



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

A report on

Teddies Day Nursery
1 Spooner Close
Celtic Springs Business Park Newport
NP10 8FZ

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

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

About Teddies @ Celtic Springs

Name of setting	Teddies Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Adrian Bowcher
Person in charge	Hayley Downing and Charlene Burgess
Number of places	95
Age range of children	Six weeks to four years
Number of children funded for up to two terms	11
Number of children funded for up to five terms	26
Opening days / times	Monday to Friday 7.30am to 6.00pm
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	08/08/2017
Date of previous Estyn inspection	04/11/2014

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Dates of this inspection visit(s)	05/03/2019
<p>Additional information</p> <p>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”.</p>	

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 model the Welsh language effectively and consistently to improve children's standards of oracy
- R2 Ensure that practitioners engage with younger children at snack times more effectively to promote their independent skills, social skills and language development
- R3 Ensure consistent provision for the effective development of children's skills, especially their information and communication technology (ICT) skills
- R4 Create robust links between the findings of self-evaluation processes and planning for improvement

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

Most children express themselves well, in line with their age and stage of development. Most children in the pre-school room contribute their ideas to planning, which has a positive impact on what they do and learn. They communicate clearly and know that practitioners will respond to their requests promptly. For example, they play with their friends well in the sensory room and ask practitioners to support them to cut their pancakes effectively. Nearly all children make clear choices about how and where they play and use accessible toys and resources productively.

Nearly all children have clear bonds of affection with the practitioners who care for them. As a result, they are settled and happy. For example, children seek practitioners for comfort when tired or upset and younger children play contentedly while sitting comfortably on practitioners' laps. Most children leave their main care givers to play with their friends happily. Most babies and toddlers are soothed quickly when upset and most older children begin to form friendships well, becoming confident learners that are willing to try new experiences.

Nearly all children co-operate well with their peers and they share toys and resources appropriately. For example, during meal times, they pass plates of food and jugs of drinks to their friends sensibly. Nearly all children's behaviour is very good. Most older children play together effectively as friends. Younger children play alongside one another collaboratively and sustain interest in their activities purposefully. For example, they maintain their concentration when completing craft activities and stick and glue materials carefully to make an Easter bunny. Most older children talk confidently and answer questions clearly about how they feel. For example, they describe the joy of playing with their friends and how much they enjoy eating the food available to them. Nearly all children look after their environment thoughtfully and most children treat toys and resources with care and respect.

Most children make good progress with their self-help skills. This ensures that most are ready to move to full-time education with a good level of independence. For example, they get their own coats, put them on and are able to do up their zips and buttons. Most babies and younger children attempt to feed themselves at meal times and toddlers try to walk from one area to another without help, such as from the bathroom to the dining area. This promotes their independence and physical skills successfully.

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

Most children develop effective literacy and numeracy skills and make good progress from their start points, which are generally at or above the level expected for their age.

Most children listen to instructions well and act on them purposefully. They communicate clearly with adults and other children when contributing to discussions, such as why a dinosaur is hiding in the soil. They consider the needs of others

sensibly, allowing others to state their opinions, before expressing their own views. For example, they collaborate effectively to build bridges with blocks, for lorries to cross a canyon. A few children use Welsh words independently, when counting jigsaw pieces and identifying colours.

Many children demonstrate a positive interest in books and discuss the content of their favourite books with enthusiasm. They sequence events accurately, such as the making of pancakes in an African village, and handle books well. Additionally, they respond with interest to books in the library area that highlight how an individual's actions affect the feelings of others, in both positive and negative ways.

Many children make marks purposefully with different media such as chalk and paint and a few write their names independently. The majority explain the purpose of writing sensibly, such as when they take an order in a café before serving food. As a result, they understand that writing is an important part of everyday life.

Most children use mathematical language effectively and in the correct contexts. Most count to five well and many count to ten and beyond confidently. Most discuss the characteristics of different shapes intelligently, identifying the differences between them accurately. Many compare two and three-dimensional shapes well, such as comparing a square drawn on paper and the six squares needed to create a cube. Many children select tools and materials effectively to solve mathematical problems. For example, to compare 'full' and 'empty' bottles of water, and when choosing the largest blocks for the base of a tower.

