



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

A report on

**Monmouth Day Nursery
The Storehouse
Howells Place
Monmouth
NP25 3ED**

Date of inspection: January 2019

by

Care Inspectorate Wales (CIW)

and

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

About Monmouth Day Nursery

Name of setting	Monmouth Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Kane Gore
Responsible individual (if applicable)	
Person in charge	Kane Gore and Gemma Cann
Number of places	44
Age range of children	6 weeks to 4 years old
Number of children funded for up to two terms	16
Number of children funded for up to five terms	4
Opening days / times	Monday to Friday from 7am to 6pm throughout the year
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 does not provide an 'ActiveOffer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service.
Date of previous CIW inspection	01/03/2017
Date of previous Estyn inspection	This is the setting's first Estyn inspection.
Dates of this inspection visit(s)	15/01/2019
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 Improve children's use of the Welsh language
- R2 Ensure that changing procedures provide privacy for all children
- R3 Engage all staff fully with self-evaluation and planning for improvement processes

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 their opinions well and make effective decisions and choices about their activities. During outdoor sessions, most choose to play in different areas, confidently moving from one activity to another. Most children throughout the nursery interact with each other and practitioners confidently. For example, babies often use verbal and non-verbal cues to voice their needs and babble and coo with excitement when a practitioner talks to them in soft tones. Nearly all toddlers interact well with practitioners at circle time and during focused activities. Most pre-school children express themselves well and know that practitioners will take good account of their wishes.

Most children form positive attachments to the practitioners. Practitioners comfort unsettled children quickly and help them to settle into the daily routine with ease. As a result, most children are relaxed, settled, comfortable and content within the setting.

Nearly all children behave well. They show a good understanding of the difference between right and wrong and say sorry and thank you when appropriate. Most are kind to each other, take turns, and help one another effectively. For example, when a new child in the toddler room became unsettled and wanted their mother, another child noted this and informed a practitioner.

Nearly all children enjoy their play and learning activities. For example, older children interact with each other well when creating dinosaurs out of dough, discussing their work confidently. Most children are enthusiastic and concentrate well on their tasks. They are engaged, interested and excited when learning new skills, persevere with their tasks and respond well to encouragement by practitioners. For example, babies who are less mobile hold the handles of wheeled toys tightly and take tentative steps. They show great delight in their success and praise from their practitioners. Nearly all children have good self-help skills and are becoming independent learners. Most wash their hands with limited assistance and all eat their meals independently using appropriate cutlery. They access and choose resources available to them confidently. During both indoor and outdoor play, nearly all children make good use of the resources available and move freely from one activity to another.

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 in their time at the setting from their starting points. Most develop their speaking and listening skills successfully. They join in songs and rhymes with enthusiasm, listen attentively and follow instructions well. Most communicate effectively using appropriate vocabulary as they play, such as when they talk together about the robots they build from plastic blocks. Most children ask questions and express themselves clearly. Most sit quietly and attentively to listen to the stories read to them. They show interest in books and handle them correctly, and many choose to look at books as part of their free choice play. Many

children enjoy reading large class books such as those about their forest school activities. They take delight in discussing the photographs and remembering the fun that they had. Most children enjoy making marks in different substances such as dough, gloop and shaving foam. Most access the mark making area independently to write, draw and paint. This develops their early writing skills successfully. Many older children recognise their written name successfully and a minority write their name correctly on their work.

Most children make good progress in developing their early mathematical skills. They join in with number songs and rhymes, often holding up the correct number of fingers as they sing. Nearly all recite numbers to at least 10 confidently, such as when lining up and during registration. Around half recognise numbers to 10 appropriately and many count up to ten objects correctly. Many use mathematical language in context suitably such as when they compare their towers of blocks and discuss whose is the tallest.

Most children develop a suitable range of information and communication technology (ICT) skills appropriately. They operate electronic kitchen equipment in the home corner appropriately and manipulate remote control vehicles skilfully. Many children operate a CD player correctly to listen and sing along to their favourite songs.

Nearly all children respond well to everyday Welsh, particularly during group sessions but rarely use familiar words and phrases independently. For example, a few children answer simple questions about the weather during circle time and nearly all enjoy their turn as 'helpwr heddiw' when they lead singing with enthusiasm. However, children do not develop their Welsh language skills outside formal, adult led activities.

Most children develop good physical skills when they play outdoors. For example, they balance carefully along an obstacle course and ride bikes safely without bumping into their friends. Many develop their fine motor skills successfully as they use scissors to cut small pictures and handle small pieces of cereal to make bird feeders. Many older children develop their problem solving and thinking skills successfully through activities such as trying to free plastic letters embedded in blocks of ice. Most develop their creative skills well, for example when creating three dimensional models out of a range of materials.

Care and development: Good

The registered person ensures that safeguarding has a high priority and promotes children's health and wellbeing successfully. All practitioners have a good understanding of their role and responsibilities in relation to safeguarding and implement the setting's policies and procedures appropriately. Leaders ensure that all practitioners receive relevant up to date training such as in child protection, first aid and food and hygiene. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern

The setting promotes children's health and wellbeing effectively. The setting provides healthy snacks and freshly prepared meals to meet children's dietary requirements well. The setting has made improvements to the way that specific dietary foods are delivered from the kitchen to the table, so that the plate of food for a

child with dietary requirements is wrapped and labelled. This protects foods from contamination. There are good opportunities for children to take physical exercise through their daily visits to the outdoor area and also when they take walks outside the setting through the town. Practitioners follow appropriate procedures when administering medication. They work closely with parents to ensure that they meet children's needs appropriately. They know the children well and are caring and supportive of them. An effective example of this is how practitioners encourage babies to sleep following their normal, personal routine.

