



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

A report on

**MLA Nursery LTD t/a Brookfield Day Nursery
Brookfield Day Nursery
Garthmyl
Montgomery
Powys
SY15 6RS**

Date of inspection: November 2019

by

Care Inspectorate Wales (CIW)

and

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

About MLA Nursery LTD t/a Brookfield Day Nursery

Name of setting	MLA Nursery LTD t/a Brookfield Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Mary Langford Archer
Person in charge	Honi Trow
Number of places	82
Age range of children	0-8 years
Number of children funded for up to two terms	Not applicable
Number of children funded for up to five terms	52
Opening days / times	7:30am-6:15pm
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 people / children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	Not applicable
Date of previous Estyn inspection	01/10/2011
Dates of this inspection visit(s)	12/11/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that realistic boundaries are set across the setting and that staff implement them effectively

R2 Ensure that all children receive the same level of provision throughout the setting

What happens next

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

Main findings

Wellbeing: Good

Nearly all children develop a high level of wellbeing in the setting. They make good progress in developing their personal and social skills, and on the whole show enjoyment in their play and learning.

Nearly all children separate from their parents happily. They choose confidently from the range of familiar activities available at the start of the session, and settle to concentrate on these quickly and easily. They feel safe and relaxed in the environment, and invite others into their play experiences cheerfully.

Most children move freely around the setting and choose from the range of activities and resources indoors and outdoors, independently and competently. They express themselves confidently using speech and gesture. They know that practitioners value interactions with them and they will respond appropriately. They share their interests effectively and these feed into the setting's themes and topics appropriately.

Nearly all children explore the environment enthusiastically. They take appropriate, measured risks confidently and develop their resilience extremely well, such as when they climb on tyres, making bridges between the two and exploring the extensive outdoor provision. This is an especially strong feature of the setting's provision. Most children concentrate and persevere well. For example, they thoroughly enjoyed playing with water outdoors and a group of children spent considerable time making food for their peers while one child was engrossed in playing with the straw.

Most children interact well together and are developing friendships. For example, a group of children enjoyed making food for each other taking it in turns to add and mix the ingredients. They respond when prompted to say 'please' and 'thank you' during snack time. Most children respect the setting's resources and use them appropriately. However, they are not always fully clear of what is expected of them. Nearly all children are developing their independence and personal skills well. For example, they wash and dry their hands without support and many put their coats on confidently. Overall, children develop independence skills well during snack time.

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

Most children make good progress from their starting points, particularly in the development of their early reading and physical skills. They show high levels of engagement, confidence and enjoyment in their play and learning.

Most children develop strong communication and literacy skills. They listen attentively, and many speak clearly with confidence. For example, they chat happily about hedgehogs going to sleep, or the house they have made for the tyrannosaurus rex. Many children join in with songs and rhymes and a minority enjoy performing on a small stage for friends. Many choose to look at books independently. They share stories with a practitioner or friends enthusiastically. A majority of children know that the front cover tells you what the book is about and most handle books as readers,

such as when they hold the book the right way up and turn pages carefully. Most children enjoy mark making with a range of equipment and many are beginning to develop an understanding of writing for a purpose. For example, they attempt to sign their name on a register as they arrive each day.

Most children develop their numeracy skills well. They say numbers in order to at least ten and a few children can identify which number comes after 12. Many count objects accurately to ten and are beginning to recognise a few number digits up to five. For example, they name numbers as they arrange conkers on a number line. A minority of children make good use of mathematical vocabulary. They count and compare the number of toy animals in boxes and identify which one has more.

Nearly all children's physical skills are developing well. They negotiate space when riding on balance bikes successfully and jump confidently into large puddles. A few children set themselves very challenging tasks as they attempt to jump from one log to another or try to run up a wet grassy slope. They use a range of tools to develop their fine motor skills, such as spoons, tongs and brushes effectively.

Most children develop their imagination and creative skills through activities such as painting, dancing and playing simple instruments successfully. Many children show curiosity and explore confidently. For example, they experiment as they mix powder paint with water to create a range of colours and go on to try out their paint on large cotton sheets that hang in the outdoor area. Many children are beginning to develop their thinking skills effectively. They persist and try different approaches, such as when they try to get toy cars out of a large cone or cut a carrot with a table knife.

