A report on

# Sennybridge Nursery

Sennybridge CP School
Defynnog Road
Sennybridge
Brecon
Powys
LD3 8RS

Date of inspection: September 2026

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh

## About Sennybridge Nursery

| | |
|---|---|
| Name of setting | Sennybridge Nursery |
| Category of care provided | Full day care |
| Registered or responsible individuals | Keri Harry |
| Number of places | 24 |
| Age range of children | 3-11 years old |
| Number of children who receive funding for early education | 7 |
| Opening days / times | Monday – Friday 9:15am – 5:30pm |
| Flying start service | No |
| Language of the setting | Bilingual |
| Welsh Language Active Offer | This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service. |
| Date of previous joint CIW and Estyn inspection | 24/09/2019 |
| Date of previous CIW only inspection (if applicable) | 24/09/2019 |
| Start date of the inspection | 22/09/2026 |
| Additional information | This report includes an evaluation of the learning of three or four-year-old children who do not receive funded education elsewhere. |

## Summary

| Theme | Judgement |
|---|---|
| **Well-being and Care** | **Good** |
| **Teaching, Learning, Play and Development** | **Good** |
| **Leadership and Management** | **Good** |

## Areas Identified for Improvement

No areas requiring priority action were identified during this inspection.

No areas for improvement were identified during this inspection.

## Recommendations

We have made three recommendations to help the setting to continue to improve

R1 Expand opportunities for children to develop awareness of different cultures

R2 Ensure that the safe recruitment policy for volunteers is up-to-date and effective

R3 Ensure that an appropriate number of practitioners complete a full paediatric first aid course

## What happens next

The setting will produce an action plan that shows how it will address the recommendations.

# Main findings

## Well-being and Care: Good

Practitioners provide a nurturing and caring environment. They welcome children warmly on arrival, which helps nearly all children to settle quickly. Practitioners interact with children sensitively and respecfully, getting down to the children's level when communicating with them. They follow the setting's procedures effectively when providing personal care and ensure that children are included and valued. For example, children's work and photographs of them with their families are displayed prominently within the nursery. Through this, children develop a strong sense of belonging within the setting.

Practitioners respond well to children's needs and interests. This enables nearly all children to guide their play and experiences effectively. They make confident choices about their daily activities and engage enthusiastically at their own pace. Practitioners create an environment where children have the confidence to express their opinion and contribute ideas. They listen to children and value their views. For example, following feedback from children at the after-school club, torches were provided to support their wish to spend more time outdoors when it gets dark earlier.

Practitioners support children to develop sound social skills. They talk to the children tenderly and purposefully. They use effective methods to promote positive behaviour, by praising their efforts regularly. As a result, many children foster supportive relationships and are keen to include others in their play. They work well together and interact effectively with each other. For example, they take turns and work together successfully when filling a truck with soil in the garden.

Practitioners know the children well and support their well-being purposefully. They gather comprehensive information before children start attending the setting and communicate with parents regularly and effectively. This enables practitioners to meet children's preferences, health needs and dietary requirements successfully. When additional support is needed, practitioners follow clear and effective procedures to ensure that children and their families have timely access to relevant advice and services. As a result, children's individual needs are supported effectively, contributing positively to their well-being and development.

## Teaching, Learning, Play and Development: Good

Most children engage fully in their play and learning in a happy and inclusive atmosphere. Practitioners provide a rich and beneficial environment and experiences and most children develop as confident and independent individuals who develop the confidence to make decisions for themselves. Leaders work closely and beneficially with practitioners to ensure that the learning environment promotes wonder and respect among the children. In the outdoor area, there are interesting opportunities for children to enjoy searching the soil for different insects. A notable example of this is when they use magnifying glasses to scrutinise different insects carefully, such as snails, slugs and worms. They marvel at the sticky trails where the creatures have travelled along their hands.

Across the learning and play areas, most children develop their physical skills effectively, developing strength and balance as they travel along equipment and climb independently. They use equipment such as scissors, glue and paint to create colourful and original patterns and paintings.

Practitioners use the Welsh language regularly with the children and this develops children's understanding and confidence to begin using the language successfully. Most respond well to the practitioners' consistent guidance, for example when counting to ten and holding hands in a large circle. Practitioners use consistent language patterns with the children and this facilitates the progress of learning the Welsh language naturally during play.