A minority of children demonstrate successful ICT skills. Their limited use of the available equipment does not allow them to become familiar with technology in their daily play and learning activities.

Most children develop good physical skills as they climb apparatus and kick and throw balls enthusiastically. Most develop effective thinking and creative skills, which have a sound impact on their learning. For example, they study the characteristics of the Welsh flag and daffodils carefully, before painting their own versions independently.

Care and development: Good

Nearly all practitioners manage children's behaviour and interactions well. They act as good role models and treat each other and the children with consideration and respect. They are consistent in managing children's behaviour and follow the setting's behaviour management policy effectively. Practitioners' expectations of good behaviour are high and, as a result, children's behaviour is very good.

Nearly all practitioners undertake their roles efficiently and with a high degree of confidence. Most practitioners take time to talk and listen to the children intently. However, at snack times, a few practitioners do not talk and engage with younger children consistently, other than to offer help with feeding. For example, they do not talk to babies in high chairs often enough, to promote their wellbeing and social and emotional development effectively.

Practitioners' have well established routines and this ensures that nearly all children understand clearly what they need to do and how to do it on a daily basis. They give plenty of praise and words of encouragement, which supports children to perform at their best. However, reward practices are not consistent and a few practitioners move on to other activities without awarding promised rewards, such as a sticker for listening well.

Practitioners promote children's development through effective planning and evaluate the quality of a range of learning activities beneficially. They assess children effectively and undertake regular observations, which ensures that they know the children well and respond to their individual needs. Practitioners work positively with parents whose children have additional needs to ensure they meet their needs appropriately.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. All practitioners attend regular training and they can discuss the setting's health and safety procedures with confidence. This ensures that children, practitioners and visitors are kept safe. For example, they regularly count children in and out of the different play spaces, which ensures that they know the whereabouts of the children as they play and learn.

The setting has a suitable number of practitioners with the necessary training in paediatric first aid and basic food hygiene to ensure children's health and safety is maintained. Information on dietary requirements and allergies is collated thoroughly and practitioners display this information on boards in the playroom to ensure everyone is aware of vulnerable children's needs. For example, practitioners use different coloured plates for those children with allergies to make sure that they do not receive the incorrect food.

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

Practitioners provide a broad range of learning experiences that reflect the philosophy of the foundation phase successfully. They plan interesting daily experiences, which target children's interests positively, and create regular and beneficial opportunities to promote independent learning.

Practitioners plan well to develop children's literacy and numeracy skills effectively. For example, activities include challenges to solve problems with building blocks and magnets, to search for treasure and to make cakes with soil and leaves in the outdoor kitchen.

The provision for developing children's ICT skills is appropriate and provides suitable opportunities to use electronic toys and tablets. However, practitioners do not challenge children effectively enough to develop their early ICT skills through the use of educational software and apps.

Practitioners focus effectively on developing children's physical and problem-solving skills. They motivate the children enthusiastically to collaborate on practical tasks, such as using a rope to ascend a climbing frame and pouring water at different speeds down a slope.

Practitioners improve children's Welsh appropriately, by repeating words, numbers, colours and simple phrases. However, practitioners do not model Welsh consistently enough to develop children's oracy skills successfully.

Practitioners celebrate diversity sensibly and focus effectively on improving children's spiritual, moral, social and cultural skills. For example, they study the Chinese New Year and Diwali, which enhances children's understanding of different beliefs well. They promote children's awareness of the culture of Wales successfully, celebrating Saint David's Day, cooking cawl and discussing local places of interest, such as Newport's transporter bridge. Practitioners make beneficial use of visits and visitors to create a sound awareness among the children of the work of the emergency services and of local businesses, such as a bakery.

Practitioners question the children effectively, which affects their learning positively. There is a sensible balance between adult-led activities and children's independent tasks. Practitioners provide a wide range of opportunities for children to learn through practical experiences. For example, they encourage the use of a seesaw and stepping logs to walk across and potato plants in the outdoor area. However, mark-making opportunities in the outdoors are not as well planned as those in the indoor environment.

