A Arolygiaeth Gofal Cymru Care Inspectorate Wales report on

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Bizzi-Day Nurseries Ltd

Unit 4
Heol y Twyn
Pontyclun
Rhondda Cynon Taf
CF72 9FG

Date of inspection: May 2023

by

Care Inspectorate Wales (CIW)

and

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

About Bizzi-Day Nurseries Ltd

Name of setting	Bizzi-Day Nurseries Ltd
Category of care provided	Full Day Care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Lisa Welcher, Nicola Howells
Person in charge	Lisa Welcher, Nicola Howells, Suzanne Merchant
Number of places	58
Age range of children	0-8
Number of 3 and 4 year old children	22 children
Number of children who receive funding for early education	20 Children
Opening days / times	Monday to Friday, 7.30 a.m. to 6.00 p.m.
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	This was a post registration inspection.
Date of previous Estyn inspection	None
Dates of this inspection visit(s)	03/05/2023
Two children have been identified as having ALN. One child speaks Welsh at home.	

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)**	**Adequate**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Develop children's and practitioners' use of the Welsh language

R2 Develop practitioners' use of a range of questions to further develop children's thinking skills

R3 Ensure that practitioners make effective use of observations and assessments to plan next steps in the children's learning

R4 Ensure that practitioners understand the links between different aspects of the curriculum when planning learning experiences

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

Many children are confident communicators. They happily engage in their learning and move readily between activities.

Many children communicate and express themselves and their needs confidently in the knowledge that practitioners will respond and listen to them respectfully, such as when children decline the offer to join in with a painting activity.

Nearly all children enter the setting eagerly and are keen to engage with the activities available. They cope well with separation from their parents and settle quickly into the familiar routines. For example, older children take part in circle time and register their arrival by putting their photograph on the display board. Nearly all children are active and express enthusiasm and enjoyment. For example, many children dance and giggle as the lift doors closed, on their way to play in the outside area. Most children know whom to talk to if they are unhappy and approach practitioners confidently for comfort and support.

Nearly all children interact with practitioners and each other successfully. Older children begin to display empathy towards their friends. For example, they take turns and share ingredients with their friends during a cookery activity. Children are involved in deciding upon and following rules. For example, they collectively decide to sing another song together before beginning their snack time. Many children follow instructions from practitioners readily, such as washing their hands before a cooking activity. Most children are familiar with the setting's rules. For example, they line up smartly ready for outside play and stand back as the lift doors close.

Children enjoy a beneficial range of interesting opportunities inside and outside. Nearly all children have fun, are active and motivated in their play and learning. Children explore their environment and the activities and resources on offer them confidently. For example, younger children show great delight in moving themselves into the ball-pit and repeat the activity several times and older children speak engagingly about 'binoculars' they have made and how they have seen birds in the sky. Children enjoy a good balance of free play and adult-led activities. Nearly all children sustain focus and concentration for an age-appropriate amount of time. The self-esteem and confidence of children is supported by the consistent use of positive praise by practitioners.

Nearly all children develop their independence skills appropriately. Older children use a cloak room and manage their belongings effectively when preparing for outside play. A majority of children are developing independence around self-care skills During snack time they take on an increasing range of tasks to help others. Younger children are encouraged and supported in feeding themselves while older children confidently pour their own drinks and skilfully spoon their chosen fruits onto their plates.

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

Nearly all children make beneficial progress in all areas of learning, during their time at the setting. They become increasingly independent whilst choosing what to do and are happy to play alongside one another. A few are beginning to play co-operatively with one another, for example planting potatoes and carrots whilst sharing the tools. Most children are beginning to share resources when prompted by an adult.

Many of the children develop their confidence when trying something new, such as touching or holding a snake. A minority of children articulate who will help them if they are sad or need help. A few children are beginning to show empathy, recognising when a child is upset and comforting them.

Most children's literacy skills develop effectively. Many of the children speak confidently, in simple sentences to familiar adults. However, a few children's speech is unclear to unfamiliar adults. A few children talk in detail about things that interest them, such as their families and homes. Many children are beginning to follow a simple instruction, for example when lining up to wash their hands before snack. A few children choose to look at books independently. They are beginning to act successfully as readers, turning the pages one at a time, and handling them appropriately. Nearly all children developing their mark-making skills effectively through a range of beneficial opportunities. These include using sticks in sand outside, scraping forks on the painting table and experimenting with pens on light boards.

Many children respond appropriately to simple Welsh phrases but they do not use Welsh independently. A few children are beginning to join in with the singing of the Welsh morning song.