Most children enjoy accessing books to tell a story, or listening to puppets tell a story during group story time. Many children enjoy making marks confidently across different areas of provision.

### Spotlight: Celebrating children's creativity as they make marks

Practitioners provide regular opportunities for children to develop their mark making skills. Across all areas of provision, there is equipment available to the children to make marks and pictures to express their ideas and creativity. For example, after searching for insects in the setting's garden, children were keen to create pictures and write about the spiders they have been looking at with magnifying glasses. This work develops children's fine motor skills successfully. Practitioners also record original stories that the children create orally. The setting places an emphasis on celebrating children's successes and celebrating children's stories is a large part of this. This work promotes enjoyment in reading and develops children's early writing skills sucessfully.

As a result of the varied provision available to them, many children's mathematical and digital skills develop well. Practitioners teach skills directly, which builds children's

confidence to access resources independently during play. For example, they look with the child at the digits changing as more dough fruits are placed on a digital scale.

Practitioners have a good understanding of how children learn and develop. They provide resources, toys and activities that promote learning effectively. They play alongside the children, encouraging and questioning them skilfully. They monitor and evaluate children's progress effectively, by working well together as a team and responding beneficially to children's individual needs. They have a sound knowledge of children's interests and strengths. They adapt resources and teaching methods to ensure that all individuals receive support and are challenged to stretch to develop their different skills.

Leaderds have established beneficial systems to record children's progress in their different skills. Practitioners keep concise notes to create a record of significant progress. This allows the whole team to be aware of different children's progress and the most effective means to support them with their skills. For example, they use more advanced language with a more confident child, while focusing on using core vocabulary with another child.

Practitioners promote children's moral, social and cultural development appropriately. Good attention is given to differences within families and celebrating diversity. However, provision to develop children's awareness of different cultures has not yet been developed in full. There are beneficial opportunities for children to learn about their area and about Wales. Leaders work successfully with the local school, by taking part in events and celebrations. There are opportunities for children to take part in activities such as Dydd Miwsig Cymru (Welsh Language Music Day) and community events. Members of the community, such as the police, come to the setting so that the children can enjoy learning about people who help them.

## Leadership and Management: Good

The setting's leaders have a clear and robust vision for the provision. They set firm and challenging expectations for practitioners, who work together conscientiously for the benefit of the children. Their vision is based on ensuring high quality provision, where the Welsh language is at the heart of all their work. They operate effectively to ensure that the children in their care are happy, confident and make sound progress in their skills. The statement of purpose is a comprehensive document which provides a clear outline of the work of the provision.

Leaders have established thorough procedures for evaluating provision. This includes seeking the views of parents and carers, practitioners and the children themselves. They give full consideration to the guidance received from partners, such as local authority officers, along with professional development experiences such as visits to nearby

provision. They evaluate the effect of their work on children's learning experiences and well-being.

Leaders work beneficially with a good range of partners. They have a close and constructive relationship with the children's parents and carers. This is highlighted through the regular contact between them and the home. Leaders engage regularly with a range of departments within the local authority to ensure effective support for children, so that they gain confidence and make progress in their skills.

Leaders check the suitability of practitioners, ensuring that they have the appropriate skills, experience and qualifications to undertake their roles. However, they do not review the volunteer policy regularly, nor do they ensure that all volunteers have completed the mandatory training. In general, they ensure that practitioners understand their roles and responsibilities clearly and implement the setting's policies and procedures consistently. Leaders communicate effectively and provide appropriate support and guidance which supports practitioners' wellbeing and professional development. As a result, skilful and enthusiastic practitioners provide children with effective care and learning experiences. Although practitioners have completed first aid training, leaders have not ensured that the required number of practitioners at the after-school club have completed a full paediatric first aid course.

Practitioners have established a strong culture of safeguarding and ensure that practitioners have been trained appropriately and understand their safeguarding responsibilities. As a result, practitioners are confident in implementing safeguarding procedures, helping to keep children safe. The setting's arrangements for safeguarding meet requirements and are not a cause for concern.

Leaders ensure a safe, clean and suitable environment by implementing robust risk management processes. They use the building and the outdoor area effectively and provide good quality resources for children. As a result, children play, learn and develop their independence in a safe and supportive environment.

## 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 |

**This document has been translated by Trosol (Welsh to English).**

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