

A report on

**Sunnybank Children's Nursery
Regent House
Regent Way
Mountain Road
Chepstow
Monmouthshire
NP16 5BY**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

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

About Sunnybank Childrens Nursery

Name of setting	Riverside Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Rachel Luntz
Responsible individual (if applicable)	
Person in charge	Rachel Luntz
Number of places	32
Age range of children	3 months to 4 years old
Number of children funded for up to two terms	26
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday between 7:30am and 6pm
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active offer' of the Welsh Language. The provider operates in an area where Welsh is not the dominant language. We recommend that the service provider considers the Welsh Government's 'More Than Just Words' follow on strategic guidance for Welsh Language in social care.
Date of previous CIW inspection	01/10/2018
Date of previous Estyn inspection	01/10/2014
Dates of this inspection visit(s)	01/03/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Adequate
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

We have advised the registered persons that improvements are needed in relation to records (regulation 28) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

Recommendations

- R1 Address the area of non-compliance identified during the inspection
- R2 Ensure that regular fire drills take place at varying times to enable all children to learn safe action to take in an emergency
- R3 Improve visit risk assessments to ensure that they identify all the risks sufficiently
- R4 Improve opportunities to communicate children's progress in learning with parents

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Nearly all children select activities and resources effectively with many moving confidently between the indoor and outdoor areas. Many children interact with peers well, for example, when making a castle with the wet sand and working together to find leaves and herbs to decorate it.

Many children communicate their needs and opinions successfully. For example, a few children ask if they could play their favourite songs on the CD player. They are confident that practitioners take good account of their ideas and options and will respond to them positively. For example, when a child presents a baking tray and babbles, practitioners respond through interacting positively by initiating conversation and play.

Many children are happy and enjoy their time at the setting. On arrival at the setting, they settle into the daily routine well. Nearly all have strong bonds with practitioners and are happy and comfortable in practitioner's care. If children become upset, they are confident in turning to practitioners for reassurance where necessary.

Nearly all children behave well and interact and co-operate with their friends and practitioners positively. Babies show empathy towards each other and are developing maturity through wiping friend's faces, along with their own, after snack time. Preschool children help devise their own rules, such as 'we must be kind' and 'play carefully' and often show sensitivity and kindness towards others when playing. They demonstrate these rules well when taking turns using remote control cars in the outdoor area. Many children regulate their emotions effectively. For example, after careful explanations and reassurance from practitioners, a few children accept that toys are to be put away before lunch time.

Most children follow their own personal interests well. For example, babies eagerly explore the sensory tray, excitedly kicking their legs to scrunch the foil blanket. Many children are naturally motivated to learn and show good initiative and competent problem solving skills. For example, a few children persevere when working out how to fix bamboo tunnels, including trialling different types of tape.

Nearly all children develop their physical skills successfully when playing in the indoor and outdoor environment. Many children access the low level climbing wall and make thoughtful choices about body position and hand and foot placement. Many children accessing the indoor climbing frame bend, stretch and reach up to step and climb up and down to platforms of varying heights confidently. Many children develop fine motor skills purposefully through mark making with a range of tools.

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

During their time at the setting, most children make good progress across all areas of learning from their starting points.

Most children develop their speaking and listening skills successfully. They join in with songs and rhymes during circle time. Many communicate confidently in play and are able to support their peers through confident interactions. For example, when playing on the climbing frame they give encouragement and support to other children to ensure they climb safely. Many children listen to and answer questions well, for example, when discussing the features of spring time in a group.

Many children select stories from the reading area independently and make their own choices about preferred texts confidently. They use reading materials in play situations well, for example when looking through a cookery book in the role play area whilst pretending to whisk a mixture in a bowl.

Many children develop mark making skills well. They access the indoor mark making area freely, for example, to make Mother's Day cards and draw pictures. Many demonstrate high levels of engagement when participating in mark making sessions in the outdoor area, for example when using large chalks to draw lines and patterns.

Most children develop good numeracy skills and are beginning to use their skills well in a wide range of contexts. Many develop a good understanding of basic shapes, for example when discussing the circle shape like a wheel on a bus. A few count confidently to 20 and around half of the children count confidently up to 10. A few children recognise written numbers to 5, for example whilst reading printed numbers in the 'phone book' and pressing the corresponding buttons on the telephone. A few children compare objects of differing size independently.

