



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

A report on

**St. Aubin's Nursery
503a Cowbridge Rd East
Canton
Cardiff
CF5 1BB**

Date of inspection: October 2019

by

Care Inspectorate Wales (CIW)

and

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

About St. Aubin's Nursery

Name of setting	St. Aubin's Nursery
Category of care provided	Full day care
Registered person(s)	Sue Evans
Responsible individual (if applicable)	Susan Shepherd - Evans
Person in charge	Chloe Minto
Number of places	32
Age range of children	2 to 5 years old
Number of children funded for up to two terms	0
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 7:30 – 18:00 with occasional provision on Saturdays
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service provides the Welsh language "Active Offer". It provides a service that anticipates, identifies and meets the needs of those who use the service, or who may use the service.
Date of previous CIW inspection	21/02/2018
Date of previous Estyn inspection	14/09/2015
Dates of this inspection visit(s)	02/10/2019
Additional information	A minority of children come from homes where Welsh is spoken, and a few children come

from homes where neither Welsh nor English is spoken as a first language.

This is a service that provides the Welsh Language "Active Offer". It provides a service that anticipates, identifies and meets the needs of children who use the service, or who may use the service, in terms of the Welsh language and culture.

Summary

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

Non-compliance

No areas of non-compliance were identified during this inspection.

Recommendations

R1 Improve practitioners' understanding of how to develop every individual child's skills within activities in order to challenge their skills further

R2 Extend opportunities to develop children's literacy and numeracy skills across all areas inside and outdoors

What happens next

The setting will produce an action plan to show how it will address the recommendations. Estyn and CIW will invite the setting to prepare a written case study, describing the excellent practice seen during the inspection.

Main findings

Wellbeing: Excellent

Nearly all children develop an exceptionally high level of wellbeing at the setting. They make very good progress in developing their personal and social skills, and show great enjoyment when playing and learning. Nearly all children move freely around the setting and choose wisely from the interesting range of activities and resources that are available. They express themselves confidently by using speech and gestures. All children know that practitioners appreciate interacting with them, and are confident that they will respond appropriately. They communicate their interests effectively and these feed into themes and topics successfully, for example going to school and the autumn.

Nearly all children cope well when they are separated from their parents and carers when they arrive at the setting. They form positive attachments with the key workers, which has a very good effect on their wellbeing and motivation. They choose confidently from the range of familiar activities that are available at the beginning of the session, and focus on them very quickly. Nearly all children develop their sense of belonging and self-worth beneficially, and are proud to see their achievements celebrated in displays around the building.

Most children concentrate exceptionally well and participate very independently in stimulating activities. They share and co-operate very well with other children, demonstrating excellent creativity and imagination, for example when they create a building out of cardboard boxes. They follow their interests and are very enthusiastic when participating in exceptional role-play activities. A good example of this is the way that they care for dolls and sell vegetables in the shop.

Nearly all children behave very well during free play and group sessions. Many of them share resources well and are beginning to understand how to take turns successfully, such as through co-operating effectively whilst rolling dough and playing with sand. Many children understand meaningfully the difference between right and wrong, and they say "thank you" politely, when appropriate. Nearly all children respect the setting's resources and use them appropriately. They understand that they should put resources away when they have finished with them, and join in the tidying up very effectively.

Nearly all children are proud of their ability to demonstrate their new skills when they experiment with a wide range of learning experiences. They develop their self-help skills very successfully during snack time, and this develops the children's self-esteem. For example, most children use small implements such as a knife to cut fruit and vegetables at snack time, and wash their dishes after they have finished, with good control. Nearly all children build on their previous skills, knowledge and experiences very well to support them in their play.

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

There is no report on children's learning because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, who can be reported on without identifying individual children.

Care and development: Excellent

Practitioners follow robust and sound systems and procedures that ensure the health and safety of children very effectively. They have a strong understanding of their responsibilities, and through daily routines, they provide wonderful opportunities for children to develop and excel. All practitioners have high expectations of the children, which has a very positive effect on their personal development. The setting's systems for ensuring that practitioners follow all of the safeguarding procedures are very well-organised and effective. A good example of this is the way they have developed a very effective system when recording a concern about a child, and the steps that were followed. In addition, the accident records are very thorough and are evaluated regularly. This is a great strength at the setting. The setting's arrangements for safeguarding children meet requirements and there is no cause for concern.

Practitioners promote healthy lifestyles well. They provide healthy food and teach children about hygiene effectively. They help children to wash their hands at appropriate times and provide worthwhile opportunities for children to learn to look after their teeth. There are plenty of valuable opportunities for children to enjoy fresh air and benefit from exercise regularly.

Practitioners manage children's behaviour very effectively, which creates a positive ethos. They model behaviour very successfully, and remind children regularly to share toys and how to behave appropriately. The setting has a robust policy that focusses on promoting positive behaviour, and children are given encouragement and support to solve any conflict themselves. Practitioners praise the children often, which reinforces their self-confidence effectively. Practitioners know the children very well and have a clear understanding of their needs and individual preferences.

Practitioners meet children's individual needs and choices exceptionally well. They respond to children's ideas and interests wonderfully and join in enthusiastically in children's play and learning. For example, practitioners succeed in making snack time a social activity with plenty of opportunities for children to converse with each other, and with adults. Practitioners identify the needs of different age groups and provide learning opportunities which support the development of children's skills effectively. The setting has useful procedures to support children with additional needs. Practitioners use assessments intelligently to identify children who need support and to organise suitable provision for them. They co-operate with external agencies to support children according to their needs.

