



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales



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

**A report on**

**Osborne Children's Nursery  
Quantock Drive  
Newport  
NP19 9DF**

**Date of inspection: November 2015**

**by**

**Care and Social Services Inspectorate Wales (CSSIW)**

**and**

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

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
<b>Adequate</b>	Strengths outweigh areas for improvement and/or examples of non-compliance
<b>Poor</b>	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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**Publication date: 15/01/2016**

## About the setting

Name of setting	Osborne Children's Nursery
Category of care provided	Full day care
Registered Person(s)	Caroline Lawrence/Jane Welsher
Responsible Individual (if applicable)	Not applicable
Person in charge	Karen Smith
Number of places	31
Age range of children	0 to 4 years old
Number of children funded for education	11
Opening days / times	Monday to Friday, 8.00am to 6.00pm (7.30am by appointment)
Language of the setting	English
Date of previous CSSIW inspection	December 2014
Date of previous Estyn inspection	January 2012
Dates of this inspection visit(s):	10 and 11 November 2015
<p><b>Additional Information</b></p> <p>Most children speak English as their home language. A very few children speak English as an additional language. No children come from homes where either parent speaks Welsh. At the time of the inspection, there were no children with additional learning needs attending the setting. The accommodation includes a baby room, a quiet room, a messy play area and two playrooms, one for younger and the other for older children.</p> <p>There are nine members of staff, including the person in charge and her deputy. The person in charge has been in post since 1993.</p>	

## Report Summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Adequate
Teaching and assessment	Good
Environment	Adequate
Leadership and management	Adequate

### Non-compliance

**We notified the provider that the service was not compliant with the following regulations, which must be addressed:**

- 6(3)(b)(ii)(aa) This is because the Registered Persons do not have Disclosure and Barring Service (DBS) certificates that are less than three years old, counter signed by Welsh Ministers.
- 8(3)(a) This is because the person in charge does not have a Disclosure and Barring Service (DBS) certificate that is less than three years old, counter signed by Welsh Ministers.
- CSSIW has not issued a non-compliance notice on this occasion because the registered persons and person in charge have current enhanced DBS certificates, but these have not been counter signed by Welsh ministers as required in regulation and the setting has acted promptly to address this.

## Recommendations

- R1 Ensure that the provision fully meets the developmental needs of all children and promotes their independence
- R2 Provide children with good opportunities to take responsibility and develop their self-help skills such as at snack time
- R3 Ensure that all risk assessments are fit for purpose and reviewed regularly
- R4 Implement the key worker system to comply with national minimum standards
- R5 Address the health and safety issues identified during the inspection
- R6 Ensure that self-evaluation takes account of the outcomes for children of all ages

### **What happens next?**

The setting will draw up a post-inspection action plan that shows how it is going to address the recommendations. CSSIW and Estyn will monitor the setting's progress.

<b>Main findings</b>
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<b>Wellbeing</b>
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Good
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Nearly all children communicate their needs appropriately and know that an adult will listen and respond to them. Across the setting, many children make suitable choices and decisions, in line with their age and stage of development.

Nearly all children cope well with separation from their parents and settle quickly into the daily routine. Across the setting, children form positive attachments with the practitioners, who know the children very well. As a result, they are secure and relaxed and generally participate happily in the activities provided. Nearly all children are comfortable in each other's company. They engage with each other appropriately for their age and stage of development.

Most children behave well in the setting. They co-operate with each other as they play, such as when they share toys in the home corner. Most children follow the setting's routine well with appropriate support from adults. Nearly all sustain their concentration effectively on tasks that interest them, such as playing with the blocks. They take good care of equipment such as beaters and drums, and put them away carefully when asked.

Most children engage well and show interest in the activities provided for them. For example, nearly all older children enjoy beating the drums while singing their firework song softly and loudly. Most children persevere well, such as when trying to put gloves on in the outdoor area. They sustain interest in group tasks and individually motivated activities for appropriate periods. However, a few children occasionally lose interest in activities that are not sufficiently stimulating, such as at snack time. Many children are eager to talk about what they are doing and show satisfaction when they achieve their aim, such as screwing a wooden nut onto a bolt.

