



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

A report on

**Lullabyz Nursery Ltd
Riverside Court
Tregare Street
Newport
NP19 7AP**

Date of inspection: February 2020

by

Care Inspectorate Wales (CIW)

and

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

About Lullabyz Nursery Ltd

Name of setting	Lullabyz Nursery Ltd
Category of care provided	Full day care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Nicola Reed
Person in charge	Nicola Reed and Louise Touhig
Number of places	84
Age range of children	6 weeks to 12 years
Number of children funded for up to two terms	21
Number of children funded for up to five terms	10
Opening days / times	From 07:30 to 18:00, Monday to Friday, throughout the year except bank holidays
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. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.

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Date of previous CIW inspection	30/09/2019
Date of previous Estyn inspection	Not applicable
Dates of this inspection visit(s)	26/02/2020
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	Good
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

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that all accidents and incidents are recorded correctly and followed up appropriately
- R2 Sharpen improvement processes so that they focus on evaluating children's standards and progress

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 make choices and decisions confidently. They move freely around their play spaces, decide which activities they want to participate in and choose resources independently. Nearly all make their choices clear and practitioners respect these choices. For example, when playing in the outdoors, younger children ask confidently to play with the large scooters. Children's interests and requests inform activities beneficially. They make spontaneous requests readily, which practitioners support and encourage effectively. For example, when playing in the 'cwtch corner' they ask practitioners to read them a storybook they have chosen. However, in a very few cases, background music raises the volume of the room and interferes with the ability of children to hold conversations with practitioners.

Almost all children settle well and are happy in the setting. They are confident to explore their play spaces and interact with practitioners and other children. Nearly all older children form warm friendships and many younger children demonstrate care for their peers, such as helping others to find resources and joining in their play. Nearly all children form very positive relationships with practitioners and are confident that they will respect their feelings. For example, children are confident to leave favourite toys and items with practitioners, such as their favourite wellies, in the knowledge they will keep them safe. They are comfortable to interact with practitioners while playing together or to seek comfort.

Nearly all children behave well. They are respectful towards one another and practitioners, and they respond well to requests from adults. Most children are developing a good understanding of right and wrong, and follow the rules at the setting positively. Many take turns and share toys and resources successfully with others. For example, older children offer resources, such as tablet computers, to friends happily when they ask to share.

Most children are active and curious in their play and learning. Very often, they are interested and excited by the play-based activities in which they engage. Nearly all children are happy in their play, for example smiling and laughing with others. Many children persevere and sustain interest in activities for a good amount of time, such as when making pancake mix with practitioners.

Nearly all children make good progress in developing their social and emotional skills across the age groups. Most are confident to take advantage of the age appropriate opportunities to develop independence skills. They move freely within playrooms and in the garden, and happily follow their own interests.

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

Most children make effective progress in their time at the setting. They develop strong communication, mathematical and physical skills, and become ambitious and engaged learners.

Most children develop worthwhile communication skills. They ask questions of others purposefully, listen carefully to their responses and react effectively. For example, when playing in the home area, they ask other children what they would like to eat and then bring them food based on their responses.

Most children enjoy time in the book corner and talk about books and stories they know confidently. They look at the pictures in books intently and identify well the characters that they recognise. They recall, in useful detail, events from stories they enjoy, such as *The Gruffalo*. They recognise a comprehensive range of letters in their daily play. For example, children playing independently with scrabble tiles point to letters they know and tell others what the letter is correctly.

Most children are beginning to make marks that represent words and letters confidently. A majority are beginning to understand well that writing has meaning, for example to record what customers would like to eat in the café. Many can 'read' back what their marks say, for example reading a list of children's names they have recorded. Most experiment with a range of mark-making equipment creatively, such as using coloured pencils to draw daffodils in the outdoors.

Many children respond to a comprehensive range of words and phrases in Welsh throughout the day. They follow simple instructions in Welsh. They sing songs and count confidently. A minority of children are beginning to use Welsh independently when playing. For example, children tell adults that they are tired in Welsh accurately, and identify themselves and others using simple Welsh sentences confidently.

