



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

A report on

**Osbourne Lodge Day Nursery
Osbourne Road
Pontypool
Torfaen
NP4 6LT**

Date of inspection: October 2019

by

Care Inspectorate Wales (CIW)

and

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

About Osbourne Lodge Day Nursery

Name of setting	Osborne Lodge Day Nursery
Category of care provided	Full day care
Registered person(s)	Nikola Masters
Responsible individual (if applicable)	Not applicable
Person in charge	Lisa Jones
Number of places	53
Age range of children	0 to 5 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	17
Opening days / times	8.00am – 6.00pm, 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 the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	07/03/2018
Date of previous Estyn inspection	01/10/2013

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October 2019

Dates of this inspection visit(s)	15/10/2019
Additional information Most children speak English as their first language.	

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 practitioners' interactions support children to lead their own play and develop their individual ideas successfully and consistently
- R2 Ensure that improvement targets for the setting and for practitioners identify specific areas to improve effectively

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn and CIW will invite the setting to prepare a written case study, describing the good practice identified during the inspection.

Main findings

Wellbeing: Good

Most children have a strong voice and make choices about where to play and what to play with. They move confidently between activities because they know what is available and can access resources easily. Many children express their opinions and share ideas for group activities well. For example, they contribute to mind maps about autumn and join in during group time. Across the setting, nearly all children express themselves well and know that practitioners will take good account of their wishes. For example, toddlers choose which songs to sing during circle time. Many children seek attention from practitioners by calling their name and they respond promptly.

Nearly all children enter the setting happily and settle quickly. They are comfortable and relaxed with their carers. Children feel valued because practitioners appreciate their efforts. For example, they recognise and display children's achievements on the 'I'm proud of you' board. Most children are familiar with the daily routines and this helps to develop a sense of security.

Nearly all children behave well. They are polite and respectful to practitioners and each other. Children respond positively to requests, such as when a toddler collects balls from a basket for an activity. Many children share and take turns, when appropriate. For example, pre-school children ask practitioners to let them know whose turn is next and when it will be their turn.

Nearly all children enjoy their time at the setting, and most make good progress in line with their age and stage of development. They are enthusiastic and concentrate well on tasks. They are engaged and excited to learn new skills. Many children demonstrate good resilience and concentration. For example, they persevere for a considerable time as they cover pumpkins with paint. Children's enjoyment is evident through lots of smiles and laughter, such as when they take part in a music session. They join in enthusiastically with action songs and cheer and clap when they end.

Most children develop effective independence skills. They wash their hands with minimal support and older children eat their meals without help. Many children develop self-help skills during snack and lunch times by serving their own food from bowls. They look after resources and many children help to tidy up when they have finished playing.

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 individual starting points, particularly in the development of their personal and social skills. For example, they co-operate and show kindness when they tell a friend to be careful as they work together to expand and retract a metal tape measure.

Most children develop their communication skills effectively. They chat confidently to others as they play, and a few children explain things very well. For example, they tell a practitioner that their heart isn't in their tummy, it's in their chest. During group time, most children pay close attention to a story and join in with songs and rhymes. Around half of children select favourite books, turn pages and chat about the pictures independently. They recognise their names as they collect their snack token and a minority identify the first sound of their name successfully. 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's numeracy and information and communication technology (ICT) skills are developing well. They count accurately to five and control a mouse skilfully when playing a number game on a computer. Most children recognise simple shapes and enjoy comparing them to everyday items, such as a hat or tent, successfully. Many identify less common shapes such as a crescent and diamond well. They are beginning to use mathematical language in their play effectively. For example, they compare the size of their model with a friend and point out whose is the biggest.

Most children's physical skills are developing well. For example, they negotiate space effectively when running, jumping and balancing as they play energetically on an outdoor obstacle course. Most children use a range of tools successfully, such as when they use tongs to fill their bowl with fruit during snack time. A few use more complex tools such as a hand drill or hammer to make holes in a pumpkin with a little help from an adult. Most children run, balance and jump confidently as they take part in an outdoor obstacle course enthusiastically.