Almost all children develop a good range of skills to prepare them for independence. For example, most children in both playrooms were able to wash their own hands after using the toilet. However, children do not develop their self-help skills as effectively, especially at snack and lunch times.

<b>Learning (only applies to funded children)</b>
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Good
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Nearly all children make good progress in their learning in the Foundation Phase. They develop worthwhile speaking and listening skills, communicating well with each other and with adults using appropriate vocabulary. For example, they name tools on a tool belt correctly and mini beasts in the outdoor area. Many older children recognise the initial sounds of their names and form marks and letters with increasing control, such as when they write their names.

Most children develop their numeracy skills appropriately for their age and stage of development. They count accurately up to at least five in a range of different contexts, and recognise and name shapes confidently.

Most children's problem solving and thinking skills develop well, such as when they learn to use a digital camera. They develop worthwhile personal, social and emotional skills, enabling them to join in well with group activities, and share and take turns appropriately.

Nearly all children make good progress with their Welsh language skills from their starting point. They join in Welsh songs and rhymes enthusiastically, use simple words and greetings, and count reliably to at least three.

Most children enjoy physical activities, such as marching to the beat of drums and jumping between the rungs of a ladder in the outdoor area. They manipulate small toys, and hold pens and chalk with growing skill and confidence showing good co-ordination.

<b>Care and development</b>	<b>Adequate</b>
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The setting's arrangements for safeguarding children meet regulations but give some cause for concern. Practitioners have a secure knowledge of the principles of safeguarding children and this underpins their practice effectively. Although appropriate procedures and policies are in place, only a minority of practitioners have received recent training to ensure that they are fully aware of the most up-to-date practice.

The setting ensures that an appropriate number of practitioners have basic first aid training. They can recognise if medical intervention is required and administer medication according to the setting's policy. The setting provides many worthwhile opportunities for children to access fresh air and physical exercise regularly and the cook prepares a varied menu of nutritious meals and snacks that children enjoy. Children know that they need to keep their hands clean to get rid of germs. However, practitioners do not support children to develop good hygiene skills consistently, such as ensuring that children always wash their hands before eating. All practitioners have a high regard for children's safety and promote this effectively. For example, a recent topic helped older children to learn usefully about staying safe on bonfire night.

The setting has a clear behaviour policy that practitioners apply consistently. They take a positive approach to managing children's behaviour, making effective use of praise and encouragement. Practitioners are sensitive to the needs of individual children and use strategies flexibly to meet their needs.

All practitioners know the children well. They are very warm and caring towards the children, providing nurturing and responsive care. They have a good understanding of child development and all staff contribute to useful developmental records. These enable practitioners to track children's progress effectively and provide additional support where necessary. However, the setting does not operate their key worker system consistently.

Practitioners working with older children promote children's development well in line with good Foundation Phase principles. However, opportunities for younger children to make choices and follow their own interests are more limited. For example, they

do not have regular, independent access to the messy play equipment. Practitioners provide for children's social development well at meal times, sitting with the children and helping them to develop good table manners and co-ordination when eating. However, they are less successful at developing children's self-help and independence skills at snack time. Practitioners promote equality and diversity effectively through interesting activities, including celebrating different cultural festivals such as Diwali. Overall, practitioners treat children with dignity and respect. However, on one occasion during the inspection, practitioners did not take sufficient account of children's right to privacy.

The setting has good procedures to support children with additional learning needs. They are pro-active in identifying children's needs and work well with parents to support children's development. They provide worthwhile support for children with behavioural and language difficulties using consistent and well thought out approaches. Practitioners work closely with the local authority and health professionals as appropriate, making good use of advice.

