strengths and areas for improvement and monitor progress over time

R2 Utilise space directly off the main playroom to allow children to have free flow access to the outdoors

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 make appropriate decisions and choices that positively influence their play and learning experiences. They move around the available rooms, choosing where and what they want to play with. Children are confident communicators, expressing their preferences during activities and routines, for example when requesting which songs they would like to sing at circle time and choosing from the snacks available. Children share their thoughts and ideas for activities and resources they would like practitioners to make available for them.

Nearly all children separate well from their parents and carers and arrive at the setting with big smiles and enthusiasm. Those that are a little apprehensive receive the comfort and support they need from practitioners. Children form positive relationships with the consistent practitioners and feel comfortable in the relaxed surroundings. Nearly all are familiar with the environment and routines, which helps them to feel safe and secure.

Children interact well for their age and stages of development. They are learning to respect the needs of others as they play appropriately alongside each other, sharing the space and resources. Children use the range of resources appropriately, returning them when they have finished using them. They learn to take turns, with little prompting from practitioners. For example, a group of children help their peers by pushing them on the swing as they wait patiently for their turn.

Children are eager to learn through their play. They express their enjoyment when laughing and smiling together, for example when rolling cars down the slide to see how far they would go and were keen to do it again to see if they went further. Children are gaining a sense of their successes and proudly share their achievements with others.

Nearly all children engage well in their chosen activity and persevere for an appropriate length of time. They are active and curious learners, exploring the wide range of opportunities available. Nearly all children are motivated, following their interests and directing their own play experiences effectively. For example, they choose dinosaurs to enhance their imaginative play whilst on the climbing frame. Nearly all children are happy and confident to learn and play alongside others or independently. They happily play in groups or choose to play alone. For example, they enjoyed doing a sorting activity together and then one child decided to continue, whilst the others went to play somewhere else.

Children have good opportunities to develop independence, which enables them to do things for themselves. For example, during snack time, children are given appropriate knives to cut their own fruit, they pour their own drinks, and most children can put their own coats when going outside.

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

All children enjoy their learning and most make very good progress from their individual starting points. Many children develop good communication skills, including those at the earlier stages of development. They use appropriate language in spontaneous and structured play, for example when discussing where to hide the treasure in a pirate role play game.

Many children express themselves with confidence and a few use rich vocabulary in their learning and play. For example, when discussing planting seeds in compost they describe the different types of flowers and vegetables that they are going to grow. Many children select books independently from the library area and handle the books as a reader, turning the pages in sequence. They enjoy listening to stories on the mat and join in with appropriate words and actions enthusiastically. Most children follow instructions carefully. For example, they collect their coats and line up or tidy their resources in the classroom when asked by the practitioners. Most children are beginning to communicate through mark making. They write greetings cards to their family and make marks in the mud with sticks.

Children's Welsh language skills are progressing well through the use of songs and rhymes. They use simple Welsh words during their play by naming the paint colours in Welsh.

Many children develop strong physical skills. They pedal bikes effectively and use large play equipment with increasing control. For example, they use large shovels to move the sand to a wheelbarrow to transport around the outdoor area. Many children develop good fine motor skills and they make choices about the resources they use confidently. They use tweezers to transport small plastic animals into pots and use scissors well to cut ribbons off plastic sea creatures, helping to develop early writing skills.

Most children are developing problem solving skills well. They make their own play dough and add flour and water to achieve the right consistency. Many children develop a worthwhile range of numeracy skills successfully and are beginning to count to ten. For example, they accurately count the children at registration time by pointing at them in turn and saying the corresponding number out loud. A few children can independently count objects successfully. Many children enjoy being creative, for example when using paintbrushes and paint to create their own treasure chests. Nearly all express themselves well through music and movement. They dance with enjoyment during dance sessions. Many children are developing suitable digital skills. For example, they use the QR codes to access stories on the digital table, look for treasure using the metal detectors and enjoy moving remote control toys around the carpet area.

