



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

A report on

Knighton Children's Centre

**Knighton C in W School
Ludlow Road
Knighton
Powys
LD7 7HP**

Date of inspection: May 2022

by

Care Inspectorate Wales (CIW)

and

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

About Knighton Children's Centre

Name of setting	Knighton Children's Centre
Category of care provided	Children's Day Care Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Jess Fielding, Mary Strong
Person in charge	Vicki James
Number of places	24
Age range of children	2-5 years
Number of 3 and 4 year old children	33
Number of children who receive funding for early education	28
Opening days / times	9:00 to 15:00 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 people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care'.
Date of previous CIW inspection	27 September 2019
Date of previous Estyn inspection	January 2016
Dates of this inspection visit(s)	11/05/2022
3 children have English as an additional language	

Non-compliance

We identified serious non-compliance in relation to Leadership and Management and we have issued a priority action notice to the provider.

Information on all non-compliance is included in the Action and Improvement Summary report, which will be sent separate to the report by CIW.

Recommendations

R1 Ensure that leaders and practitioners further define their roles and responsibilities

R2 Strengthen monitoring and self evaluation processes to inform setting improvement effectively

What happens next

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

Main findings

Well-being:

Nearly all children are settled and cope well with separation from their parents and carers. They are relaxed and happy when playing with their peers and practitioners. Children benefit from a flexible settling in process where their individual needs are fully considered. Most children enjoy coming to the setting and older children are confident that they can share their worries with practitioners and ask them for help.

Most children interact well with each other. They share appropriately with their peers and show consideration for others. For example they encourage each other to share toys and they are careful when holding the chicks. Almost all children tidy up together without being prompted. Nearly all children at the setting enjoy their play. They choose what they would like to play with and remain fully engaged for extended periods. They participate well in group activities. For example, children spend considerable time making food for each other out of playdough. They play happily with blocks making ramps for their cars. They are very enthusiastic when showing their friends and practitioners how to get the spiders out of the bowl through the web.

Most children in the setting are confident that practitioners will listen to their opinions. Children make choices frequently and contribute their ideas to activities. Nearly all children develop a range of skills successfully through daily routines and play activities. They develop their communication skills well through talking about their play with practitioners and singing familiar songs. Most children talk openly to their friends and practitioners about their news. Nearly all children speak with clarity and express their needs successfully, for example asking to play with a certain toy, or informing staff they are going to the toilet. Many children demonstrate enjoyment in the activities available and most sustain interest and concentration for extended periods. For example, they love following the snail trail to find where it leads and clap with excitement when they find it. Nearly all children respond well to regular praise when completing an activity.

Children in the setting develop their independence well. Nearly all attempt to put their own outdoor clothes and shoes on and many do this successfully. Most children pour themselves a cup of water from a jug and locate their own snack. They find their names to self-register with increasing confidence.

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

Most children make good progress from their starting points and develop their skills successfully across all areas of learning. Nearly all children show curiosity when carefully handling the chicks. They respond well to practitioners' encouragement to talk about how the chicks move and what sounds they make. A few children enjoy drawing pictures of the chicks and show good levels of oracy when discussing their experience.

Most children confidently explore the outdoors and show well developed gross motor skills by balancing on planks, crawling through tunnels, and carrying large loose parts

to enhance their play. Many children draw on their previous knowledge and experiences. For example, a group of children create tunnels and ramps for their cars to splash into the puddle. They make valuable links in their learning when talking about which cars are fast and slow and which cars float in the puddle and which ones sink.

Most children develop their mark making skills successfully. For example, they write shopping lists in the role play area. They confidently recall their first-hand experiences of going shopping and show a good understanding of the purpose of money. Many children purposefully use number in their spontaneous play. For example, when playing in the role play area they discuss their telephone numbers and count as they are laying the table.

Most children speak confidently and discuss things that are important to them, such as the fair coming to town and cooking popcorn on the fire in the forest school. Many children show good imagination and sequencing skills. Whilst in the role play area, a few children use puppets to re tell their favourite story of the Hungry Caterpillar. Most children enjoy engaging with books. For example, a few children read stories to the babies before singing them to sleep.

