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

Brambly Hill Day Nursery and Early Years Academy

Block B5
Residential Site
Prince Philip Hospital
Dafen
Llanelli
SA14 8QF

Date of inspection: October 2023

by

Care Inspectorate Wales (CIW)

and

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

About Brambly Hill Day Nursery and Early Years Academy

Name of setting	Brambly Hill Day Nursery and Early Years Academy
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Leanne Drane
Person in charge	Sharon Morgan
Number of places	57
Age range of children	0 years to 7 years
Number of 3 and 4 year old children	7
Number of children who receive funding for early education	5
Opening days / times	Monday to Friday from 8am to 6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides a Welsh language 'Active Offer'. It provides a service that anticipates, identifies and meets the needs of people who use the service.
Date of previous CIW inspection	This is the setting's first inspection since registering in October 2022.
Date of previous Estyn inspection	This is the first inspection since the setting re-instated education provision.
Dates of this inspection visit(s)	09/10/2023

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)**	
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	**Excellent**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Improve the setting's procedures for recording incidents and accidents

R2 Ensure that the provision for Welsh improves children's oracy skills

R3 Ensure that practitioners engage children promptly in their 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 make good progress in developing their personal and social skills. For example, they are happy to engage with visitors and keen to talk and involve adults in their play, learning and achievements. The well-being of the children is a positive feature of the setting.

Nearly all children move confidently between areas and activities and choose toys and resources purposefully. For example, younger children crawl enthusiastically towards, and access baskets containing multi-sensory toys. Most children communicate and express themselves and their needs effectively. This is in the knowledge that practitioners respond and listen to them respectfully, such as when children decline the offer to join in with a painting activity and concentrate on other tasks.

Nearly all children enter the setting happily and practitioners greet them warmly. They cope well with separation from their parents and settle quickly into familiar routines. For example, children participate in circle time and talk freely about their feelings and the daily activities. A few children look at a visual timetable to prepare themselves for the day ahead. Nearly all children are active and express enthusiasm and enjoyment. For example, younger children laugh and smile as they slide down soft play mats. 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 display empathy towards their friends, such as offering helpful instructions to each other during tasks at the sand pit. Most children make decisions sensibly. For example, they choose when to begin a printing activity independently. They also follow instructions from practitioners readily, such as washing their hands before mealtimes and helping to tidy away resources.

Nearly all children have fun, are active and motivated in their play and learning. They enjoy participating in an outstanding range of interesting opportunities, both indoors and outside and enjoy a very good balance of free play and adult led activities. Nearly all children explore their environment sensibly and engage in the activities and resources available to them eagerly. They engage practitioners in their play and learning effectively and immerse themselves in their imaginative play enthusiastically. Nearly all children sustain focus and concentration for an age-appropriate amount of time, and they respond well to the consistent use of positive praise when interacting with practitioners.

Nearly all children develop their independence skills successfully. They wash hands before mealtimes willingly and access the toilet facilities, with varying degrees of support, purposefully. This is also true of mealtimes, and children choose their seats carefully, select cutlery and serve themselves. Nearly all children understand how to behave very well at mealtimes and chat socially to each other and practitioners about their favourite foods.

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

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

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 remain active in daily outdoor play sessions and they provide healthy snack choices. They implement policies and procedures consistently and are confident in their roles and responsibilities. For example, they implement the medication policy competently and meet the needs of children with allergies safely. However, when recording accidents and incidents the setting's current practice does not reflect any emerging patterns or trends well enough amongst the children. Practitioners employ good hygiene practices consistently, washing their hands regularly and dealing with intimate care effectively, such as nappy changing.

Practitioners understand their responsibility to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners are aware of the procedures to follow in an emergency, and 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. The practitioners are positive role models for children and interact well with them during their play activities and routines. For example, practitioners sit with children when they look at books, engaging the children in discussions about the pictures, asking skilful questions and introducing new vocabulary. 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 praise and encouragement purposefully, which raises children's self-esteem and confidence well. For example, practitioners praise children enthusiastically during 'Helpwr Heddiw' sessions and creative activities.

Practitioners support children in their play successfully and look for opportunities to extend children's learning intuitively, for example when children mix colours to create different shades of pink. Practitioners have positive relationships with parents and carers and use drop off and pick up times effectively to provide them with relevant information about their children's individual needs.

The setting has effective procedures in place to support children with additional learning needs. It keeps parents and carers well informed about their child's progress. Practitioners track children's progress diligently and have a secure understanding of their stage of development. Many practitioners promote the Welsh language well, using simple Welsh phrases throughout the sessions appropriately.

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

The practitioners' enthusiastic teaching methods encourage children to work together and learn effectively, which has a purposeful effect on their learning and skills development. Practitioners provide interesting activities that encourage children to take risks and develop their skills, knowledge and understanding successfully. For example, they challenge children to find and count leaves and chestnuts independently in the outdoor area and to follow a 'sticky stew' recipe while experimenting at the mud kitchen.

During tasks and activities, practitioners conduct stimulating discussions with children while they play. As a result, most children develop their independent skills successfully. For example, practitioners challenge children to balance scales with apples and use three-dimensional blocks to build towers of varying heights. Practitioners intervene sensibly during activities. They encourage children deftly to experiment in their play and take risks. For example, they challenge children to pour water into troughs, both slowly and quickly, without causing any spillages. However, on a few occasions, practitioners over direct the children, which does not engage all children fully in their learning.

Practitioners implement a broad and balanced curriculum, which includes a willingness to pursue the children's interests well. They adapt their planning expertly. This ensures that children learn through a variety of practical challenges, such as experimenting with paint and mixing colours before creating self-portraits.