Nearly all children are developing good numeracy skills. A few are beginning to count a small number of objects. Many children enjoy exploring two dimensional shapes and a few name them. A few children working are able to recognise that they are taller than the tower they are building. A few children are able to join in appropriately when singing about the days of the week.

Most of the children's gross motor skills are developing appropriately. Many run, scoot on bikes and climb the climbing frame. Nearly all the children confidently climb and descend the stairs. Most children's fine manipulation skills are developing well and they are beginning to handle small tools with improving control. Many are able to squeeze the handles on spray bottles to squirt water and a few are beginning to make snips with scissors.

Nearly all children are developing worthwhile problem-solving skills. A very few show determination and perseverance such as when trying to find a toy they believed had lost a wheel.

Nearly all children are beginning to develop useful creative skills. Most take on roles in their play when playing in the role play area. They enjoy caring for their babies and making food for the coronation party. A few children play imaginatively for example, a child pretends to be a pirate by putting road cones over his one hand and his other hand over his eye.

Many children are becoming familiar with the use of technology in their play. A few use cameras and tablet computers successfully to take photos and spend time effectively, exploring how digital tools work such as metal detectors and headphones.

Care and development: Good

Practitioners have a sound understanding of how to keep children safe and healthy. For example, they support and encourage children to get fresh air through daily outdoor play sessions and provide healthy snack choices. They implement policies and procedures consistently and are confident in their roles and responsibilities. They follow the medication policy competently and meet the needs of children with allergies safely. Practitioners practise good hygiene practices consistently, washing their hands regularly and dealing with intimate care such as nappy changing appropriately.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners understand their responsibility to safeguard children from harm, including how to respond to any child protection concerns. They are aware of the procedure to follow in an emergency as they practise regular fire drills with the children.

Practitioners are kind, caring and nurturing. They communicate with children in a warm and friendly manner, creating a calm and relaxed atmosphere. Generally, practitioners are positive role models for children and interact well with them during their play activities and routines. For example, practitioners sit with children during snack time, modelling positive social and communication skills. Practitioners are aware of the importance of using positive behaviour strategies and support children well according to their individual needs. They speak to children sensitively and support them as they learn to share and take turns with their friends. Practitioners use lots of praise and encouragement with the children, which raises self-esteem and confidence. For example, children are praised enthusiastically for their efforts after completing a painting activity. Practitioners have positive relationships with parents and allow plenty of time at the start and end of the day to maintain a regular flow of information and continue to meet the children's individual needs.

The setting has effective procedures to support children with additional learning needs. It keeps the parents and carers of these children well informed about their child's progress and involves them appropriately in setting targets. Practitioners work with outside agencies to support children identified as having additional learning needs. Around half of the practitioners have recently completed a basic signing course to support children with their communication development and are beginning to introduce some signs with all the children. Practitioners track children's progress appropriately and have a secure understanding of their stage of development.

A minority of practitioners promote the Welsh language using simple Welsh phrases throughout the sessions. However, the use of Welsh by practitioners is inconsistent.

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

Practitioners establish positive relationships with the children. They have created an engaging learning environment. However, the experiences do not build sufficiently or systematically on a child's existing knowledge, understanding and skills.

Practitioners are beginning to develop their knowledge of Curriculum for Wales and all have received relevant training. However, at present they do not fully understand the links between different aspects of the curriculum. Planning tends to follow a child's interests, but does not build on previous knowledge and skill development enough.

Through items and resources in the outdoor area, such as numbers and an assortment of small wheels practitioners provide children with opportunities to develop an interest in shapes. They provide opportunities for planting and growing so that children are able to care for the plants as they grow and to enable them to learn where some of their food comes from. However, nearly all practitioners use closed questions with children, which does not support the development of children's thinking skills to the full.

There are suitable opportunities to promote the children's awareness of the traditions and celebrations of the cultures of Wales, for example wearing Welsh costumes and emblems on St David's Day and having photographs of Welsh castles in the block play area.

Many practitioners model the Welsh language suitably, such as counting in Welsh when tidying up the blocks, praising when a child succeeds and asking the children to sit down. However, overall, the use of Welsh is underdeveloped.

All practitioners are respectful towards one another and towards the children. They positively support the children to share and take turns. They provide a range of resources for children to access which represent the diverse world in which we live. These are suitable to support the children to develop a sense of curiosity about their own lives and those of others. Most practitioners endeavour to learn a few words from a child's home language which they use to support the child beneficially in the setting.

There are sufficient resources to enable children to develop a sense of awe and wonder. For example, the use of magnifiers encourages children to look intently at granules of sand on the floor. Relevant resources are provided to spark an interest in current events, such as providing objects and arranging a party to celebrate the coronation. Practitioners regularly arrange for external providers to visit the nursery to enhance the children's learning experiences.