Most children develop an appropriate range of problem solving skills during indoor and outdoor play opportunities. A few make thoughtful choices and select appropriate tools for the task. For example, during a supervised woodwork session, children actively select nails and hammers to combine materials together safely.

Many children are developing their ICT skills well through using electronic devices. With support, most children access and use the CD player to turn on the 'tidy up music' confidently. They start and stop the music using labelled buttons. With support, a few children use a remote control car well to develop understanding of cause and effect and direction.

Many children develop creativity skills effectively through manipulating playdough along with an assortment of small everyday items to create interesting representations.

Many children are developing their understanding of Welsh language well. Most children demonstrate a clear understanding of instructions in Welsh and respond appropriately.

Care and development: Adequate

The setting provides children with healthy, nutritious home-cooked food that meets their individual dietary needs well. This is supported effectively by practitioners, children and parents contributing to the four-weekly menu, which is reviewed by a dietician to ensure alignment with current food and nutrition guidelines. The setting has appropriate arrangements to ensure that children have regular access to water, for example with a water dispenser that enables preschool children to help themselves to a drink when they wish.

Practitioners place a strong emphasis on children being active and keeping healthy. They provide worthwhile activities for children to take part in regular walks in the local community and to participate in yoga sessions. Practitioners support children to discuss the importance of keeping fit and well. They have a secure knowledge of the setting's health policies and procedures, including detailed awareness of their roles regarding administering medication and first aid. Practitioners follow appropriate nappy changing processes and wear specific aprons during meal times.

The setting has suitable arrangements to keep children safe. Practitioners understand child protection issues well and the process to follow with any child welfare concerns. Practitioners supervise the children sensitively during play and when walking to and from other rooms within the building, for example when supporting the children to climb the stairs safely. However, at times, safeguarding arrangements are not robust enough. Leaders do not follow safer recruitment procedures consistently to ensure all necessary security checks and information is in place before staff start at the nursery. There are sufficient risk assessments for the premises and a few visits outside the setting and practitioners generally have a clear understanding of the hazards. However, the setting does not always consider all the risks well enough when creating risk assessments for visits outside the setting. Practitioners have a sound knowledge of the fire procedures but there are limited opportunities for children and staff to practice the fire and emergency escape plan regularly. As a result, the setting's arrangements for safeguarding children do not meet requirements and are a cause for concern.

Practitioners manage children's behaviour effectively. They are positive role models and speak to the children in a calm and gentle manner. Practitioners provide clear explanations and support children to develop positive behaviour habits. They use praise enthusiastically to recognise children's learning achievements and celebrate these effectively through 'Wow' display boards in each room.

Practitioners have a thorough understanding of identifying and supporting children with additional learning needs. Staff attend training sessions to gain an appropriate range of support strategies and create personal action plans to support children's learning where necessary.

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

The setting provides a good range of stimulating learning experiences for children. Activities provide worthwhile opportunities for children to make effective choices and to learn through play.

Practitioners take good account of children's ideas to develop activities of interest, for example supporting children to develop an understanding of the importance of caring for a pet. Planning processes meet the needs of most children well through developing a range of skills across the foundation phase areas of learning. Practitioners plan interesting learning experiences that develop children's skills progressively. These activities engage children successfully both indoors and outdoors. For example, practitioners encourage children to use coloured chalk to draw a house on the floor in the outdoor garden area. Practitioners work well together as a team and demonstrate a secure understanding of effective questioning to develop children's sense of curiosity and to help enrich play experiences.

Many practitioners are good role-models and support children effectively to develop respect for their peers. They encourage children to take turns, share equipment and to take care of resources successfully. As a result, children learn to cooperate well, for example when taking turns when blowing bubbles in the outdoor area. The setting's provision for outdoor learning is good and promotes children's physical development and understanding of planting and growing in the world around them beneficially. Practitioners provide worthwhile opportunities to develop children's independence such as encouraging them to put their wellies on independently and to access resources such as binoculars, shovels and trowels. Practitioners encourage children to take sensible risks in their play such as when using the outdoor climbing wall.