Practitioners plan interesting opportunities to develop children's literacy skills and question them skilfully while they play. This is done, for example, by giving children opportunities to discuss how to create adventure trails using planks, crates and tyres. However, the provision to develop children's Welsh oral skills is not as effective. Practitioners develop children's numeracy and digital skills effectively. They challenge them to sort and count pebbles, pieces of wood and pinecones in the investigative areas and to program electronic toys to move in different directions.

Practitioners use their observations of children's achievements effectively and these align purposefully with their assessments. They are used successfully to plan the next steps in individual children's learning. Practitioners provide parents and carers with beneficial information about their children's achievements orally, in progress booklets and on secure social media sites.

Practitioners develop children's physical skills successfully. They encourage them to balance on planks and ride bikes around the play area independently. They also provide effective creative activities, such as enabling children to experiment with different rhythms using percussion instruments.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well, such as studying the history surrounding the red dragon on the Welsh flag and famous buildings around Llanelli. They also celebrate diversity beneficially. This includes discussing books on different cultures and by providing opportunities for children to learn about festivals, such as Diwali and Japanese cherry blossom celebrations.

Environment: Excellent

The premises are warm, safe and excellently maintained. The entrance is secure, and the locked doors ensure that only authorised access is granted by practitioners. Comprehensive risk assessments are in place for the premises. Practitioners keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. They clean diligently throughout the day, and this is further enhanced by a dedicated cleaner who upholds exemplary standards. The setting is immaculate throughout, and exceptional infection control practices successfully minimise any risk to children's health and safety.

The indoor environment is extremely welcoming and very child friendly. It provides bright, spacious, and very exciting areas for children to explore and develop a sense of awe and wonder. Children move freely in a space which is imaginative, inviting and designed to engage them in play and learning. Children benefit from rooms which are divided into well-resourced stations, which children explore enthusiastically. For example, creative and investigative areas, and a stimulating home corner, promote children's curiosity and interests imaginatively. Younger children explore their designated indoor area safely interact with the older children and practitioners in the next room sensibly. This supports children's transition to the next stage of their learning successfully.

Practitioners display children's work purposefully, which strengthens the children's connection to their learning environment well. As a result, practitioners ensure that the environment motivates and inspires children, which enhances their play

opportunities very well. For example, practitioners set up a dining area innovatively for children, using real crockery, place settings and vases of flowers. Children, playing in the home corner, copy this and prepare the table and lunch for their dolls using authentic materials, such as tins of fish and chopped vegetables.

Practitioners ensure that the outdoor play space is used as often as possible and is a very effective extension to the learning environment. Children move freely between the indoor and outdoor environment. Quality outdoor resources and play equipment, challenge, and stimulate children's curiosity and interests innovatively. For example, practitioners provide children with equipment that assemble independently into obstacle courses during imaginative play sessions. Children enjoy the opportunities provided to use areas for quiet times too, such as becoming engrossed in books in the den area.

Practitioners provide high quality and developmentally appropriate play and learning resources to promote a wide range of variety and choice for children. They provide stimulating and innovative resources for all ages and stages of development, which includes digital, construction and sensory equipment. The furniture also supports children's independence, such as child sized tables, chairs and low-level toy storage, suitable for the ages of all children within the setting. There are a good number of children's toilets and nappy changing facilities, which are spotlessly clean and well maintained. Additionally, soap and hand drying facilities are easily accessible to support children's independence and address their personal care needs well.

Leadership and management: Good

Leaders use effective strategies that focus diligently on improving provision and children's outcomes. They have a clear vision, and they work together conscientiously to facilitate thorough care and support arrangements, which enrich children's learning. As a result, their rigorous practices and positive attitudes create a stimulating learning environment that provides engaging and outstanding experiences for children.

The leaders ensure that practitioners provide children with supportive pastoral care. This creates a strong sense of belonging within the setting and in the outdoor areas. The caring and nurturing ethos encourages children to do their best and persevere during learning and play. Leaders maintain regular contact with parents and carers about their children's development. They use social media sensibly and daily information booklets to provide them with relevant information about their children's achievements.

Leaders work together purposefully as a team and attend beneficial training to improve their teaching and care practices. As a result, they are motivated and eager to succeed. Leaders also ensure that they update the setting's statutory documents, policies and practices regularly.

Leaders focus on introducing regular improvements to develop the setting's practices further. They undertake effective self-evaluation procedures, which lead to accurate targets for improvement. As a result, they identify the setting's strengths and areas that need attention effectively. For example, they have recently focused on improving

feedback practices to parents and arranging regular supervision and team meetings for practitioners.

Leaders ensure that full consideration is given to the views of everyone who is involved with the setting. They hold beneficial discussions with all stakeholders to improve provision and children's experiences, such as the suggestions of officers from support agencies. As a result, they succeed in providing stimulating activities in the outdoor area and using natural resources, such as autumnal artefacts, to promote purposeful learning.

The setting has a range of beneficial partnerships, and these links support the setting by providing engaging experiences for children to learn about their 'cynefin'. For example, story tellers visit the setting to promote the Welsh language. Additionally, environmental artists challenge children to model with clay and practitioners use the local park to stimulate children's interest in wildlife effectively. Practitioners also work well with many schools to facilitate the process of transitioning children to the next stage in their education.

Leaders follow safe recruitment processes and allocate resources efficiently. They use the budget carefully and prioritise expenditure against the setting's targets effectively. They also fund various resources intelligently, such as providing authentic utensils and resources for the mud kitchen and water play equipment to transport and cascade water outdoors.

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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