<b>Teaching and assessment (only applies to funded children)</b>	Good
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Practitioners plan a wide range of interesting and stimulating activities across the Foundation Phase areas of learning. These successfully engage nearly all of the children most of the time. There is a strong focus in the planning on developing children's literacy and numeracy skills and practitioners provide many worthwhile opportunities for children to practise these skills throughout the different areas in the setting. Practitioners make good use of Foundation Phase guidance and their observations and assessments to ensure that nearly all children build on their knowledge and understanding effectively over time.

Practitioners support children well as they learn to build relationships with each other. They provide many useful opportunities for them to learn to respect people from different cultural backgrounds, such as through sharing good quality books and enjoying interesting celebrations. The outdoor learning environment provides children with good opportunities to explore and experiment with different materials and resources. Good quality questioning encourages children to think and solve problems for themselves.

The setting plans well to support children's spiritual, moral, and cultural development. For example, children develop a sense of awe and wonder about the world in which they live when they search for mini-beasts. They promote good social skills by teaching children to understand simple rules of behaviour and encouraging them to share and co-operate with one another. Practitioners give children suitable opportunities to develop self-help skills such as putting on outdoor clothing themselves. However, opportunities for children to take on appropriate responsibilities are more limited. Children have many useful opportunities to learn about sustainable living, for example by using recycled materials and switching lights off when they leave a room.

Planning to promote Welsh language development is good. Practitioners use every day Welsh regularly and encourage children to count in Welsh and use simple words, greetings, songs and rhymes. Children have useful opportunities to develop awareness of their Welsh culture, such as when they learn Welsh nursery rhymes to celebrate St David's Day.



Foundation Phase practitioners have good, up-to-date knowledge of child development and respond well to children's individual learning needs. The lead practitioner has a thorough understanding of providing opportunities for children to learn through play and active involvement. She plans effectively for this, providing a stimulating learning environment indoors and outside. Practitioners are good language role models and use opportunities in play to support children's language development well. Practitioners celebrate children's individual work in attractive displays. However, there is an over-emphasis on the quality of the end product, where the activity is linked to celebrations such as Christmas, and this limits children's opportunities to express themselves creatively.

Practitioners observe and assess children regularly and comprehensively as part of their daily work. They keep helpful records of children's progress and complete a thorough termly review that identifies appropriate next steps for individuals and groups of children. The setting completes profiles for each child, providing a useful record of their development. The nursery shares learning with parents effectively, for example using regular newsletters to explain the focus for the next six weeks' work, and thus enabling parents to support their children effectively at home.

<b>Environment</b>	Adequate
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The premises are secure and safe. Appropriate policies and safety procedures are in place, and managers carry out regular checks, for example to ensure that fridge and water temperatures are correct. Managers have effective systems to ensure that building and systems maintenance is undertaken regularly. However, the setting's risk assessment procedures are not sufficiently robust to ensure that all risks to the health and safety of children are identified and addressed appropriately.

All children are well cared for in a comfortable and stimulating environment. Rooms are warm and welcoming, and displays include an interesting range of examples of children's art, enhancing their self-esteem and sense of belonging. The baby room is clean and well furnished, with wooden tables and chairs, and good quality equipment, meeting the needs of the youngest children effectively. The pre-school room is well resourced and set up to support older children's developing independent skills. A messy play area provides good opportunities for older children to explore and experiment with a good range of different materials. However, there are fewer resources for younger children to play with and choose for themselves. Toilet facilities and hand basins are easy for children to use and older children access these independently.

The setting has successfully developed very attractive and stimulating outdoor areas that children access regularly. Children enjoy the outdoor provision, and the good quality equipment provided supports their learning well. For example, the setting has recently developed a forest area where younger children enjoy hunting for toy animals. The setting has many resources that promote children's cultural awareness well, including interesting books and displays.