Most children develop their creative skills through activities such as painting and drawing successfully. Many children create models from clay and other materials skilfully, such as when making a hedgehog with spines or a rabbit with long ears. Many children are beginning to develop their thinking skills effectively. For example, they persist and try different approaches as they work with a friend to knock down their tower of blocks using a remote-control robot.

During their time at the setting, most children develop their Welsh language skills effectively. They respond to a range of Welsh words and phrases positively. They join in with simple Welsh songs and many count in Welsh to three successfully.

Care and development: Good

Practitioners place a high priority on children's health and safety. They are familiar with the setting's policies and are knowledgeable about their roles and responsibilities. For example, they complete daily risk assessments of indoor and outdoor play areas and complete suitable individual risk assessments for play activities such as block play and the woodwork bench. All practitioners attend training on safeguarding, food hygiene and paediatric first aid. They administer medication appropriately and record accidents and incidents effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Meals and snacks provided for children are freshly prepared, healthy and nutritious and include fresh fruit and vegetables. Practitioners provide children with opportunities to be physically active through daily routines effectively, for example playing outdoors, using the soft playroom and going on walks in the local community. Practitioners use positive behaviour management strategies well. They praise good behaviour and use gentle reminders to encourage children to share and take turns. As a result, nearly all children behave well.

Practitioners provide a caring and nurturing environment where they consider the needs of individual children effectively. The setting operates a key worker system, and this ensures that children receive consistent care from familiar practitioners. All children have a personal record, which outlines their needs and preferences. This enables practitioners to support children well and follow their individual routines. For example, practitioners support babies to eat and sleep at their preferred times. However, on a few occasions practitioners' interactions direct children too much and distract them from leading their own play and developing their individual ideas. For example, when a young child happily chooses to play in a cosy area, a practitioner directs them to come out to play beside them instead.

The setting has good systems for supporting children with special educational needs and those who require extra support. Practitioners work closely with outside agencies, such as speech and language support and educational psychologists. Children have individual plans to target their needs and practitioners keep parents well informed of their child's progress. Nearly all practitioners undertake additional training to support children with specific needs or communication difficulties. For example, they attend training for using signing with babies and young children.

Practitioners promote equality and diversity and ensure that all children have equal access to resources effectively. They provide opportunities for children to gain an understanding of different cultural backgrounds well, such as when they support children to eat noodles with chopsticks or learn about the Hindu celebration of Holi. Practitioners promote the use of the Welsh language successfully. They use familiar Welsh words and phrases effectively and children begin to use simple Welsh words from a young age.

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

Practitioners plan an effective range of learning experiences indoors and outdoors that engage nearly all children and meet their needs well. Practitioners use resources imaginatively to develop a full range of skills across all areas of learning, including children's thinking and creative skills.

Nearly all practitioners support children to develop their personal and social skills successfully. For example, they encourage children to work together and take turns as they mix water and soil when making 'pumpkin pie' in the outdoor kitchen. Practitioners support children to make choices, explore and develop their confidence and independence effectively. They develop good relationships, are positive role models and share consistent expectations with children. As a result, most children show enthusiasm for learning and behave well.

Practitioners enrich the curriculum through visits in the community and involve children in planning group activities successfully. For example, they take children to a local park when a child shows an interest in finding out where the Gruffalo lives. Practitioners provide beneficial opportunities for children to develop their physical skills, such as a large-scale obstacle course and a well supervised wood-work bench. This enables children to develop their coordination successfully.

Most practitioners develop children's literacy, numeracy and ICT skills effectively. They build systematically on children's existing knowledge, understanding and skills through the use of planning successfully. For example, practitioners identify focus stories for the week and encourage children to access the very good range of books available. They share stories with children during the session effectively. This develops children's early reading skills and interest in books well.

Most practitioners encourage children's Welsh language skills effectively and children benefit from lively Welsh language sessions, which develop their skills successfully. Children have appropriate opportunities to learn about their Welsh heritage. For example, they make Welsh cakes and cawl as part of their St David's Day celebrations.

Practitioners support children's spiritual, moral, social and cultural skills effectively. They provide opportunities for children to learn about and care for living things and foster a sense of awe and wonder successfully. For example, they encourage children to observe and take care of a sunflower seed as it grows and flowers. Over time, practitioners encourage children to discover the new seeds at the centre of the flower and go on to plant these in the garden. This supports children's understanding of lifecycles well. Practitioners offer good opportunities for children to learn about recycling and sustainability. For instance, they model recycling a range of materials using the setting's recycling boxes and involve children in delivering them to the local recycling centre.