Most children use information and communication technology (ICT) effectively during free-play activities. They operate switches and buttons purposefully, such as when they listen to recorded messages, in English and Welsh, that ask them how they are feeling today. Most children take photographs of themselves and their friends using a digital camera with little support.

During their time at the setting, most children develop their Welsh language skills effectively in relation to their starting points. They respond to a range of Welsh words and phrases positively. Most children join in with simple Welsh songs and use a few Welsh words with encouragement from practitioners.

Care and development: Good

Practitioners have a robust understanding of the setting's safeguarding policy and are fully aware of procedures to follow if they have concerns. They use the purposeful range of policies and procedures to create and support a safe environment for children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners encourage a healthy lifestyle. They provide children with nutritionally balanced snacks and drinks and promote oral health well. Practitioners provide children with regular opportunities for physical exercise in the outdoor area successfully.

All practitioners have completed first aid training and know how to deal with accidents effectively. Practitioners follow the setting's procedures for administering medication consistently and complete records effectively. They practise good hygiene procedures, such as wearing protective clothing during nappy changing and snack time, hand washing, table wiping and continuous cleaning throughout the day.

Nearly all practitioners manage interactions with children well. They promote positive behaviour well through a consistent and kind approach and act as positive role models, treating all children respectfully. They follow the behaviour management policy, but do not always set realistic and clear boundaries for the children. For example, they do not intervene when a minority of children run around and shout loudly when playing indoors. As a result, on a few occasions, children's behaviour is disruptive and disturbs the play and learning of others. Nearly all practitioners acknowledge children's efforts and accomplishments and use praise effectively to promote children's self-esteem and confidence. For example, when praising children for tidying up before group time, children responded well to getting a high five from the practitioners.

Overall, practitioners meet children's individual needs and preferences well. They respond to children's ideas and interests in a caring manner, and involve themselves enthusiastically in children's play and learning. Nearly all practitioners are approachable and show sensitivity to the needs of individuals. They deliver care in a nurturing manner and offer cuddles and reassurance when needed.

Nearly all practitioners strive to understand each child's individual routine and preferences. The setting has worthwhile systems to support children with additional needs, and practitioners work closely with key agencies and parents for the benefit of the child.

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

Practitioners plan a successful range of learning experiences indoors and outdoors that engage nearly all children and meet their needs effectively. They use open ended, natural and recycled resources well to develop children's skills across all areas of learning, including children's thinking and creative skills.

Practitioners promote children's moral, spiritual and cultural development successfully. For example, they foster a sense of awe and wonder effectively when they encourage children to observe and take care of the snails and worms they find in the garden. Practitioners provide beneficial opportunities for children to experience music and art from around the world, such as when they listen to opera and look at the paintings of Leonardo da Vinci.

Practitioners provide a range of opportunities for children to develop their numeracy, ICT, communication and literacy skills effectively. They use resources imaginatively, such as when they use a hose pipe to see who can make the 'biggest' puddle or provide a collection of conkers to sort and count. They nurture a love of books and promote children's early reading skills successfully. For example, practitioners model reading throughout the session and provide an inviting reading area with a beneficial selection of books, cosy armchair, cushions and throws.

Throughout the environment, there are useful opportunities for children to develop their physical skills including using tongs, spoons and padlocks. The outdoor area provides particularly effective opportunities for developing co-ordination and confidence, such as swinging from tree branches, crawling through tunnels or jumping into the mud river.

Many practitioners model Welsh language effectively through singing songs and using simple words and phrases during registration and throughout the session. Children have appropriate opportunities to learn about their Welsh heritage. For example, they wear traditional dress and make leek and potato soup as part of their St David's Day celebrations.

Overall, practitioners support children to develop their personal and social skills successfully. For example, they encourage children to work together and take turns as they play on a computer or share a cushion with a friend. Practitioners support children to make choices, explore, and develop their confidence effectively. However, they do not set appropriate boundaries for children consistently.