Assessment practices are purposeful and practitioners' observations match children's outcomes accurately. Practitioners assess children regularly and use their findings well to guide them towards improvements in their work. They use assessments efficiently to plan the next steps in children's learning effectively. The setting holds beneficial meetings with parents to discuss their child's progress and provides informative reports that reflect their child's achievements.

Environment: Good

The manager and room leaders ensure that the premises are well maintained and children are cared for in a clean and safe environment. For example, they undertake morning checks to ensure that potential risks are identified, and where possible eliminated. Leaders are conscientious regarding their health and safety responsibilities, such as monitoring room temperatures to ensure the safety and comfort of children and practitioners. A housekeeper ensures that daily cleaning is thorough and a cook prepares a varied menu that provides healthy food, which is appetising and appealing.

As the nursery is part of a foundation with other schools and nurseries, managers are able to call upon maintenance and health and safety officers to ensure that issues are dealt with quickly and efficiently. There is a range of appropriate health and safety policies and risk assessments in place, which leaders review regularly to ensure that current good practice is maintained. Leaders require practitioners to read and sign policies to demonstrate that they understand and implement them. This ensures their working practices and the learning environment are safe and secure.

Attractive and informative displays enhance the learning environment and celebrate children's achievements well. The teaching areas are of a good size for the number of children registered at any one time. Practitioners utilise the indoor and outdoor

space well by using different areas intuitively to promote children's learning. This results in flexible learning spaces, which encourage children to make independent choices. However, there are some inconsistencies in the quality and availability of resources and play provision throughout the setting. For example, one playroom lacked a variety and quantity of toys for the children to choose from and ICT resources are not utilised effectively to develop children's skills. There is a good selection of multi-cultural toys and Welsh language books, however, there is little Welsh language signage or displays.

Throughout the setting, furniture is of a good quality and it is well maintained, fit for purpose and appropriate for the different age ranges of the children. Confidential information is stored securely and there are effective spaces for private conversations to take place, when required. The location of the manager's office ensures that there is a good oversight of visitors attending the setting, which supports the safety of children effectively.

Leadership and management: Good

The manager provides effective direction to the day-to-day work of the setting. In collaboration with the area manager, she directs purposeful practices, which promote improvements in provision and children's outcomes in a safe and caring environment.

The manager encourages room leaders to plan interesting learning experiences and monitors practitioners' implementation of the setting's policies efficiently, to ensure they meet the needs of the children. She liaises well with practitioners to help them motivate children to improve their learning, through purposeful teaching and care practices. In addition, she organises regular planning meetings to improve the learning experiences further. The setting has a clear statement of purpose that provides an accurate picture of the setting.

A positive culture of self-evaluation exists. Processes to improve the quality of provision and children's outcomes, are generally reliable. Practitioners consider the views of parents, carers, children and external agencies when planning themes. This has a positive impact on creating improvements. For example, they listen to parents and act on findings, such as allowing them to share in their children's experiences through the use of technology. However, improvement priorities do not always derive directly from the setting's self-evaluation processes. They do not identify well enough why some areas need improvements and how these will be achieved.

The manager shares information about the setting's practices effectively with the proprietors and area manager. Regular supervision and appraisal ensure the best use of practitioners' expertise and focus on improving practices suitably. This is evident in daily literacy, numeracy and creative tasks and one-to-one support for individual children. The manager takes good account of the suggestions of the local authority's support officer and uses external guidance to create relevant documents appropriately.

The manager resources the setting well, however equipment is not shared equitably across all areas. She ensures that there are enough qualified and trained practitioners to meet the children's needs effectively. She uses the budget and grants well and prioritises expenditure against improvement plans purposefully. This

results in a positive impact on provision, which benefits children's outcomes successfully. A good example of this is the collaboration with the local authority to use grants to improve practitioners' practices, through a wide range of training opportunities.

The setting has a range of effective partnerships. It works successfully with these partners to improve the provision and outcomes of the children. For example, there are positive links with local schools, which benefit children's transition to the next stage in their education.

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 evaluates 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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Publication date: 10/05/2019