



Estyn

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

A report on

Dewi Sant

**St David's Church Hall
Elm Drive
Ty Sign
Risca
NP11 6PD**

Date of inspection: February 2022

by

Care Inspectorate Wales (CIW)

and

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

About Dewi Sant

Name of setting	Dewi Sant
Category of care provided	Sessional Day Care
Registered person(s)	
Responsible individual (if applicable)	Gayle Samuel
Person in charge	Sarah Townsend
Number of places	30
Age range of children	2-4 years
Number of children funded for up to two terms	5
Number of children funded for up to five terms	5
Opening days / times	09:10-11:40 Monday to Friday
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	13/09/2019
Date of previous Estyn inspection	
Dates of this inspection visit(s)	01/02/2022

Non-compliance

No non compliances raised as a part of this inspection.

Recommendations

- R1 Develop strategies further to improve children's communication skills and improve their confidence in speaking about their activities
- R2 Refine the targets in the setting improvement plan so that they focus directly on children's learning and progress

What happens next

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

Main findings

Wellbeing:

Nearly all children make purposeful choices about what they want to do. They are confident when choosing resources and moving from one learning area to the other. A few children, who are not ready to sit at circle time, feel that they are respected to explore the learning environment happily. They play with real foods, cutting and mixing them in bowls whilst others choose to play with dinosaurs in the sand play area. Nearly all children can express themselves and feel that they are listened to by practitioners. Many communicate and express their needs and preferences using non-verbal clues, such as pointing. A few children express themselves appropriately using familiar words and phrases, for example when asking practitioners for more milk. At snack time, nearly all children choose their preferred drinks and foods.

Most children cope well when separating from parents and carers when they arrive. Most children happily greet practitioners with a smile and eagerly wave and smile to them on their way home. Nearly all children feel content and happy. They help themselves to tissues when needed, and go to the water station when they are thirsty. Nearly all children form positive attachments and have close relationships with practitioners and approach practitioners for comfort and support when required. Nearly all children feel a sense of belonging. They proudly show parents their craftwork when leaving the setting and smile when they have gained a sticker for being kind to each other.

Nearly all children behave well. Most children consistently share resources well with their friends. For example, children share utensils and cutlery in the role-play kitchen area using rice, noodles, bowls, pans and chopsticks. Many children show respect and are sensitive to others' feelings. They help each other when they walk along the balancing boards by holding hands.

Nearly all children are enthusiastic and enjoy their learning opportunities and excitedly explore their learning areas. They engage in mark making and successfully make lines and shapes on paper. Many children sustain interest and concentration for an appropriate amount of time. For example, they listen well to instructions to make playdough, by mixing oil, water, flour and salt with food colouring, and then create models with the dough. Nearly all children feel a sense of achievement when completing their tasks, such as building a wall with blocks, saying "*look what I've done!*"

Most children are developing appropriate independence skills according to their age and stage of development. Before snack time, older children follow instructions by arranging the cutlery, plates and cups on the table. Many children pour their own drinks independently and use spoons skilfully to help themselves to different foods laid out on tables. Most children use spoons, forks and chopsticks to eat, whilst a few receive support. The majority of children help to tidy resources when they have finished using them.

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

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere, was too few to report on without identifying individual children.

Care and development:

Practitioners prioritise health and safety effectively. Most have completed paediatric first aid training and record accidents and existing injuries promptly. They have comprehensive policies and procedures in place to safeguard children's health and safety, and implement them purposefully. Most practitioners have attended safeguarding training, and nearly all are familiar with the procedures to follow should they have concerns about a child. Practitioners ensure that children are well supervised at all times. The setting's arrangements for safeguarding meet the requirements and not a cause for concern.

Practitioners follow good hygiene procedures, wash hands, and wear appropriate protective clothing to prepare foods. They complete daily risk assessments and checklists ensuring that all cleaning, hygiene and infection prevention and control measures are in place. Practitioners promote healthy eating and are aware of the food and nutrition guidance for childcare settings. They provide children with a healthy, balanced menu of nutritious foods and drinks. Practitioners are aware of individual children's intolerances and allergies, and meet the children's dietary needs effectively. They promote physical activities appropriately/well and provide consistent opportunities for children to be active and to develop their skills.