The provision for developing children's Welsh language skills is good. Many practitioners use Welsh regularly as part of daily interactions with children. Practitioners plan valuable opportunities for children to learn about the life and traditions of Wales, for example by celebrating St David's Day. The setting provides appropriate opportunities for children to develop a good understanding of respect for other cultures and religions including activities based around festivals such as Chinese New Year, Diwali and Holi.

Provision for children's use of ICT is developing well. Practitioners support children to access and use ICT equipment freely, for example when using remote control vehicles outdoors. Practitioners provide authentic learning opportunities for children to develop confidence in digital learning.

The setting has effective procedures for assessing and tracking children's progress. Practitioners carry out regular and useful observations of the children to inform assessment records and to identify next steps in learning. Learning journey folders document observations and assessments together successfully with examples of learning and practitioner comments to show ongoing learning and progress. However, currently, practitioners do not provide enough opportunities for parents to review and discuss their child's progress in learning.

Environment: Good

Leaders, managers and practitioners undertake regular opening and closing checks of their individual rooms and outdoor areas. For example, practitioners complete checks to ensure that external gates are locked in the outdoor area before taking children out. All visitors and parents use a buzzer entry system that is linked to a video phone in each room so practitioners can closely monitor who they are letting in. As a result, leaders have effective procedures to ensure the premises are well maintained and clean.

Leaders have made significant improvements to the premises both indoors and outdoors. They have created a new and inviting sensory room and library to provide calm and relaxing spaces, whilst also extending children's exploratory and learning experiences effectively. Leaders and practitioners plan rooms successfully to ensure they are welcoming and well organised, and allow children free access to resources. This develops children's independence well. Children benefit from direct access to their outdoor play spaces. Practitioners use the gardens effectively to promote children's wellbeing and enrich their skills and learning opportunities.

The nursery is well resourced and practitioners provide a stimulating environment for the children. Resources are age appropriate and allow children to develop their interests and skills well. Practitioners use resources well to develop children's physical skills. For example, a few children confidently walk across stepping stones. This develops their balance and co-ordination skills well. However, practitioners do not use the environment well enough to allow sufficient access to messy play activities in the baby room.

Leadership and management: Good

The setting owner and manager work together well and have a strong vision that is shared effectively with all staff and wider stakeholders. The mission statement is clearly visible around the setting and staff reflect the ethos of the vision and mission statement effectively in their work. The owner and manager provide a secure strategic direction for the setting.

The owner and manager involve parents beneficially in evaluating the setting's systems and practices through regular questionnaires that directly impact on proposed actions for improvement. They use staff questionnaires regularly to gain understanding of current practices including evaluating how well new initiatives are working and identifying actions for improvement. These procedures support leaders effectively to draw on first-hand evidence of the quality of care, teaching and learning along with outcomes and performance. As part of the self-evaluation process, leaders observe day to day learning, conduct audits of resources and reflect on consistency of approach across all areas. This supports leaders to gain a regular insight into the quality of care and learning processes across the setting as a whole. As a result, the team are successful in identifying strengths and areas for further development. However, leaders do not always use these procedures effectively enough to ensure that all policies and practices are robust and implemented consistently such as safer recruitment practices.

Practitioners have a clear understanding of their roles and responsibilities and carry out their duties effectively to meet children's needs. The owner outlines professional expectations of all staff clearly and provides worthwhile training and development opportunities for staff where necessary. For example, attending outdoor learning training has improved practitioner interest and confidence in developing the outdoor environment in the preschool and toddler areas. Annual appraisals support staff well to become reflective practitioners and outline future goals.

Leaders schedule regular staff meetings based on the current needs of the setting. Staff are encouraged to approach the manager and owner with any new ideas to enhance the setting either through systems or developments in relation to learning or provision. An effective example of this is when staff in the toddler room approached the owner with ideas to develop the toddler outdoor environment. As a result, this area has new resources and developed activity stations.

The setting has developed appropriate partnerships with parents and the local community. Parents engage in friendly conversations during drop off and collection times and practitioners facilitate worthwhile opportunities for children to engage with the community and local area, for example visits to a nearby residential home. As a result, the children have opportunities to talk to residents and learn songs such as "It's a long way to Tipperary".

The setting has established successful links with other agencies including health visitors and an educational psychologist. The setting has established beneficial partnerships with local schools. A few teachers attend the setting to meet the children in the summer term prior to starting school in September. As a result, this prepares children well for the next stage of their education.

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 evaluates 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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