Care and development: Good

Practitioners support children's health and well-being effectively. They have suitable training and policies in place to support them to deal with any first aid needs, and follow good practice in relation to safeguarding children. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Practitioners

ensure that effective hygiene routines are embedded in practice to prevent the spread of germs and cross contamination. This includes regular hand washing and implementing an appropriate nappy changing procedure. Practitioners make sure that children get fresh air through planned opportunities to access the outdoor areas frequently. They know children's individual health needs and make sure that they are catered for.

Practitioners are calm and caring towards the children. Their interactions are positive, demonstrating warmth and kindness. Practitioners are good role models, being consistently responsive as they listen and respect children's views. Practitioners are consistent in their approach to behaviour management and successfully implement positive strategies. They use language that children understand when explaining the importance of issues such as sharing and distract children from possible unwanted behaviour before it escalates. For example, practitioners find alternative resources when two children want the same toy.

Practitioners have a good knowledge of child development. They meet children's needs and preferences effectively by providing appropriate resources and planning good opportunities for the children to learn through their play. Practitioners contribute to planning and implement appropriate strategies when supporting children with additional learning needs. They regularly review children's progress and plan well to support the next steps in their development. Practitioners are positive, interacting respectfully with children and each other. They understand when it is appropriate to become involved in children's play to extend their learning, for example when encouraging a child to use a stick and mud to create a treasure map following a discussion about treasure in the digging area.

Practitioners understand the importance of encouraging children to experiment and become curious and active learners. For example, they provide children with ice cubes and powder paints to encourage them to explore the different colours they could make by painting the ice cubes with the paint. They encouraged this further by supporting the children to use the ice cubes to paint the trees. Practitioners express interest and used effective questioning to encourage children to explain how they created brown.

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

Generally, practitioners use planning effectively to plan a range of activities that promote the holistic development of children and allow them to develop their skills successfully over time. Practitioners' planning takes good account of the principles of the Curriculum for Wales and ensures that learning and play experiences are based on children's interests. They ensure an excellent balance of adult-led and child-initiated learning. For example, practitioners provide a range of activities based on pirates after several children show interest in a pirate story book. Practitioners are beginning to develop suitable arrangements for the recording, monitoring and reporting of children's progress over time. This, for example, helps them to create beneficial records of children's achievements during their first six weeks at the setting. Practitioners are beginning to identify next steps in children's learning and recognise significant progress points appropriately. They provide regular updates for parents and carers on their child's development via an online app and through face-

to-face conversations. However, practitioners do not observe children's development across all areas of the curriculum regularly enough, which prevents them from recognising the all-round view of progress over time.

Practitioners have an up-to-date knowledge of child development and understand how to support all children, including those with additional learning needs. Practitioners' interactions with children are excellent and they know when to intervene appropriately in children's learning and play, and when to stand back and observe. They use questioning to challenge and support children to develop their learning. Practitioners have high expectations of all children, which has a positive impact on how children relate to others and take responsibility for their actions. Practitioners are excellent language models. They model correct grammar and take opportunities to extend children's vocabulary through the course of their play.

Practitioners plan suitably to develop children's skills. They provide a wide range of media and equipment to develop children's mark making and early writing skills both indoors and outdoors. The setting provides suitable resources to develop early mathematical skills, for example by allowing children to play with puzzles for matching and sorting shapes. The wide range of story books available and the displays of writing on the setting's walls help children to appreciate the purpose of communication including reading skills. Practitioners provide children with appropriate access to jigsaws, threading and construction toys to help them develop physical skills. They also use 'Ticw bear' to encourage the children to speak Welsh at the setting, which has a positive impact on their skills. Practitioners place high value on children's creative process and not necessarily the end product, which allows children to be creative and use their imagination freely.

Children's digital skills are developing suitably as they use a range of appropriate equipment such as metal detectors and digital cameras to enhance their learning. They also use QR codes to access stories on a digital tablet, which supports their language and communication skills appropriately.

