Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Archway Court Day Nursery

Archway Court Nursery
109 Caerleon Rd
Newport
NP19 7BZ

Date of inspection: November 2022

by

Care Inspectorate Wales (CIW)

and

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

About Archway Court Day Nursery

Name of setting	Archway Court Day Nursery
Category of care provided	Full day care
Registered person(s)	Geoffrey Jones Gillian Jones
Responsible individual (if applicable)	N/A
Person in charge	Chloe Yates
Number of places	80
Age range of children	Birth – 12 years
Number of 3 and 4 year old children	
Number of children who receive funding for early education	33
Opening days / times	Monday – Friday 08:00 – 18:00
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	28.10.2019
Date of previous Estyn inspection	November 2014
Dates of this inspection visit(s)	15/11/2022
Very few children have prior experience of the Welsh language.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that children are only offered milk or water as per the food, drinks and healthy eating policy

R2 Ensure that transitions between routines are streamlined and more time efficient

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to the impact of children's voice on planning, for dissemination on their websites.

Main findings

Well-being:

Nearly all children arrive feeling happy, excited and ready to play. They engage in activities and interact well with practitioners and visitors. Most children are confident in expressing their feelings and making decisions when choosing resources and activities. For example, a child in the toddler room chose to explore the seasonal tray. Nearly all children are content and express their enjoyment through smiles and laughter. Most children interact confidently with each other and with practitioners. Most express themselves well and know that practitioners will consider their wishes. For example, in the baby room, a child chose which bib they wanted to wear for breakfast time.

Nearly all children are enthusiastic and active. They make decisions about their play and choose resources that are available to them. In the toddler room, children chose from a variety of herbs and spices to add to their playdough. They follow their interests and show imaginative skills. For example, a child in the pre-school room used a large tree branch to role play cleaning the windows.

Nearly all children have a strong voice at the setting. In the baby room, a child performed actions to a song and a member of staff started singing the song, to which the child smiled and laughed with joy. Children have a strong voice in the planning of activities and their likes, dislikes and interests are planned for in collaboration with them.

Nearly all children are beginning to form friendships that are important to them and show concern for each other. For example, a child in the pre-school room showed concern towards a friend *"You, ok? You sad?*" The child responded with "*No, I happy, want to play".*

Children have suitable opportunities for both free play and adult-led activities that are age appropriate. Children respond well to praise. For example, a child in the baby room clapped in response to positive comments. Children get a sense of pride and belonging from seeing the photographs and their artwork displayed around the nursery. Most children are developing their independence skills well. For example, older children choose and cut their own fruit at snack time. Most children are able to attend to their personal care skills appropriately, such as washing their hands independently.

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

Children make good progress from their starting points during their time at the setting. They show enjoyment and enthusiasm during their play and speak and listen well. For example, when they use dough to make models they talk about the plant on the table and discuss how being in the mud enables it to grow. Nearly all children enjoy sharing books and stories. They use books in their play, such as when looking at mini beasts on the light table and in the outdoors. They make purposeful choices about where they want to play and they use mark making tools to support their play

effectively. For example, they write shopping lists in the role play area, paint stones and write their names in the outdoors.

Nearly all children develop mathematical skills well. They use mathematical language in their play, such as identifying triangles, squares and circles when using dough and they discuss quantities when mixing ingredients to make their dough. Most children use numbers in their conversations. For example, when counting how many legs on bugs in the outdoors using magnifying glasses.

Children develop a strong interest and curiosity about their environment. They ask useful questions about their surroundings and enjoy conversations. For example, during a yoga session when the children were asked about bees, they started an engaging conversation about honey and bears. Nearly all children enjoy being physically active and enjoy using the outdoors, for example they run and climb when looking for things in the outdoor area. When serving themselves at snack time children develop a range of useful skills, such as recognising their name, using pincers to pick up food, and pouring their own drink.

