

A report on
Llanyrafon Nursery and Playgroup

**Llanyrafon Social Centre
Llanyrafon Way
Cwmbran
NP44 8HW**

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

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

About Llanyrafon Nursery and Playgroup

Name of setting	Llanyrafon Nursery and Playgroup
Category of care provided	Sessional Day Care
Registered person(s)	
Responsible individual (if applicable)	Mandy Meredith
Person in charge	Mandy Meredith
Number of places	26
Age range of children	2 to 4 years
Number of 3 and 4 year old children	12
Number of children who receive funding for early education	12
Opening days / times	9:00am – 3:00pm Monday to Friday
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 children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	Post registration inspection, registered on 11/01/22
Date of previous Estyn inspection	21/05/2015
Dates of this inspection visit(s)	04/10/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve practitioners' use of Welsh to provide consistent and effective opportunities to develop children's Welsh language skills
- R2 Ensure that the self-evaluation processes support improvement in children's standards, well-being and provision.

What happens next

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

Main findings

Well-being:

Nearly all children make choices and decisions about their play and learning. They move freely between play areas choosing from a variety of stimulating activities. Children have a strong voice. Their ideas influence activities and themes for the term. For example, children expressed interest in the changing colours of autumn leaves, so were provided with digital cameras to photograph trees in the outdoor area. Most children speak with confidence during group activities such as circle time, as they know their contributions are valued.

Most children arrive at the setting eagerly and cope well with separation from their parents and carers. They form close bonds with practitioners which helps them feel relaxed and safe. Children in need of reassurance respond well to support and have comforters from home which help them settle. Nearly all children are happy and feel secure as they are familiar with routines, such as song time and snack time. They know practitioners will respond effectively to their needs. For example, after some enthusiastic water play, practitioners helped children change into dry clothes.

All children behave appropriately for their age and stage of development. They share resources well and are beginning to understand how to take turns. Most children are kind and considerate towards their friends. For example, at snack time one child kindly offered another the jug of milk as it was too far for them to reach. Nearly all show an understanding of their own feelings. On arrival at the setting children place their name card underneath an 'emotion picture flashcard' to express how they are feeling. This helps staff offer them appropriate support.

Nearly all children show a keen interest and engage well in tasks and activities available. They enjoy learning new skills while participating in a wide variety of interesting experiences. For example, children show excitement as they prepare for a visit to the allotment to collect pumpkins and apples they have grown. Most children concentrate for an appropriate amount of time and respond well to encouragement from practitioners. This enables children to engage in activities successfully and with confidence, promoting their self-esteem.

Nearly all children develop their independence skills appropriately. They complete self-registration on arrival and happily take responsibility for their belongings. They quickly hang up their coats and know where to store their lunch bags. Most children complete tasks independently, for example by washing their hands at appropriate times, pouring their own drinks at snack time and putting their waste in the bin.

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

Nearly all children make good progress in relation to their starting points. Most children develop their communication and literacy skills effectively. Many children choose to visit the reading area. They enjoy the content of books and handle them independently, demonstrating very good early reading skills. Many children ask practitioners to read books to them in different areas of the learning environment, for example cookbooks that were available in the role play home corner. During shared

reading experiences, nearly all children listen attentively and speak with confidence when answering questions about the story. Nearly all children enjoy experimenting with a range of mark making implements and develop their writing skills successfully. However, only a few children demonstrate their understanding of the function of writing.

Nearly all children join in with Welsh songs at the start of the day. However, only very few are able to respond appropriately to simple Welsh language instructions and greetings or use the language spontaneously in their play.

Many children develop a worthwhile range of numeracy skills successfully and use mathematical language confidently in real life context. For example, during a visit to the settings allotment, the children use their knowledge of weight and measure to describe the size of the pumpkins. Many children count five objects reliably, for example when picking apples from a tree or counting the number of children present. Nearly all children join in with songs and rhymes that have a mathematical basis including the days of the week and numbers up to ten.