All practitioners have close relationships with children and treat them with care and respect. They sit at the children's level for discussions and interactions during role play and learning opportunities. They follow the behaviour management policy effectively and use every opportunity to praise children. They praise children for washing their hands by giving stickers as a reward and celebrate children's achievements when cutting the vegetables and building a tower of blocks saying "*Da iawn*", "*Well done*" and give them a 'high five'. Nearly all practitioners know the children well and show sensitivity towards them. For example, when children do not want to come inside from outdoor play, practitioners successfully distract them with their favourite toys and resources.

Practitioners support children with additional learning needs well. They work in partnership with outside agencies to identify and develop children's individual targets and next steps. Practitioners have suitable up-to-date knowledge of child development and the impact of additional learning needs on their development. This is a strength of the setting. They have high expectations of all children, including those with additional learning needs, and provide them with effective support in specific areas.

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Practitioners meet the needs of nearly all children. They follow children's interests and implement them through daily planning. For example, practitioners noticed that children liked the dinosaurs and therefore provided them with more dinosaur resources and associated activities. Half of the practitioners use incidental Welsh words, songs and phrases throughout the session. They plan themes and activities that promote the understanding of equality, cultures and diversity, for example the celebrations of the Chinese New Year and Diwali celebrations.

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

All practitioners are involved in the planning process and have begun to establish the principles of the Curriculum for Wales in their work. They take good account of the children's ideas when planning learning and play experiences, and ensure that they focus appropriately on their interests and current needs. This usually means that children are more interested in their work and experiences, which motivates them to succeed. Practitioners are currently trialling new methods of planning that reflects the principles of the Curriculum for Wales more effectively. Although this is at an early stage of development, they use their knowledge of child development well to plan more flexible, responsive and innovative learning and play experiences that are based appropriately on the children's needs.

The setting's themes such as the Chinese New Year provide ample opportunities for practitioners to plan exciting and refreshing activities and experiences that develop a range of skills well. These include opportunities to develop children's creative and fine motor skills by using chopsticks to pick up and move woollen 'noodles' from a pan to a plate in the Chinese restaurant role play area, and to use dough and other materials to make a model of a tiger's face.

Practitioners have identified language, communication and social skills as areas that require specific attention following the disruption in the children's learning due to the COVID-19 pandemic. Many of the activities they provide, although focusing clearly on developing children's wider skills, also provide them with useful and regular opportunities to develop their language, communication and social skills in realistic contexts such as the home corner or role play areas. Practitioners focus well on these areas of learning, and use effective teaching methods such as open questioning to probe children's understanding and to encourage them to talk more. This is a successful approach. However, many children continue to be reluctant to engage in simple conversation or talk freely about their activities.

The setting has a clear focus on developing children's numeracy skills in a wide variety of contexts such as reading numbers to five on a ruler in the woodwork area and weighing fruit and vegetables in the kitchen area. Practitioners use mathematical language constantly and encourage the children to count objects, recognise numerals, and understand the meaning of biggest and smallest, longest and shortest whilst playing with toy cars. As a result, the numeracy skills of most children are developing well in line with their ability.

There are suitable opportunities for children to use information and communication technology (ICT) such as a camera, torches, and CD players. Most play with these confidently in their daily tasks.

The setting's provision for developing children's Welsh skills is at an early stage of development. Practitioners, however, provide children with regular opportunities to use and experience the Welsh language. These include giving them commands such as 'Golchi dwylo' and 'Eisteddwch', talking about the weather and encouraging them to sing 'Pwy sydd yma heddiw?' during registration. The setting promotes children's awareness of the traditions, celebrations and cultures of Wales well by teaching them Welsh songs, and celebrating special days such as St David's Day, and Sant Dwynwen's Day.

The setting promotes children's spiritual, moral, social and cultural development well. Practitioners devise activities for them to enhance their curiosity and to focus specifically on the awe and wonder in the world in a variety of contexts such as studying different cultures, blowing bubbles and observing nature in the setting's garden. Practitioners place a focus on honesty, fairness, respect and knowing right from wrong in their daily activities and ensure that children understand that they need to treat each other, their environment and their resources with care and respect. Practitioners encourage children to take responsibility for various activities such as setting the table during snack time, and showing initiative during their tasks, such as choosing which television programme they all want to 'watch' in the home corner. There is a strong focus on developing children's cultural learning experiences, for example by learning about different foods and the traditions associated with the Chinese New Year.