Most children develop their numeracy skills well. Many use their counting skills effectively in their play, such as when counting potatoes to plant in the outdoors. When filling different containers in the water troughs, many children demonstrate a useful understanding of concepts, such as more and less, and larger and smaller. They are developing a worthwhile understanding of time and use this effectively in their play. For example, they turn the hands on a clock and then tell a doll that it is time to get up.

Most children develop their physical skills well. When building a rocket with wooden blocks, many stack them capably and balance them on top of each other carefully. In the outdoor area, they control a worthwhile range of resources skilfully, such as sweeping with large brushes and digging with trowels in the mud. Many demonstrate highly effective control of tools indoors, for example hammering nails into wood carefully. They manipulate smaller items, such as pencils, knives and forks carefully.

Many children use information and communication technology (ICT) equipment in their play activities beneficially. For example, they use tablet computers to take photographs of their activities so that they can share them with parents and carers. Many children develop their creative skills successfully through a broad range of play activities. For example, they use paint, glue and ribbons independently to create interesting artwork.

Care and development: Good

Practitioners implement suitable procedures to keep children safe and healthy. They attend appropriate training on paediatric first aid, safeguarding and food hygiene and are aware of their responsibilities in relation to these. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

The setting's policies and procedures promote healthy lifestyles well. For example, the setting's cook prepares healthy and nutritious meals. There are suitable procedures to promote good hygiene and limit the spread of infection. Practitioners engage well with external schemes to support their practice and promote children's health. For example, they support children to brush their teeth regularly.

Practitioners generally implement safe and effective procedures for the administration of medicine, but records do not always record dosage and time administered. The setting does not have robust enough procedures to ensure that staff consistently record accidents and incidents correctly, making it difficult to identify any follow up activity required.

Practitioners set realistic boundaries, are good role models and use a consistent approach to managing behaviour. They praise children when they behave well or try hard to complete tasks.

Practitioners maintain useful records of children's development and learning. They use these well to identify children's progress. There are appropriate practices to support children who need extra help. For example, where appropriate, key workers and the additional needs co-ordinator work carefully with parents to develop appropriate play plans for identified children. These target specific activities to support children effectively. When needed, the setting liaises beneficially with specialist services, such as educational psychologists.

Practitioners provide a nurturing and caring environment in which children's development is promoted well. They are considerate of the children's views and give the young children lots of time to communicate their wishes. Children are valued, and treated with dignity and respect. The key worker system ensures practitioners understand and meet children's individual needs well. Practitioners plan for a suitable variety of play and learning experiences that are flexible to the needs of children. However, these are sometimes disrupted by routine activities and transitions, such as nappy changing and getting ready to go in the garden. Practitioners consistently and effectively incorporate the Welsh language into the care and play provided.

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

Practitioners plan and deliver a broad and interesting range of learning experiences that fit well with the setting's philosophy of focusing on real-life experiences and resources. Most activities engage and stimulate children well, and reflect authentic activities purposefully. For example, children use real kitchen utensils when chopping and mixing.

Planned learning experiences focus beneficially on learning through active engagement and take good account of all foundation phase areas of learning. In each activity, practitioners consider carefully how to develop children's skills systematically and holistically. They incorporate a beneficial range of activities that develop children's literacy, numeracy and ICT skills well. For example, children develop their physical and letter recognition skills creatively when using hammer and nails to create a small wooden sculpture of the initial letter of their name. In the outdoors, children have good opportunities to develop a broad range of skills purposefully. For example, they develop beneficial physical skills when playing with tennis rackets and balls, cycling and using brushes and trowels.

All practitioners develop highly positive relationships with children. They recognise skilfully when they need to intervene in children's learning and when to let them act independently. Practitioners have begun to plan activities from children's ideas successfully. For example, while cooking, they used children's ideas to develop a class recipe book. Their careful direction helps to engage children in purposeful learning experiences. Most practitioners question children thoughtfully and this helps to develop their communication and thinking skills effectively.

Practitioners make regular and detailed assessments of children's accomplishments while they play and learn. For example, they identify how well children count objects and note Welsh phrases children know and respond to effectively. They record these assessments well, and this helps them to identify the progress that children make on a termly basis. Practitioners share this information with parents beneficially at termly meetings. However, they do not always use this information consistently well to plan learning that challenges all pupils of different abilities.