<b>Leadership and management</b>	Adequate
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The person in charge and the setting's proprietors share a clear sense of purpose, which has led to sustained improvements and positive outcomes, particularly for older children. They have a strong vision to provide good quality care within a warm family environment. They communicate their vision well and work effectively together towards achieving this. For example, the person in charge regularly monitors standards of teaching and learning, supporting and challenging practitioners to do their best. This leads to a consistent approach throughout the setting to issues such as positive behaviour management and outdoor play, and contributes effectively to children's wellbeing and to the standards of learning in the pre-school. Managers share the setting's statement of purpose and policies effectively with practitioners and parents, keeping them generally well informed. However, managers do not have effective systems in place to ensure that the setting fully complies with all CSSIW regulations and meets all minimum standards. For example, the setting does not operate its key worker system consistently.

The setting's procedures for identifying strengths and areas for improvement in its educational provision are developing well, and reflect a strong commitment to improving quality. However, the setting's arrangements for identifying strengths and areas for improvement in other areas are less well developed.

The person in charge shares information effectively both formally and informally, leading to continuous improvements as well as developing appropriate improvement plans. The most recent plan includes clear targets and useful success criteria. Managers monitor progress carefully and regularly, and as a result new approaches develop well, particularly supporting older children. Audits of the outdoor area have led to significant improvements in learning opportunities for all children. The setting acts promptly on suggestions for change from parents, such as displaying menus on the front door. Practitioners share suggestions informally on a regular basis.

All practitioners have clearly defined roles and responsibilities. They work well together as a team. The setting employs sufficient practitioners with relevant and appropriate qualifications and experience of working with young children. Practitioners review their work in a useful annual appraisal. This gives them a worthwhile opportunity to reflect on their practice and identify training needs. Practitioners regularly discuss their work with managers informally, although there is no formal process for one-to-one supervision, as required by CSSIW regulations. Managers are thoroughly committed to safe recruitment of staff. However, systems to manage staff files are not sufficiently robust and they do not contain all of the required documents. The setting plans carefully for short and long-term staff absences. This minimises the impact of staff changes on children's care effectively.

The setting benefits from a rich range of partnerships that support children's wellbeing and standards well. Parents value opportunities for them to become involved in the life of the setting, such as seasonal fetes. Practitioners actively involve parents in decisions regarding their child's care and engage parents in providing activities to support their child's development well. The setting makes good use of support from professional organisations and the local authority to support continuous improvement and individual children's learning needs. There are strong

links with the community, with regular visitors to the setting such as from the fire department and representatives of a local supermarket, helping children to learn about the world around them. The close relationship with the adjacent care-home helps to promote children's personal development very effectively. A long-standing link with an orphanage in Bethlehem gives children very valuable opportunities for their social, spiritual and moral development.

## Appendix 1

### Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

## Appendix 2

### Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites ( [www.estyn.gov.wales](http://www.estyn.gov.wales)) ([www.cssiw.org.uk](http://www.cssiw.org.uk))

## Appendix 3

### Glossary

<b>Additional learning needs (ALN)</b>	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons
<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"><li>• personal and social development, wellbeing and cultural diversity</li><li>• language, literacy and communications skills</li><li>• mathematical development</li><li>• Welsh language development</li><li>• knowledge and understanding of the world</li><li>• physical development</li><li>• creative development</li></ul>
<b>Care Council for Wales</b>	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales
<b>Foundation Phase</b>	The statutory curriculum for all three to seven year olds in Wales, in both maintained schools and non-maintained settings.
<b>Flying Start</b>	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
<b>Funded non-maintained settings</b>	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
<b>Key person or key worker system</b>	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

<b>Leaders</b>	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> <li>• Registered person - the person who is registered by CSSIW to provide the service. This may be an individual or an organisation</li> <li>• Responsible individual - where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf</li> <li>• Person in charge - the individual appointed by the registered person to be in full day-to-day charge of the service</li> </ul>
<b>Practitioners</b>	All persons working directly with children in a setting.
<b>Safeguarding</b>	Statutory duty to keep children safe and promote their wellbeing.