Most children develop their physical and problem solving skills effectively through their exploration and play. Nearly all children demonstrate perseverance and effective communication skills when faced with challenges. For example, they negotiate the bumpy path to the allotment and work together to manoeuvre the wheelbarrow in order to keep their pumpkin safe. Nearly all children develop co-ordination skills successfully, for example when riding and pedalling bikes or picking apples from a tree. Most children also develop effective fine motor skills. They use a range of real tools at the woodwork bench to hammer nails or drill holes. Many children make decisions about what resources they need to complete their own ideas. For example, they take the wood from the woodwork bench to the creative corner to complete their own designs.

Most children engage well with activities that develop their creative skills. They express themselves through art activities, where they select the medium and colours that they would like to use. Most children join in with songs and rhymes independently and express themselves through music by choosing instruments to play and dance. Children engage well in role play activities, such as the home corner, where they cook and serve meals to each other.

Nearly all children explore information and communication technology (ICT) resources confidently and use them to enhance their play. For example, they use torches to track print and explore images in books. A few children are beginning to use ICT for communication when they initiate the use of a camera to take photographs of their learning.

Care and development:

Practitioners have a good understanding of how to keep children safe and have completed appropriate safeguarding training. They are clear about their responsibilities in reporting any child protection concerns in line with the setting's policy. Practitioners have received training in paediatric first aid which enables them to deal with minor accidents effectively. They complete accident and incident records appropriately and share these with parents and carers. Regular fire drill practice ensure practitioners and children are aware of the procedure to follow in an

emergency. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners implement effective procedures to keep children healthy. They follow thorough cleaning procedures to ensure a hygienic environment for children and minimise cross contamination. For example, regular hand washing routines for children and practitioners are well established, tables are cleaned before mealtimes and hygienic nappy changing procedures are in place. Practitioners ensure that children benefit from fresh air and physical exercise with regular outdoor play, local walks and outings.

Practitioners interact well with the children. They provide warm and nurturing care, which creates a relaxed and safe atmosphere and enhances children's well-being. Practitioners are positive role models. They sit with children during snack time, modelling positive social and communication skills and promoting good manners. Practitioners manage children's behaviour well, using positive strategies effectively in line with the setting's behaviour management policy. They regularly praise children for sharing and kind interactions, which encourages children to engage in positive behaviours.

Practitioners know the children well and have a clear understanding of their individual needs and preferences. They provide a wide range of play and exciting learning activities based on children's interests and abilities. For example, children enthusiastically scoop out a pumpkin, sorting the flesh from the seeds. Practitioners organised a trip to the shop to buy ingredients, in response to children's request to make a pumpkin pie. They carry out regular observations of children's play and learning, and plan appropriately for children's next steps in development. Suitable procedures are in place to support children with additional learning needs (ALN). Practitioners work in partnership with parents and collaborate effectively with external agencies, such as speech and language professionals, to support children.

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

Practitioners have an appropriate understanding of child development and the requirements of the curriculum. They have a good understanding of the importance of play and plan effectively for the children's interests. The setting makes good use of its space to develop children's skills through an exciting and stimulating environment that offers them a wide range of experiences. However, practitioners do not always use information from observations and assessment of children's learning and play to plan the next steps in their development.

Practitioners are innovative in their planning and search for new experiences to support the children in developing a better understanding of the world. They provide valuable opportunities for children to learn about the world around them and to show care and respect for living things. For example, they have acquired a plot in the adjacent allotment for children to plant and grow various fruit and vegetables. This allows practitioners to foster a relationship with the community while providing authentic learning experiences for the children. Practitioners successfully encourage children to take risks and to experiment with new experiences sensitively. For example, the children are encouraged to use their senses to explore the pumpkin harvested from the allotment.

Although practitioners use Welsh language nursery rhymes appropriately during whole group activities, they do not always make full use of suitable opportunities to develop children's Welsh language skills throughout the session. Very few practitioners are confident in the use of the Welsh language and use a limited amount of incidental Welsh throughout the day.

Practitioners support the development of spiritual, moral and cultural development in a meaningful way. They are good role models, encouraging children to be kind and to show respect for each other. All children listen well to the direction of all adults and display excellent behaviour, for example lining up to wash their hands or coming to the mat for a story. Practitioners encourage children to share and co-operate with each other and to distinguish between right and wrong.