Most children develop independent skills well. For example, putting on their own coats and using hammers to knock nails into wood. They confidently choose where they want to play and handle resources appropriately, such as making pretend cups of tea in the role play area and exploring colour and shape at the light table.

Nearly all children develop Welsh skills systematically, naming colours and confidently using words during their play. They discuss their feelings using songs and phrases and learn about their local community through well considered visits. For example, following a visit to the post office they learned how parcels and letters are delivered.

Care and development:

Practitioners have a sound understanding of how to keep children safe and healthy. They follow robust policies and procedures to ensure children's health and safety and have a good understanding of their roles and responsibilities. Rigorous cleaning routines are followed with childcare rooms and resources being cleaned daily by staff. Practitioners plan opportunities for children to access physical play regularly, which improves their health and well-being. For example, children have daily access to the outdoor play areas. Children are provided with healthy breakfast, snack and lunch, with milk or water given as an option to drink. However, not all children are encouraged to choose these options and instead choose to drink squash from drinking bottles, which is provided from home.

Practitioners understand their responsibilities to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have attended mandatory safeguarding training and hold the relevant first aid qualifications. Practitioners provide good quality care for children. The setting has an effective behaviour policy, which is implemented well across the nursery. Practitioners praise good behaviour and offer encouragement when children try to do things for themselves. They ensure that children move from one area to another safely. However, these changeovers are not always time effective, and

children spend an extended amount of time lining up to go to the next routine. For example, children line up at the gate to wash their hands; they then line up to wait for a space at the sink and line up again before being seated for their lunch.

All practitioners know the children well and have a clear understanding of their individual needs, abilities and likes and dislikes. They provide a nurturing and caring environment where the needs of the children come first. Practitioners utilise information provided by parents in an 'All About Me' document which is completed before children start at the setting to plan how to care for each child effectively. They carry out regular observations of children's play and learning, which provides them with information about how they are developing and to inform the next steps in their learning and development. The setting's Additional Learning Needs Co-ordinator (ALNCo) ensures that effective procedures are followed when supporting children with identified and emerging additional learning needs. The ALNCo has developed strong working relationships with specialist agencies, such as the Additional Learning Needs Teacher, from the local authority. Practitioners act diligently on the advice of specialist agencies alongside information they receive from parents for the benefit of the children.

Practitioners use a good amount of incidental Welsh. For example, they encourage children to name colours in Welsh and consistently praise children in Welsh. Practitioners provide good opportunities for children to learn and develop an understanding of being Welsh and the wider world. As a result, children learn to treat people of all cultures with respect and tolerance. For example, they celebrate the customs of Chinese New Year and Diwali, in addition to Christmas and learning the true meaning of Easter.

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

Practitioners plan a varied range of engaging and interesting learning activities that develop children's skills successfully. They use the children's interests to ensure that experiences build effectively on what the children learn. Practitioners address the diverse needs of all learners, such as learning about bugs by exploring books and hunting for them under logs in the outdoors. Practitioners support the children to develop independence and problem-solving skills well. For example, children use nails, wood, hammers and magnets to knock nails into wood.

The setting has a welcoming atmosphere where all feel valued and the children are confident and well supported. Practitioners know the children's needs and they develop their independence skills effectively. For example, they pour their own milk and cut up their fruit. Leaders and practitioners regularly discuss their planning and the way they are implementing the curriculum. Their observations of the children ensure that planning moves learning along effectively and that individuals are supported according to their needs. Practitioners use assessments to inform future experiences and to support the next steps in learning well. Parents are kept informed about the progress of their child throughout the year through valuable daily discussions, emails, social media and 'stay and play' opportunities.

The setting promotes opportunities to develop communication, ICT and numeracy skills well, for example talking about insects they see outdoors and in books, using

walkie talkies to talk to their friends and enjoying ‘family time’ to discuss feelings. Practitioners naturally ask the children to count, recognise numbers and shapes in their play.