During investigative play, most children demonstrate good physical and fine motor skills when handling gardening tools to dig for snails and woodlice. They curiously lift logs and stones to find minibeasts and then carefully observe them in their magnifying boxes. A majority of children show perseverance and resilience whilst problem solving how to get the spiders out of the spiders' web. Many children confidently use mathematical language in their play. For example, they talk about which spiders are the biggest and then naturally sort them into groups to see how many they have found. Most children's numeracy skills are developing effectively. Many count the different insects up to ten.

During a group music and movement session, most children follow instructions carefully and respond creatively to the music with their scarves. They jump, clap and move up and down as they join in with the songs and rhymes. Most children develop their Welsh language skills effectively. Nearly all children enjoy singing and joining in with Welsh songs and rhymes. Many children respond appropriately to simple Welsh language such as greetings as they enter the setting.

Children's fine motor skills are developing well. Most children enjoy using a range of resources such as dough. They squash, squeeze, roll and manipulate it skillfully. Many children show good creativity and imagination and enjoy making a zebra using different tools to create the stripes.

Most children develop their information and communication technology (ICT) skills successfully and use them valuably in their play. A few children independently take photographs using a tablet. They are able to retrieve the image and talk confidently about what they could see, making connections in their learning.

Care and development:

Practitioners implement suitable procedures to keep children safe at the setting. For example, they conduct fire drills regularly, which helps children and staff to become

familiar with the procedure to follow when evacuating the premises. Practitioners have suitable arrangements to keep children healthy. They encourage healthy snacks and drinks, and encourage children to wash their hands. They clean surfaces before and after use to ensure that they follow infection control procedures.

Practitioners communicate with children in a warm, friendly manner and interact well with them during their play activities. They are positive role models for children. For example, when playing alongside children, practitioners model and explain the importance of sharing. Practitioners interact positively with children and provide meaningful opportunities for them to develop their social and communication skills. For example, practitioners sit and chat with children during snack time and when appropriate they become actively involved in children's free play. Practitioners share a positive approach to managing children's behaviour, for example not insisting that children participate in circle time if they are not ready and able. Practitioners are sensitive to the needs of children and intervene well to prevent any disruption. They give plenty of encouragement and ensure that praise is used effectively when children are kind, share resources and take turns, giving them a sense of pride in their achievements. Practitioners are caring towards the children and help them to feel valued. They meet children's individual needs effectively, including those identified as having additional learning needs.

The setting's arrangements for safeguarding children do not meet requirements and give cause for concern. Safeguarding policies require improvement. Practitioners' knowledge of safeguarding does not demonstrate an appropriate understanding of the correct procedures to follow in the case of a potential safeguarding issue or incident. Leaders do not follow and apply child protection procedures well enough.

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

Practitioners plan a range of engaging learning experiences that encourage children's all round development. Practitioners work well together to create a positive ethos within the setting that develops the children's sense of belonging. They have a sound understanding of child development, know their children well and respond positively to their interests and fascinations.

Practitioners plan interesting opportunities to develop children's literacy and numeracy skills through real life experiences. For example, they encourage the children to act out bath time and bedtime with the dolls in the role play area. The home corner is well resourced with real life equipment, books containing familiar stories and mark making opportunities. Practitioners demonstrate a flexible approach to planning and are responsive to children's needs. This enables children to follow their interests and supports their enjoyment, participation, and involvement successfully. Practitioners make suitable observations of children's progress in literacy and numeracy but their observations are not fully developed across all areas of learning. As a result, more able children do not always receive the appropriate level of challenge.

Most practitioners make good use of opportunities to promote learning through the routines of the day. For example, during snack they use a child's observation as an

opportunity to discuss how keeping our fruit peel is a simple way to help the environment by turning it into valuable compost for the garden.

