



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

**Report following monitoring  
Level of follow-up: Focused improvement**

**Sunnybank Childrens Nursery Limited  
3 Stow Park Avenue  
Newport  
NP20 4FH**

**Date of visit: January 2020**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## Outcome of visit

The setting has made sufficient progress in relation to the recommendations following the most recent core inspection and CIW is satisfied that the actions taken to address non-compliance have resulted in the setting being compliant with regulatory requirements.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales and the Chief Inspector of Care Inspectorate Wales are removing the setting from the list of settings requiring focused improvement and CIW will not take any further action in accordance with their Securing Improvement and Enforcement Policy.

## Progress since the last inspection

### **R1. Ensure that practitioners identify and address all risks effectively and consistently**

Since the core inspection, nearly all practitioners have benefited from training that has improved their understanding and response to risks in the environment. There are now suitable risk assessments for all areas of the setting, and practitioners have a sound understanding of their personal responsibility for keeping children safe. There are regular opportunities for all practitioners to consider health and safety issues during team meetings and supervision sessions, to discuss and remedy any potential risks. Room leaders and practitioners carry out daily visual checks and keep appropriate records. Setting leaders monitor these both weekly and monthly to ensure that risk assessments are purposeful and implemented well, and that they cover all areas appropriately. Monitoring is effective and leads to further staff training and improved routines where necessary, such as ensuring that practitioners empty all sterilisers at the end of each day. Setting leaders have considered potential risks linked to the refurbishment of the after school club appropriately.

### **R2. Inform parents of children's progress and achievements regularly and effectively**

Practitioners working with pre-school children keep useful records of children's progress and achievements over time. They track their progress appropriately using the foundation phase profile and keep examples of work, such as mark making, to provide a record of each individual child's development. Practitioners use this information effectively to plan children's next steps, and they are beginning to share information about next steps appropriately with parents. Practitioners keep these records of children's work in attractive journals that also include photographs showing different learning experiences that children have participated in. The setting has introduced termly consultation evenings recently where they share tracking information and the individual learning journals with parents. Parents appreciate these more formal opportunities to learn about their children's progress and achievements. Leaders have identified dates for future consultation meetings and

shared these with parents in an informative newsletter. The setting operates a well-established key worker system. Key workers share information about children's progress and achievements with parents on an informal basis regularly.

### **R3. Improve the environments for the baby room and out of school club to ensure that furniture and resources meet children's needs successfully and consistently**

Since the core inspection, the responsible individual has made improvements to the environment and resources in the baby room and the out of school club. New flooring and resources in the baby room have extended the range of play choices effectively. For example, children have improved opportunities to engage in messy play, such as sand play and mark making with crayons and large pieces of paper on the new flooring. Children benefit from using the new resources. For example, they persevere successfully to construct a train track and push the train around on the track. Leaders and practitioners have improved the organisation of the space available to babies at mealtimes, contributing to a calm atmosphere. Leaders deploy practitioners effectively. There are good opportunities for older babies to feed themselves and to leave the table when they are ready.

There have been considerable changes in the out of school club, including a major refurbishment to improve the physical environment, which is now in its final stage. The responsible individual has appointed a new leader for the out of school club who has benefited from useful training and opportunities to visit other settings to support her professional development. Practitioners have involved children attending the club effectively in making decisions about the refurbished area. For example, children are designing the out of school club logo and have listed the resources they want in the new clubroom. Leaders have improved the temporary space currently in use, using ideas from training and effective practice visits, as well as children's suggestions. As a result, there are more natural resources available, resources are more accessible and the club leader displays children's art work on the after school club wall. These changes have improved children's experiences and their sense of belonging to the after school club. However, practitioners do not give children in the after school club enough opportunities to develop their awareness of different cultures.

### **R4. Ensure that all leaders and practitioners have clearly defined roles and responsibilities which they fulfil effectively**

Nearly all practitioners have clearly defined roles and responsibilities, and they carry these out effectively. For example, room leaders plan activities appropriately and carry out regular supervision meetings for practitioners in their team. There have been useful changes in the management structure since the core inspection, including the appointment of a new deputy manager. This has improved the overall management of the setting by enabling the person in charge to share and delegate responsibilities appropriately. For example, the deputy manager is responsible for

safeguarding in the setting and there is an office manager to deal with administration. This has enabled the person in charge to focus more effectively on other leadership responsibilities, such as ensuring that appropriate policies and procedures are in place, and that there is a positive working environment for all staff.

The person in charge leads regular staff meetings that address important issues such as safeguarding, staff conduct and health and safety appropriately. This has improved teamwork in the setting. The responsible individual receives weekly reports from the person in charge, ensuring that she has a good understanding of the daily running of the setting and any issues that arise. The responsible individual supports the person in charge appropriately through regular supervision meetings, established since the core inspection. The person in charge and the out of school club leader have benefited from effective practice visits to other settings and training from the local consortia and Clybiau Plant Cymru. These developments all contribute to the happy and purposeful working atmosphere in the setting.

#### **R5. The responsible individual must address all non-compliance identified during the inspection**

During the focused inspection carried out by Care Inspectorate Wales (CIW) in August 2019, the Responsible Individual evidenced that all areas of non-compliance identified during the core inspection in May 2019 had been addressed appropriately. CIW confirmed that compliance has been achieved. At this follow up inspection visit, the Responsible Individual provided evidence to show that compliance has been sustained.

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