Leaders ensure that practitioners make suitable assessments of the children at various points in their educational journey. Nearly all practitioners make regular observations and take photographs of the children. However, these are not always used in a worthwhile way to identify children's strengths and areas for development, and the assessments are not used sufficiently well to plan next steps in learning.

Prior to starting at the nursery, parents complete an 'All about Me' form. This is used by staff to gain an overall picture of the child, their likes and their preferences. Parents are informed of special events that will be taking place and receive regular

updates about what their child has been doing at nursery. However, information given about their child's progress is limited.

Environment: Good

Leaders ensure that children are cared for in a safe and secure environment. They have effective systems, including written risk assessments and robust daily checks, to reduce or eliminate potential hazards. There is a suitable system to manage access to the setting and they record details of visitors consistently. The setting is well maintained and very clean, with effective routines to help prevent cross contamination, for example additional cleaning when the setting is closed.

Leaders provide children with an attractive, well-decorated environment. There are good opportunities for children to be active and independent indoors. The premises are welcoming and friendly, providing suitable space and facilities to meet the needs of the children. They are provided with quiet spaces to rest, and sleep should they require to and quiet cosy areas where they can enjoy quieter activities such as looking at books. The environment is decorated with displays of children's creative work. This gives children a connection to the space, a sense of belonging and a feeling of pride in what they have achieved. Although there is not direct access to the outside area, practitioners ensure that the area is accessed frequently giving children the opportunity to enjoy active play outdoors. The outdoor area provides children with a broad range of interesting opportunities that support them to learn about the world around them. For example, there is a small allotment area in which the children are helping to grow vegetables.

The indoor environment provides children with access to a range of resources that are of good quality and suitable for their needs and stage of development. For example, one home corner is equipped with a range of items made from different materials, including wood and plastic and also real vegetables. Leaders provide a suitable range of resources that help children to develop a range of skills. For example, younger children enjoy engaging with multi-sensory toys while older children develop their fine motor skills through creative activities. Leaders store toys and resources safely and they label drawers with pictures. This enables children to choose independently and return items when they have finished with them. Leaders provide children with suitable resources to encourage diversity and an understanding of different cultures.

Leadership and management: Good

Senior leaders are also the responsible individuals for the setting. They work to ensure that the setting complies with regulations and meets the national minimum standards. They work together effectively to lead the setting and support the care and development of children. They meet regularly, communicate well and work with others to create the warm, welcoming and friendly environment.

Senior leaders ensure that the setting has the required number of suitably qualified practitioners. There are suitable systems to ensure the safe recruitment of staff. This includes the use of agency staff. leaders make sure that policies meet the needs of staff and children at the setting and that they review them regularly There is an up-to-date statement of purpose that ensures parents can make an informed choice about using the setting.

There is a strong team ethos. Leaders value their staff and support their continuing professional development. This includes facilitating staff to visit other settings to share good practice, carrying out training about the new curriculum and enabling a few staff to attend training in signing to support communication.

Leaders make effective use of self-evaluation processes to successfully identify priorities for what they want to improve. Current priorities include staff training, particularly in relation to the new curriculum and to incorporate real objects into learning experiences such as fruit and vegetables in the home corner.

Good use is made of the grant funding the setting receives to support and improve children's learning and well-being. This includes a good range of play equipment to develop children's explorative play and knowledge about the world around them, such as large water tray in the outdoor area and a large open, wooden shed to create an allotment. It also includes funding visits by external providers to support the children's learning such as visits from storytellers and animal encounters.

The setting has formed a number of strong and effective partnerships. Senior leaders successfully implement advice and feedback from external agencies including the local authority advisory teacher, and endeavour to incorporate their advice into practice. This includes sharing information about Curriculum for Wales with staff and beginning to implement it in the setting.

Leaders are part of a cluster network. This has a positive effect on the setting enabling them to further their understanding of the new curriculum and to share good practice.

The setting also works well with external agencies to support children identified as having additional learning needs. Practitioners are implementing the use of signing to support children's communication.

Parents and staff work together to compile a valuable 'all about me' document prior to a child starting at the setting. This enables practitioners to identify individual needs and preferences such as sleep times and a favourite toy. The setting provides parents/carers with a daily report about their child's care and what their child has been doing each day. it keeps parents well informed about activities that take place in the setting.

There are established transition arrangements for children transferring to primary school. Prior to the children's transition to school the setting meets with the staff of the primary school to discuss each child and to allow them to see the child at nursery.

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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Publication date: 07/07/2023

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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Date Published 07 July 2023