Nearly all practitioners use Welsh purposefully throughout the day and this helps to develop children's confidence to use the language well. They provide children with a useful range of resources and opportunities to learn about the Welsh language and Welsh culture. For example, the 'cwtch' corner contains a good range of Welsh books that children look at independently. They help children to learn about their Welsh heritage suitably. For example, children learn about places in Newport, such as the Newport cenotaph and hold celebrations, such as St David's Day.

The setting provides an appropriate range of experiences to promote children's spiritual, cultural and social development. For example, children celebrate a wide range of festivals, such as Holi. Throughout the day practitioners use opportunities, such as snack and lunch effectively to help children learn about sharing, taking turns and being kind and helpful to others. As a result, nearly all children treat others kindly and with respect.

Environment: Good

Practitioners care for children in an environment that is safe and clean. The setting is secure and there is a suitable system for controlling access to the premises. Leaders ensure that they carry out safety and maintenance checks regularly, for example checking the garden systematically before children go to play in the outdoors. There are robust systems for identifying risks and where possible eliminating them.

The premises are welcoming and friendly. The indoor environment is well maintained and decorated, with examples of children's work on display and photographs of the children and their families. This supports a strong sense of belonging. Most of the decoration and furnishing of the setting embraces natural and homely resourcing, such as plants, real life items and repurposed furniture. This helps children to learn to respect their surroundings and helps to give the setting a home-like atmosphere.

Practitioners ensure that children access almost all resources freely and make lots of choices over their play throughout the day. For example, children from the toddlers' room explore the garden confidently, making potions in a toy cauldron with water, glitter and herbs independently. However, in around half of rooms, resources clutter play spaces while children are engaged in activities. This tends to restrict children's space to play freely. The volume of furniture in a few of the playrooms affects this further.

Children have access to toys and equipment that are appropriate and suitable to their needs. There are suitable resources for all ages. For example, children in the out of school club play pool together and learn to knit. The outdoor environment, although still under development, provides an interesting and engaging selection of play opportunities. For example, the mud kitchen contains interesting challenges, such as making leaf soup and mud pies.

Leadership and management: Good

Leaders manage the setting effectively. They have a clear vision that focuses on providing a caring learning environment that is an extension of home. They provide learning activities and resources that reflect children's experiences in the real world. For example, practitioners resource the home corner with china plates and cups, and children in the out of school club eat from similar china crockery. All practitioners understand this ethos and it drives their actions effectively. As a result, they create an engaging learning environment for all children.

Leaders evaluate most aspects of the setting's work well. They monitor the quality and effectiveness of their provision regularly. Leaders involve parents well in these processes and this helps them to understand what children need. However, leaders do not monitor the standard of children's learning well enough. As a result, they do not always have a strong enough understanding of children's achievements and progress. The setting's development priorities focus well on areas that leaders know require improvement, such as the outdoor learning area. The impact of previous

plans is evident in the setting. For example, previous improvement priorities to ensure that planned learning experiences focus on developing children's skills have resulted in more focused and effective learning activities.

Leaders ensure that all practitioners understand and carry out their roles effectively, and work together well. Regular staff meetings focus appropriately on the setting's priorities. Leaders have suitable arrangements to support and appraise all practitioners. Regular one-to-one meetings allow staff and leaders to discuss effective practices and to address issues. Practitioners regularly video one-another's practice and use this to help identify ways they can improve. More formal annual appraisal helps to identify practitioners' strengths and set targets for improvement. These practices have a positive impact on the whole setting, for example in the way that all staff develop children's Welsh language skills. Leaders ensure that there are an appropriate number of suitably qualified practitioners to care for and support children effectively.

The setting has a worthwhile range of useful partnerships to support its work. Leaders and practitioners develop highly effective partnerships with parents and carers that help to support children well. These positive relationships help children to thrive at the setting. For example, the useful forms that parents complete allow practitioners to identify and cater for toddlers and babies' individual needs effectively. The setting communicates regularly and highly effectively with parents through its clever use of an online app. Practitioners provide daily photographs, videos and commentary on children's activities and accomplishments. This includes clear information on important areas, such as how long younger children sleep, or the educational achievement of pre-school children. Parents value this information greatly.

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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