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

Practitioners plan learning areas successfully which reflects their thorough understanding of the philosophy of the foundation phase. They provide interesting learning experiences and useful opportunities to experiment in the areas, which engage many children's interest successfully. For example, there are real fruit and vegetables in the shop, and there are opportunities to paint by using a conker. There is appropriate provision for information and communication technology (ITC) and it offers suitable opportunities for children to use cameras and tablets in their learning. There are valuable opportunities to develop children's physical skills and creativity, such as holding regular dance sessions with the children.

Practitioners focus well on developing children's Welsh language skills through repeating words and phrases regularly, along with singing familiar nursery rhymes, such as repeating names of farm animals in the small world area. The regular routines support the children to begin giving simple responses in Welsh.

Practitioners assess children's progress well and hold regular meetings to feed the assessments into the next steps in their learning. The wonderful and supportive relationship that exists between the children and practitioners is a strong feature of the provision. They know them well, and co-operate with them during their activities to discuss and question the children skilfully. However, they do not always develop each child's individual skills within activities to challenge them further.

Practitioners place a clear emphasis on celebrating diversity and developing children's spiritual, moral, social and cultural skills, such as tasting foods from different cultures and dressing up in traditional costumes. The setting plans useful opportunities for the children to learn about Wales and its traditions, such as St. David's Day, for example through cooking and dressing up. They make excellent use of the local area in order to show that the Welsh language is alive in the community, such as visiting the local shop to buy fruit and vegetables and attending the library for story and song sessions.

Environment: Good

Leaders provide a safe and clean environment for children and there are extremely thorough procedures to support this. For example, leaders update risk assessments regularly and ensure that there are effective daily safety checks on the environment. All practitioners are vigilant about keeping children safe. Access to the building is through a safe door, and visitors are required to sign-in. The toilets and nappy-changing facilities are clean and comply with hygiene requirements. A fire drill is held regularly, and the setting ensures that safety checks of fire extinguishers and electrical equipment are up-to-date.

Children receive care in a very purposeful building that has been designed to encourage children to learn and develop. Practitioners make effective use of the internal and outdoor environment. They provide stimulating play and learning areas, which include quiet areas and role-play areas, opportunities for children to explore and investigate and activities that have a robust effect on their creativity. The outdoor area offers good opportunities for children to spend time using and

experimenting with resources in an attractive environment. There is a sheltered area outdoors that provides for interesting activities. The setting's layout promotes children's independence effectively, and enables them to move around freely and choose the resources that they wish to use.

The setting's furniture, equipment, toys and resources are attractive and of very good quality. These support children's wellbeing and learning very effectively, and promote children's independence well. For example, there is realistic equipment in the home corner that attracts and inspires children. There are worthwhile resources that promote cultural awareness effectively, and many attractive wooden and natural resources for children to use. For example, practitioners place leaves and autumn seeds with which children can experiment. Practitioners provide suitable opportunities to develop early writing skills within some learning areas; for example, there is a register in the school role-play area, and paper and stationery in the outdoor shop. However, there are not enough opportunities to develop literacy and numeracy skills across the learning areas.

Leadership and management: Excellent

The registered person and manager have a very clear vision that is based on providing the best possible education and care for every child in a homely, fun and friendly environment. They have excellent consistent and concurrent arrangements for evaluation and quality improvement which provide a sound structure for the setting's work. They lead others in an excellent way, and steer innovative self-evaluation procedures. They plan very diligently to create purposeful improvements for the future. It is a live process which enables them to monitor and evaluate the work consistently in a masterful way. All practitioners contribute to the process constructively and their views are important to the management team. As a result, the daily routines are extremely successful and ensure stimulating provision.

The management team has put excellent procedures in place for safe recruitment, and managing staff and resources. They have an inclusive approach to leadership, and managers develop practitioners successfully through delegating responsibilities that are considered carefully. This includes responsibilities such as key workers and a site leader.

The registered person uses funding wisely to support priorities for improvement and meet children's needs effectively. They provide attractive resources of high quality that supports children's wellbeing and development successfully. The management team and leader monitor and evaluate the quality of resources and equipment extremely well to ensure that they are suitable, in good condition and meet the needs of all children.

Monthly one-to-one sessions with practitioners are held by the registered person or manager. This activity and supervision sessions shape annual evaluations that highlight practitioners' training needs successfully. As a result, practitioners update their knowledge regularly and know what to do in order to improve. For example, the setting's manager has organised training on safeguarding children software to ensure consistency in recording evidence. They also explain any changes within policies to ensure understanding amongst all practitioners.

Practitioners have fostered a range of productive partnerships that support the setting's work very well. The setting has an excellent partnership with parents where

they are given a daily electronic update on their child's day, and by holding parents evenings. The setting has an open-door policy and one of the practitioners always greets parents at the door to discuss relevant issues with them there and then, if appropriate. The leader gives parents or members of children's families an opportunity to contribute any particular expertise they have in relation to particular themes. Practitioners see great benefit in supporting the children with the transition process to the local primary school. For example, a teacher comes to the setting to read the children a story regularly. This all leads to worthwhile support for children's wellbeing and development.

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

This document has been translated by Trosol (Welsh to English).

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