



# Childcare Inspection Report on

**Newbridge on Wye 3 Year Old Setting**

**Newbridge-on-Wye C in W School  
Newbridge-on-Wye  
Llandrindod Wells  
LD1 6LD**



**Date Inspection Completed**

11/03/2020

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## **Description of the service**

Newbridge on Wye 3 year old setting provides care for up to a maximum of 20 children aged three to four years. The service is based in Newbridge on Wye school. It is open four mornings a week, Tuesday to Friday between the hours of 9.15am and 11.45am during school term time. The service is an approved setting to provide early years funded education places for three year olds. The responsible individual is Samantha Williams and the person in charge is Michelle Havard-Pratt. This is a service that does not provide the Welsh language 'Active Offer'. However, although the main language of the setting is English, incidental Welsh is also spoken.

## **Summary**

### **1. Overall assessment**

Newbridge on Wye 3 year old setting has undergone a positive change in that they have moved from use of the school hall to use of a designated classroom based within the school. This move has benefitted children, as planning is more effective and child focused. Children have fun and considerable enjoyment whilst engaged in their chosen play. They are happy and confident. Staff know the children well, are genuinely interested in their views. Leadership and management of the service is good. They ensure that everyone at the service has a voice, and that positive relationships are formed, maintaining good childcare standards for children. The environment provides a good space for a variety of activities that enhances children's physical development. Partnerships with parents and carers are positive, as are relationships between staff members, school colleagues, foundation phase link teacher and specialist forest school provider. They work well as a team and are committed to improving the service provision.

### **2. Improvements**

The following requirement and recommendations from the previous inspection have been fully met as:

- staff recruitment and staff files have been completed in line with regulatory requirements;
- children are offered a wider range of suitable resources and activities;
- planning of activities is in place, making better use of the new classroom space;
- new children's toilet facilities, reduces the risk of cross infection;
- access to a kitchen has improved health, safety and infection control when serving and preparing snack;
- risk assessments are carried out and documented.

### **3. Requirements and recommendations**

Recommendations made can be found at the end of the report



# 1. Well-being

## Summary

Children have a voice, make decisions and have choice. They receive a good service, which provides warm, nurturing care and positive experiences. Children are happy, valued and enjoy a broad range of resources and activities which promote their all-round play and social experiences. Children interact positively with staff members and each other. Children's communication attempts are valued and children have good opportunities to develop and extend their play. Children have ample opportunities to develop their independence skills.

## Our findings

Children have good opportunities to freely choose their play activities. For example, they choose to play in the home corner, pretending to make cakes and food for the 'hungry caterpillar', a story and theme they are currently following. Other children thoroughly enjoyed their play with small world toys, table top games, drawing and colouring pictures of a caterpillar, construction play and playing with sand. When involved in outdoor play, they filled up barrows and utensils with 'bark', mud and water, pouring and transferring their mixtures into saucepans, cake trays, cups, kettles, placing them on the mud kitchen to cook and on top of crates to pretend to sell them. They laughed with joy and happiness as they tipped bark down a pipe, looking to see if it would come out the other side. Some children built a den under the branches of a tree using crates, large traffic cones and natural materials that they could find. These play activities wholly supported and extended children's learning, curiosity and enthusiasm whilst having lots of fun. They extended their learning by handling real money, having learnt the value of some of the coins. One child said, *'this cake will cost you 2p'* and handed a 2p coin to her friend. Children demonstrate a high level of happiness and security. They are confident to make decisions. For example, they decided to cut out a circle to make a caterpillar's head and deliberated about what they would use for the caterpillar's eyes. Some decided to use pompoms, others drew eyes on and some used googly eyes. Children were unperturbed by our presence and frequently invited us to join in with their play. This showed that they felt safe and secure at the service.

Children understand how to manage their behaviour. For the most part they shared willingly and took turns. Older children also encouraged and supported younger children in their play. For example, they cuddled them and showed them ways to do things, like mixing water with bark and mud. Children are respectful and polite and their manners are very good. They responded well to the praise, which the children valued as they smiled with delight, especially when they all had a sticker for being kind, sharing, caring and considerate to each other.

Children have very good opportunities to develop their independence skills. They fetched their own plate and cup, served themselves snack and poured their own drink from small jugs. They use a plastic knife to cut up fruit. They used the toilet and washed their hands

independently and accessed the toys and/or games and art and craft materials. They also wiped their nose with a tissue, which they disposed of in a bin, and put their coats and wellington boots on unaided.

We heard Welsh used consistently throughout the session as they sang Welsh songs, counted, and named the days of the week bilingually.

## **2. Care and Development**

### **Summary**

Staff are well qualified, knowledgeable and experienced. They create appropriate opportunities for children to develop a healthy lifestyle and promote children's care. Staff give supportive and sensitive care and have consistent and realistic expectations of children.

### **Our findings**

Staff provide a very good level of responsive care, which meets children's individual needs in a cheerful and caring atmosphere. They are competent, motivated and work well together as a strong team. They know the ethos of the service very well and understand and implement relevant policies and procedures with ease and confidence, ensuring children are kept safe and healthy. For example, hand washing after messy play, wiping their nose, and before meal times.. Staff provide the children with ample opportunities to stay physically fit and healthy with outdoor and indoor play. For example, games and free play in the large school hall; dance; and exercise to Busy feet music.