Nearly all practitioners have a good understanding of foundation phase practice. They explain things clearly, model activities and question children effectively. They combine focused tasks with children's free play successfully. As a result, children generally sustain interest in tasks and enjoy periods of uninterrupted learning.

There are effective arrangements for tracking children's progress and planning their next steps in learning. Practitioners observe children carefully to identify their strengths and areas for development. They use this information well to identify and address areas where children may need extra support. The setting keeps parents and carers very well informed about their child's progress across the foundation phase areas of learning, for example through regular emails, meetings and informal discussions.

Environment: Good

Children are cared for well in premises with nominated areas for babies, toddlers and pre-school children. The layout of the premises promotes children's independence successfully and encourages them to learn and develop. Leaders ensure that the accommodation is very safe and secure. Risk assessments are thorough and undertaken for both the indoor and outdoor learning environment. These are reviewed and updated often. Fire equipment is tested and emergency evacuation procedures are completed regularly. Practitioners implement good safety precautions, such as locking doors and providing covers for radiators. Safety measures are embedded into the daily routines and help to ensure the smooth running of the setting.

On the whole, leaders provide an extremely welcoming, child centred and rich environment that supports children to play and learn successfully. However, the provision in the toddler room is not as well planned and equipped as provision in the rest of the setting. Also, the lack of free access to mark making opportunities and craft activities was apparent for the baby room through to the two plus room. The outdoor space is exceptional and offers all children a wealth of experiences, play and learning opportunities. Children thoroughly enjoy and benefit immensely from playing outdoors on slides, playing in mud kitchens, water play, climbing and in the play houses.

Leaders organise the play and learning environment to support children's independence effectively. For example, all furniture is of appropriate size and height and the low-level storage enables children to identify and choose toys and resources easily. Toilets and hand-washing facilities are age-appropriate and easily accessible.

There is a good range of toys and equipment to promote cultural awareness, including books, dolls and dressing up clothes. The outdoor learning environment is extensive as there are covered areas and play resources for the various age ranges including soft play for the babies. Recycled materials and natural items such as twigs and leaves are available for children to enjoy playing with. Nearly all resources indoors and outdoors are clean, well maintained and fit for purpose.

Leadership and management: Good

Leaders have five carefully considered values as a vision for the setting that they share with the children successfully. They focus on providing a natural, multi-sensory environment, which develops children's imagination and builds on their confidence and skills. There is a strong commitment to teamwork and all practitioners feel valued. Leaders share a range of appropriate policies to support the organisation of the setting suitably. However, they do not ensure that all are implemented consistently. As a result, practitioners do not follow a few procedures effectively, such as those set out in the behaviour policy. Leaders follow safe recruitment processes for all staff and the setting provides the required numbers of suitably qualified practitioners consistently. There is an up-to-date statement of purpose that ensures parents can make an informed choice about using the setting.

Arrangements for identifying strengths and areas for improvement are successful and all practitioners are committed to improving quality. The setting makes beneficial use of information from a range of sources to inform the self-evaluation process. Leaders prioritise areas for improvement well and ensure that targets focus on improving outcomes for children. Room leaders consult their teams effectively to review practice and, as a result, most practitioners identify what the setting does well, areas that have recently improved and the impact that this has had on children. For example, a recent change in approach has resulted in developing children's curiosity, exploration and thinking skills successfully.

Leaders use the setting's appraisal and supervision systems to review the performance of practitioners effectively. They provide useful opportunities for practitioners to reflect on the quality of their work and this results in them feeling valued for their contributions. Identified targets provide practitioners with clearly identified areas for improvement. Leaders provide many opportunities for continued professional development and practitioners take advantage of these and strive to improve their performance. This has a positive impact, such as improving practitioners' ability to provide beneficial opportunities for children to take part in music and singing activities.

Leaders have established successful partnerships with the local community that enrich the curriculum, such as catching the bus to visit a local library. Overall the setting makes effective use of advice and support it receives from the local authority advisory teacher to secure improvements in identified areas, such as providing more opportunities to develop children's skills during registration time.

Leaders ensure that practitioners keep parents informed about children's care and development effectively. For example, they send detailed emails to parents and provide useful progress reports for parents of older children.

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 Prysgr (English to Welsh).

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