Practitioners provide plenty of purposeful opportunities for children to develop their curiosity, for example learning about keeping the sea clean, creating a doctor’s surgery and making Diwali lamps. The planning and range of opportunities offered are a strength and practitioners have a strong understanding of how children learn and develop. They demonstrate this through their provision of high quality experiences, which encourage children to become curious explorers.

Practitioners develop children’s Welsh skills systematically. They use Welsh throughout sessions to encourage the children to sing, count and talk about feelings. They promote children’s awareness of their locality well, for example through visiting the local food bank and a home for the elderly.

Environment:

The premises are secure, and visitors cannot access the setting unless admitted by a staff member. All visitors sign in upon arrival and out on departure. Leaders implement robust systems to ensure children's safety. They practise fire drills regularly to ensure that children and staff are familiar with evacuation procedures. Practitioners demonstrate a good awareness of the relevant safety matters, such as the daily risk assessments of the indoor and outdoor environments. The premises are clean and well-maintained and practitioners have good hygiene procedures. For example, they wipe tables before food is served and wear the appropriate protective equipment such as disposable aprons and gloves. The toilets and nappy changing areas are clean and practitioners clean these areas at set times throughout the day. There are effective procedures to promote children’s privacy and dignity. The premises are welcoming, comfortable and warm, providing a stimulating environment for children to play and learn.

Practitioners promote children’s well-being and development by providing access to a good variety of toys and equipment, which captures children’s imagination, and develops a sense of awe and wonder. For example, outdoors, the water area invited children to experiment with bubbles and tubes to transport water from one water tub to a smaller one. The large outdoor area, which is divided into sections for each age range, is stimulating and encourages active learning. For example, children benefit from the use of bikes, trikes and scooters along with climbing frames, painting opportunities and sand play. All resources are clean and very well maintained. The area has been planned to enable children to develop physically, creatively and imaginatively. Children have access to child-sized furniture, such as tables as well as other equipment. These include low-level sand pits, painting easels and role play equipment, to promote their physical development and independence skills successfully. There is a good range of toys and equipment to promote cultural awareness, including books and photographs of cultural celebrations.

Leadership and management:

Leaders implement effective procedures to promote a positive and caring ethos where staff, children and families are supported well. The management team have a clear vision to provide an inclusive setting where all feel highly valued.

Leaders work closely with staff to ensure they are supported fully in all aspects of their work. For example, they focus spending on effective improvements that support learning. These include an interesting forest area, blocks and loose parts play. Leaders ensure that improvements focus clearly on children's development and progress in skills in accordance with the new curriculum. This enables staff to develop children's curiosity and skills in all areas.

Practitioners are well qualified and work as a strong team where they discuss the needs and interests of the children effectively. They support each other well and fulfil their roles and responsibilities skilfully. Attendance at training impacts their work well and practitioners discuss new ideas and make useful suggestions about positive learning experiences. For example, they use an approach to develop children's curiosity, which they have adapted effectively to suit the needs of the setting. Staff are developing their capacity to make detailed observations that support the implementation of Curriculum for Wales well and ensure that children's interests are addressed. Practitioners contribute to large planning displays that record how learning opportunities have been led by the children. This is a strength of the setting.

Links with parents are strong. The setting holds stay and play sessions and shares events such as Mother's Day afternoon tea and Father's Day picnic as well as parent and child sessions within the forest area. Parents receive regular updates including photographs of children playing. This creates a strong sense of family and parents greatly value the regular communication and daily contact.

Transition arrangements are well established, with systems in place that support children in their transition between different rooms, ensuring children settle quickly. Leaders ensure that arrangements for children to start school are well-established and include detailed reports and phone calls. This ensures that children are confident to move to the next stage of their education.

Overall, the setting makes good use of practitioners and resources to support children's well-being, learning and play effectively. Leaders make certain that the required numbers of suitably qualified practitioners are in place. They ensure that resources are accessible to the children, plentiful and of good quality.

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)

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