Staff use their knowledge to promote the best outcomes and wellbeing for the children in their care. For example, staff understood their responsibilities with regard to safeguarding children. All staff had attended training in child protection, some have attended training to prevent the radicalisation of children, and the majority are trained in first aid and food hygiene. Written and signed records evidence administration of medication with parent/carer permissions. Accident and incidents are recorded with details shared with parents. The provision is actively aware of Data Protection (GDPR) which many staff have received training on and information is shared with parents. Staff encourage the children's healthy lifestyles with good hygiene systems in place. Tables and food preparation surfaces are cleaned before and after use, gloves and aprons are worn when preparing foods and hand washing is part of the daily routine. The kitchen is clean and hygienic. The snack of fruit is safely prepared, following recommendations in the Welsh Government Food and Health Guidelines for Early Years and Childcare.

Staff manage behaviour consistently and age appropriately respecting children's age understanding and maturity. There is a behaviour management policy in place, which staff act in line with promoting positive behaviour at every given opportunity. They act as very good role models, treating each other and the children with consideration and respect. Minor disputes are quickly addressed by staff who spoke to children at their level of understanding. They reinforced good manners and we heard lots of praise and recognition of good behaviour and work.

Staff are aware of their individual roles and responsibilities and this helps ensure that the sessions run smoothly. Staff plan activities with the children wholeheartedly involved in contributing suggestions and ideas. The foundation phase is followed which monitors



children's progress. Staff support any children with additional needs well, in partnership with the child's parents and or carer. We heard staff speak Welsh and sing Welsh songs with the children frequently, developing children's use and understanding of the language.

### **3. Environment**

#### **Summary**

Children have a very inviting child focused environment, that enhances their play opportunities. They are engrossed and engaged in their play and are active and curious learners, who enjoy exploring the environment to its full potential. The service has dedicated internal and outdoor areas based within the school and school grounds. The environment is very well designed. There are effective systems in place to ensure that the environment is safe and suitable for children's use, with appropriate play and learning resources available. It is inspiring for children giving them the freedom to safely move around, be inquisitive and explore the environment. Resources, toys, equipment and furniture are of very good quality and suitable for the needs and age range of the children.

#### **Our findings**

Overall children are cared for in a suitable, stimulating environment, which is safe and secure for its purpose. Leaders have well developed systems in place to ensure children's safety. The perimeter of the school grounds is securely fenced. The inside play areas are secure, and staff checked our identification upon arrival and our details noted in the visitor record. They completed daily risk assessments and checklists, which ensures the premises are functional and orderly. Staff told us that when risks are identified, they are promptly addressed by the school's maintenance personnel. Fire drills are regularly practised.

Overall, the layout and design of the environment promotes and benefits children with suitable challenges, play experiences and learning opportunities. The environment gives children space to move around freely enabling them to reach their full potential. Due to the suitable and well-designed environment, children are interested, active and engaged throughout their time there. The classroom and a large hall are available for use. The classroom is well designed so that children can move easily from one play area to another as well as having direct access to an outdoor play area. The outdoor play area has numerous facilities including a grass area, playing yard, bark messy play area, a wonderful forest school area and outside classroom.

Due to the suitability of the environment, children enjoy their play enthusiastically. For example, children are competitive, challenge each other, learn new things and are truly engrossed in their play. An example of this was when they push a small wheelbarrow with water and bark to their mixing area trying not to tip any out. Children told us that they had great fun in the woodland forest school area, having picnics, stories and adventures, as well as learning about nature.

Children benefit from a vast array of quality resources. Resources are plentiful and allow children a good selection with ample choice. Good use was made of natural materials and

recycling. Resources are readily to hand in low level storage, with additional resources stored in a cupboard in the classroom. Children's toilets facilitate children's independence. The good use of space meet children's needs and sustained their interest and curiosity.

## **4. Leadership and Management**

### **Summary**

Leaders are actively engaged in reviewing policies and procedures to improve the service provision and leadership and management skills. Self-evaluation and planning for improvement is good. There are effective partnerships in place with parents, children and other parties.

### **Our findings**

Leaders have an innovated vision for the service that they share effectively with their team. They are committed to monitoring and sustaining improvements and improving staff's professional development. For example, reviewing staff files and encouraging regular training. Due to their understanding of Data Protection (GDPR) some information was available in staff files, and some was kept securely and confidentially in the office. Leaders actively support and involve staff to share their ideas and/or suggestions. For example, through informal discussions and various meetings. All staff are experienced, qualified, skilled and have the ability to do their job. Leaders' personal development and progress, as well as the service's ability to sustain progress is achieved through observations and one to one discussion. However, there is not a formal arrangement in place for one to one supervision.

Leaders have good systems in place for record keeping as they keep and maintain the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance records. Leaders have developed a good self-evaluation system which evaluates and analyses feedback from staff, parents, carers and children to help manage and if necessary, improve the service provision.

Partnership with parents is very good and very well established. Leaders welcome parent participation and take every opportunity to engage parents in promoting their child's well-being. Newsletters are regular sent out and parents and carers we spoke to were very complimentary about their child's care and progress made.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

The following recommendations were made:

- To arrange regular formal one to one supervision sessions with staff and the person in charge, which encourages them to think about the quality of their practice.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook an unannounced visit to the service for three hours on 11 March 2020.
- We observed children and the care they received;
- We spoke to the person in charge, staff member, parents/carers and several of the children.
- We looked at a range of records. We focused on registers, contract/agreements, the statement of purpose, a sample of the club's policies and a random selection of staff files.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)



## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Samantha Williams
Person in charge	Michelle Ferguson Havard-Pratt
Registered maximum number of places	20
Age range of children	3 - 4 years
Opening hours	9:15am to 11:45am Tuesday to Friday term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 and 15 March 2017
Dates of this inspection visit(s)	11 March 2020
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that does not provide an "Active Offer" of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the children who use the service. 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"
Additional Information:	

Date Published 03/08/2020



No noncompliance records found in Open status.