There is a good range of accessible resources in the setting's environment that help children to recognise the importance of the Welsh language and develop their Welsh language skills. Many signs and resources are labelled in Welsh, such as colours and shapes around the setting. Displays, such as 'Y Tywydd', help children to use their Welsh language skills throughout the day. QR codes around the setting link to Welsh songs and videos that pupils can access freely. The setting promotes children's awareness of the traditions and celebrations of the cultures of Wales, suitably. For example, its celebrate occasions such as St David's Day and Diwrnod Santes Dwynwen, telling the story of Dwynwen and making cards. Practitioners promote different parts of the children's locality through displaying photographs of local landmarks and maps of Wales.

Practitioners provide learning experiences that promote children's creative, moral, spiritual, and cultural development well. For example, they foster a sense of awe and wonder successfully when searching for minibeasts and handling the chicks.

Practitioners meet children's individual needs successfully and skilfully support transitions during the session. The setting has effective procedures to support children with additional needs. It ensures that parents receive valuable information about their children's progress and experiences, through social media, the school website, annual reports, and verbal discussions at the setting.

Practitioners have begun to look at the four purposes of the curriculum for Wales and explore ways they can embed these into their practice.

Environment:

Practitioners provide a welcoming, child centred and rich environment that supports children to play and learn successfully. There is free access to a wealth of resources which are changed regularly to fit the children's needs, interests and fascinations. Children thoroughly enjoy and benefit immensely from playing outdoors, for example playing in the puddles. The layout of the setting promotes independence and allows them to move freely and to make effective choices about their play through free access to the outdoor area.

Leaders ensure that children are safe and secure. No visitor can access any part of the setting unless admitted by a staff member. Practitioners demonstrate a good awareness of safety matters. For example, they complete daily risk assessments of indoor and outdoor areas. Overall, leaders ensure that the premises are clean and well maintained. Practitioners practise effective hygiene procedures, for example by wiping down tables before food is served and by wearing protective clothing.

Nearly all children access the toilet and washbasins independently. The toilet and nappy changing facilities are clean and practitioners follow guidelines to promote children's privacy and dignity.

Children's well-being is promoted through access to an appropriate selection of toys and equipment both in the main room and in the outdoor areas. All children have

access to an extensive range of age and developmentally appropriate toys and resources for both indoor and outdoor play. The outdoor area is interesting and easily accessible. Practitioners ensure a wealth of opportunities for active learning such as messy play and through a range of physical activities in natural areas for children to explore and learn. There are suitable covered areas, which allow children to play outdoors regardless of the weather. Practitioners ensure that all resources are clean and well maintained.

Leadership and management:

Leaders are good role models and set a strong vision for the setting expressed through the phrase, "Mae pawb yn bwysig," "Everyone is important". Leaders ensure the well-being of children, staff and families is a constant priority, and they create a positive ethos of collaboration. Staff are provided with regular opportunities to contribute to the development of the provision. They value regular opportunities for professional development. Leaders work effectively with practitioners to provide an engaging environment for all children.

There is an up to date statement of purpose that ensures parents and carers can make an informed choice about using the setting. Leaders generally have an effective range of policies and share these suitably with parents. However, leaders are not fully familiar with a few important policies, such as those for child protection and safeguarding. As a result, the setting does not comply with all relevant regulations and national minimum standards.

Leaders have established appropriate self-evaluation procedures that identify strengths and areas for improvement. Leaders make satisfactory use of this evidence to evaluate the setting's work. However, there is not sufficient monitoring in place to accurately inform the self-evaluation process.

Leaders make good use of funding available to create interesting experiences for the children such as forest schools sessions, a visiting artist and circus physical literacy skills. The setting has established positive partnerships with the local school, a range of community organisations, and the early years advisory teacher. Prior to the recent period impacted by the COVID-19 pandemic, the children frequently attended collective worship, concerts, and different themed days. Leaders ensured that these activities help prepare the children successfully for their transition to the next stage in their learning. The setting effectively gathers the views of parents and involves them in the quality assurance process.

Leaders communicate effectively with each other to improve the practice within the setting. However, roles and responsibilities are not always clearly defined. Annual appraisals and performance management support practitioners' professional development effectively. However, regular supervision is not fully embedded and yet to have an impact on provision. Overall, the setting makes good use of practitioners and resources to support children's well-being, play and learning effectively.

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)

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