Staff engage well with parents and carers to gain an individual perspective of each child's strengths and areas for development. Before the COVID-19 pandemic, they would hold open mornings with parents to discuss progress thoroughly, but the current situation has hindered this. However, practitioners have been proactive in developing home learning packs for the children to enable parents to support them and play more of a role in their child's education.

Environment:

Leaders provide children with a spacious, colourful, welcoming, and attractive environment. Practitioners display and celebrate children's craftwork providing them with a sense of achievement and belonging. Practitioners and leaders use the space well to provide a wide range of stimulating opportunities, which encourage children to move independently from one activity to the next. The effective range of resources in all areas are all within children's reach, which promotes their independence. For example, practitioners encourage children to help themselves to balls, mark-making resources, digital resources, matching cards and animals, role-play equipment, sand play and those that require careful observation, such as using nails and saw to cut and attach pieces of wood.

Leaders have effective procedures in place to keep children safe. They ensure that doors are locked and visitors sign in. Practitioners complete daily risk assessments in order to minimise potential risks and regularly carry out fire drills and maintenance checks. Leaders provide suitable washing and toileting facilities to ensure that children's privacy and dignity is respected.

Leaders are currently developing the outdoor garden, and provide children with a small outside area of the nursery for play and learning opportunities. Photographic evidence shows children playing in the well-resourced garden area, which has a

water wall, mud kitchen, picnic bench, musical toys, a wooden den and natural resources. Leaders provide an extensive range of indoor resources that are of good quality and standard, enhancing children's curiosity and understanding of different cultures and diversity.

Leadership and management:

The leader is experienced and has a clear vision for the setting, based on ensuring that each child is happy, cared for well and making good progress. She communicates this vision clearly to practitioners, sets high expectations of them, and ensures that all the staff work collaboratively in a happy environment. She supports each practitioner well, provides them with appropriate professional development opportunities and encourages and challenges them to do their best for the children. The leader is in regular contact with the responsible individual and keeps members of the management committee informed about relevant issues both formally in meetings and informally by means of a private social media account. As a result, the setting is successful in providing children and staff with a happy and safe environment.

The leader understands the importance of developing children's Welsh language skills and promotes this successfully amongst practitioners. As a result, they provide children with regular opportunities to experience hearing incidental Welsh language.

Leaders have produced a clear statement of purpose that provides parents and carers with an accurate picture of what the setting offers.

Leaders use a suitable range of self evaluation processes to identify what is working well and what needs to improve. They have historically taken account of the views of staff, parents and carers, children and other stakeholders, but this has recently been more difficult due to the constraints of COVID-19.

Leaders use the outcomes of the self-evaluation procedures appropriately to inform the priorities they wish to improve in the setting's development plan. The targets for improvement do not always focus well enough on children's learning and progress.

Leaders allocate appropriate funding that results in improving the quality of care, play and learning for children. The setting has recently been successful in securing a grant to improve access to its outdoor area, and improve the quality of the indoor learning and play areas. Leaders make suitable use of the Early Years Development Grant (EYDG) to fund staff training, to purchase additional resources and to provide support packs to develop positive parental engagement.

Leaders support practitioners well to engage regularly in relevant professional learning opportunities. This supports their knowledge, understanding and skills appropriately. This includes participating in whole-setting professional learning experiences such as beginning to adapt their practices in light of the Curriculum for Wales.

Leaders and practitioners work well with a range of partners to improve children's health, learning and wellbeing. This includes working with parents and carers before children start at the setting to discuss their individual needs. In addition they work effectively with external agencies and partners to support children with additional learning needs.

Leaders regularly provide parents with important information about the setting's policies and procedures using a private social media account. This has been particularly effective during the last few months, when restrictions have limited the time parents can spend at the setting. Leaders use the closed social media platform to share plans and future activities with parents and carers. This is helpful for them to see what their child has been doing in the setting and to celebrate their successes. Parents appreciate this communication with the setting.

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.llyw.wales)

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