All practitioners develop strong relationships in their key worker role and observe their key children. They engage with the Curriculum for Wales and refer to this throughout the day to inform their observations. The observations of children identify strengths and areas for improvement and inform the next steps in their development appropriately. However, these observations do not always cover all developmental pathways and the quality of practitioners' observations are not always consistent enough.

Practitioners explain things clearly, model activities and use questioning to develop children's thinking well. They are flexible in their approach and provide children with extended periods of sustained play. While observing children, all practitioners know when and how to intervene appropriately in order to extend their learning. For example, a practitioner enhanced the learning by providing translucent coloured blocks to the children who were exploring torches.

Environment:

Leaders ensure the environment is safe and secure, and practitioners supervise children well. Visitors cannot access the setting unless admitted by a practitioner, and visitors sign in and out. Secure fencing and gates ensure that children are safe when outside and doors are locked when children are inside. Leaders and practitioners demonstrate a sound awareness of safety matters, completing daily checks of the environment and maintaining regular cleaning schedules. Risk assessments for all areas of the environment and outings are thorough and regularly reviewed. Procedures for collecting the children at the end of sessions are thorough and effective. The setting is clean, inviting and well maintained.

The premises is spacious, bright, and well decorated. The large playroom provides interesting learning areas to promote all areas of children's development. Children's photographs and creations displayed around the setting gives them a sense of belonging and values their achievements. Leaders promote children's independence successfully. All resources are stored at child height allowing children to choose additional resources to those already set out. There is a large, suitably resourced outdoor area, which provides children with exciting learning and play opportunities. In addition, children also benefit from regular access to a patch at the local allotment to learn more about the natural environment by growing vegetables and fruit.

Leaders offer a good range of quality toys and resources to stimulate children's curiosity and interest. Children benefit from a suitable variety of reading materials. A good range of fiction and non-fiction books are available in the cosy book corner,

recipe books in the home corner and numerous bilingual posters are displayed in relevant play areas. An adequate selection of toys and equipment promote cultural awareness and diversity, including books, dolls and small world play figures. Toilets and nappy changing facilities are clean and comply with hygiene requirements. Children have access to child sized furniture, such as tables and chairs as well as other equipment to promote their physical development and independence skills successfully.

Leadership and management:

The leader takes an active role in the setting and promotes a positive and happy ethos, where the children are at the centre of decision-making. As a result, children experience a warm, caring and nurturing environment. Leaders work closely with practitioners throughout the day and have regular meetings. This ensures that all practitioners feel valued and are well informed about the needs of the children. They have created a positive team ethos and, as a result, practitioners feel well supported and are confident in approaching them with their concerns. Leaders work closely with the committee to ensure that the setting is fully supported in all aspects of the work. There is a clear statement of purpose that is an accurate representation of the setting. Effective policies and procedures ensure that the setting delivers consistent practices.

The leader makes purposeful use of advice from support partners such as the local authority's early years teacher, and accurately identifies the setting's strengths and areas for development. For example, they have identified correctly that practitioners need to further develop their use of the Welsh language to improve children's standards. Although the setting's improvement plan provides useful actions to help improve important areas of the provision, the implementation of the plan is still in its early stages and has not had an impact on children's standards, well-being and provision to date.

The setting has a suitable number of practitioners who have relevant and appropriate qualifications. The setting makes suitable use of supervision and appraisals. The leader, and all practitioners, value professional development opportunities and appropriate external training and other events are attended regularly. As a result, practitioners continue to update their professional knowledge of child development and are able to apply this to their practice effectively. This has a positive impact on children's learning. For example, practitioners have made important changes to the provision after learning about the benefits on child-centred practice and the development of schemas to help children understand the world around them.

The setting makes good use of the funding it receives. Leaders ensure sufficient good quality resources that enhance the provision for all learners. For example, the purchase of a woodwork bench supports children's physical development well.

Leaders support the children in developing a strong sense of belonging through links with the local community. For example, they arrange visits to the local shops and invite members of the emergency services to visit the setting to support children's learning. Leaders have established good communication links with parents and carers and work with them to identify the needs and preferences of the child before they begin at the setting. Practitioners communicate well with parents verbally via doorstep conversation, which has fostered positive relationships between the setting

and home. Parents greatly value this communication and appreciate the practitioners' willingness to speak to them regularly.

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)