The setting's provision for spiritual, moral, social, and cultural development is good. Children have had access to yoga sessions, which has encouraged them to be calm and to become aware of how their bodies move. Practitioners provide a range of resources that promote different cultures and diversity, which helps children to appreciate and respect people of different backgrounds and identities. They also foster values such as honesty, fairness and respect, and promote principles that help children to distinguish right from wrong.

Environment: Good

Leaders provide a safe environment where effective policies and procedures are implemented to ensure the safety of the children. They follow effective practices when receiving visitors and recording children's arrival and departure. Practitioners make sure that the environment is free from hazards and secure. For example, risk assessments are conducted and reviewed regularly so they are up to date and daily checks are completed to ensure no new hazards have arisen. Leaders conduct regular fire drills to ensure that practitioners and children are aware of the procedure to follow in an emergency.

The environment is welcoming and provides rich and exciting spaces for children to play and learn. The well-maintained and organised environment provides enough space to meet the needs of the children. It is arranged effectively to promote children's independence and provide them with a range of experiences. The attractive displays give children a sense of belonging and help them feel proud of their achievements. Practitioners arrange the indoor environment well and ensure the space available is used effectively to support children's play and leaning. Resources are stored at an appropriate height so children can independently choose the items they want. The rich outdoor environment gives children a good variety of opportunities to develop a range of skills. It is organised and equipped to support children to take measured risks, for example crates to use for balancing and climbing on and two large digging areas with mud and stones to support their creative and physical skills development. However, a suitable outdoor space that is directly off the classroom is not used regularly enough. Therefore, children are not given the opportunity to choose when they play outside.

Practitioners ensure that nearly all resources are well maintained and kept clean. Regular checks and a cleaning routine ensure they are suitable for children. The environment is equipped with a good variety of stimulating and inviting resources, for example the craft area where children have access to paints and posters to show them what colours they need to mix to make other colours. Practitioners provide exciting and inviting areas of learning that are equipped with items to support children's curiosity. The natural materials and real-life resources inspire children and support them to develop a range of skills through their play, for example the real pasta in the home corner to use during role play and the pots and pans outside that children use to make music. Practitioners provide a good range of resources to support children's physical development including bikes, trikes and climbing apparatus.

Leadership and management: Good

There is a strong positive ethos among practitioners, and all are committed to the aims of the setting. The setting has a clear statement of purpose that informs parents about the setting's work and what it has to offer. The leadership team ensures that a range of relevant policies and procedures are in place and safe processes for recruitment are established. All policies are applied in practice effectively and inform the day-to-day work of the practitioners. As a result, children are nurtured well in an inclusive and welcoming environment. Leaders are very aware of the setting's strengths and areas to develop, and take account of the views of practitioners, parents or carers, children, and other stakeholders when completing a self-assessment of their setting. These priorities are effectively shared with all stakeholders.

All practitioners have relevant and appropriate qualifications and experience of working with young children. Leaders and practitioners show a commitment to continuing professional development and attend regular training. For example, they have attended useful sessions on Curriculum for Wales, safeguarding, and sensory play to support their professional development. A few practitioners are also receiving specialist training in sign language and communication to help improve the language skills of all children. All practitioners and leaders are continuing to engage with study to achieve their next level of qualification and they are keen to act on advice and

training to improve their provision. Leaders carry out staff supervisions that focus on both well-being and professional development. However, opportunities for all staff to fully reflect on their own practice and identify how this links effectively to the development of the setting are missed. Leaders make effective use of available grants, for example to improve the outdoor learning environment, which allows children to gain a better understanding of nature and the world they live in.

The setting is located in the local primary school and leaders take advantage of this by facilitating communication to support transition effectively. This allows children to move on to the next stage of their education smoothly. The setting works well in a cluster of nurseries, which helps them reflect on their development and adopt approaches that improve their own provision. The setting has very good links with the community and engages in projects and events that are beneficial to all partners. For example, they have been on visits to local shops and community groups, which helps the children relate well to people of different ages and backgrounds. Parents are kept well informed and feel included and part of the setting.

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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