Practitioners have up-to-date knowledge of child development and understand the requirements of the foundation phase well. They plan an effective balance between child-led and adult-directed activities. Ongoing improvements to the learning environment have resulted in many interesting open-ended opportunities for play and learning. However, on a few occasions practitioners' interactions distract children from developing their individual ideas.

Practitioners observe children carefully and know children well. They assess children regularly and record assessments that measure their progress successfully. They use this information to plan future activities that meet children's needs and interests effectively.

Environment: Good

Leaders ensure that children are cared for in a safe and suitable environment. There are effective security arrangements, which ensure that no one enters the building unannounced. Practitioners are conscientious about security when children leave the setting and key workers hand over children to parents whenever possible. This means that parents receive timely information about any achievements or concerns. The premises are clean and well maintained and practitioners follow good hygiene

procedures. For example, they use an infection control audit tool and address any identified issues successfully. Leaders carry out required safety checks for the building and ensure that practitioners complete an appropriate daily safety check of the environment effectively.

Leaders ensure that indoor and outdoor areas are well organised and welcoming. Play areas are engaging and provide a rich environment for exploration and learning. Rooms provide designated areas such as block play and relaxation with plenty of space for group activities such as circle time. This supports children to develop their skills across the curriculum well.

Leaders have worked with practitioners to develop the room for younger children and babies well. It now has a particularly welcoming feel and promotes children's developmental stages very successfully. A small raised stage allows opportunities to climb and take risks and many resources promote independence and curiosity. For example, young children explore what happens when they post toys down a range of cardboard tubes. Leaders have considered the environment from a young child's perspective well, and display mirrors and resources at floor level. Cosy seating areas and baskets provide a home from home feel and enable babies to follow their routines independently, such as when they choose to sleep in a cosy basket within the main playroom.

Resources are of good quality, maintained effectively and accessed easily by children. This supports their independence well. The outdoor play area, whilst quite small, is inviting and thoughtfully organised. Resources, such as an outdoor kitchen, promote thinking skills effectively. The setting places a strong emphasis on promoting the use of natural, recycled and household items. For example, a recycled card payment machine supports imaginative play in the role-play shop. Natural materials, including wood, leaves, conkers and pebbles, enhance water play and creative activities such as clay and painting successfully.

Leadership and management: Good

Leaders share a clear vision for the setting to provide children with rich learning experiences, enhanced through use of the local community and outdoors. There is a strong commitment to teamwork and all practitioners feel valued. The manager works closely with the registered person and keeps them well informed through regular meetings and updates. Leaders share an appropriate range of suitable policies and procedures with practitioners to support the effective running of the setting. They follow safe recruitment processes for all staff and the setting meets 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.

Overall, 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. Nearly all practitioners know what the setting does well and areas that have improved recently. For example, they explain how changes to the organisation of the environment have resulted in developing children's curiosity and independence successfully. However, leaders do not prioritise areas for

improvement effectively and have identified many aspects to develop. This results in many practitioners being unclear about the current areas requiring improvement.

Leaders use the setting's induction, appraisal and supervision systems to review the performance of practitioners suitably. They provide useful opportunities for practitioners to discuss and reflect on the quality of their work through monthly meetings and annual appraisals. However, many targets focus on completing a given task and do not provide practitioners with clearly identified areas for improvement consistently. Leaders provide effective 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 support children's Welsh language skills.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children well. Leaders ensure that practitioners keep parents informed about children's care and development effectively. For example, they complete daily diaries for parents of younger children and provide useful progress reports to parents of older children.

Leaders have established successful links with the local community. Practitioners use these to good effect to enrich the curriculum and provide authentic learning experiences. For example, children explore and find out about an ancient sweet chestnut tree in the park and visit a local retirement home. The setting makes effective use of the advice and support they receive from the local authority advisory teacher to secure improvements in identified areas, for example by providing useful opportunities for children to develop a range of skills through woodwork and block play.

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

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