The setting has beneficial procedures to support children at transition times. For example, the setting arranges worthwhile opportunities for children and parents to attend introductory and settling in visits before children move from the baby group to the toddler group. Induction arrangements for children starting in the pre-school are effective and flexible to the child's individual needs.

Practitioners manage children's behaviour well. They are good role models and consistently remind children to share toys and to be kind to each other. They distract children who become restless and help them to engage quickly in other activities. All practitioners speak to the children in a calm and gentle manner.

The setting has effective arrangements in place to track the progress of children. Practitioners carry out observational assessments of children regularly and use these appropriately to plan the next steps to develop children's skills. However, this is not always used consistently across the setting and was more evident in the tracking methods used for the youngest age group.

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 wide range of imaginative and stimulating activities across all areas of learning. These activities reflect the ethos of the foundation phase appropriately and provide worthwhile opportunities for children to make effective choices and to learn through their independent play. Practitioners take good account of children's interests. They plan interesting learning experiences that engage the children successfully both indoors and outdoors, developing their skills across all areas of learning progressively. For example, children picked apples from the allotment they visit and brought them back to the setting to make and eat apple crumble.

Practitioners work well together as a team and demonstrate a firm understanding of when to intervene to help move a child's learning on and when to step back to support independent choices. They make effective use of questioning to engage children, to check their understanding and to develop a sense of curiosity. For example, practitioners challenge children's thinking effectively when encouraging children to build a challenging obstacle course for each other.

Practitioners are good language role models. This helps to develop children's communication skills and mathematical vocabulary successfully. All practitioners use Welsh regularly as part of routine group sessions. However, practitioners do not use Welsh consistently enough throughout the rest of the sessions. Practitioners regularly plan opportunities for children to learn about the life and traditions of Wales.

For example, they arrange worthwhile opportunities for pre-school children to visit the local library every week to attend a session of Welsh story telling.

Provision for children's use of ICT is in the early stages of development. Practitioners support children well in their use of ICT equipment but do not always plan specific activities to develop children's skills regularly enough.

The setting's procedures for assessing and tracking children's progress are effective. Practitioners carry out regular and useful observations of the children to inform assessment records and to identify next steps in learning. They discuss children's progress informally and this helps to plan future activities. Practitioners provide parents with useful informal updates about what their child has been learning.

The varied range of engaging activities and good relationships between adults and children support children well in their spiritual, moral, social and cultural development. For example, older children enjoy sharing the books practitioners have made about their forest school experiences with one another.

Environment: Good

Leaders ensure that the environment is safe and secure. For example, they complete daily checks of both indoor and outdoor environments to ensure that they are safe for the children to use. The setting has an effective password system in place to ensure that children are collected by suitably appointed carers.

The premises are clean and well maintained. The baby and toddler rooms have recently been reorganised, resulting in much improved environments for both groups of children. The baby base room, for example, has been painted recently and is bright, clean and well organised. The newly carpeted area also enables children to sit on the floor to relax, listen to stories and interact with practitioners.

Many resources are stored appropriately by age group in labelled boxes and drawers that are accessible to the children. This enables them to make choices about their play independently. However, the resources stored in the baby room lack clear labelling. Therefore, younger children are not able to self-select the equipment they want. The setting has a good range of toys and equipment to promote cultural awareness, for example cooking utensils and dressing up clothes from different cultures and traditions.

The setting has appropriate toilet facilities that are clean and well maintained. Older children access them independently and staff follow suitable procedures when changing younger children. However, the arrangements for changing older children in the toddler group do not always provide them with sufficient privacy.

The premises are welcoming, warm and comfortable and provide a rich environment for play and learning. Practitioners display children's craftwork, photographs and educational posters throughout the setting that contributes towards a stimulating environment. The setting is organised over three floors and the layout ensures that there is ample space for all age groups to play and rest. For example, there is an area for craft and messy play available to both toddler and baby rooms. Babies are allocated a separate cot room for quiet rest and sleep.

The outdoor area includes natural areas for children to explore and learn and a suitable covered area to enable them to access the outdoors in all weathers. As a result, children benefit from first hand opportunities to grow plants and to see the changes in the seasons.

Leadership and management: Good

The registered person has high expectations of his staff and organises the setting well. He provides clear leadership and shares his vision effectively with the setting manager and practitioners. All practitioners have a good understanding of their roles and responsibilities. They work together well to ensure that sessions run smoothly and are constantly looking for ways to improve provision for the children. The registered person communicates with practitioners well through daily contact and whole setting staff meetings. As a result, practitioners understand and implement the setting's policies and procedures consistently. The registered person and person in charge monitor the work of the setting and support practitioners' professional development effectively through regular training opportunities such as recent training in developing the self-evaluation processes.

There are appropriate procedures for self-evaluation and planning for improvement. The person in charge works with the room leaders to review progress and agree areas for development. In addition, the setting seeks the views of parents and staff in a questionnaire. The setting's procedures for self-evaluation ensure that leaders have a good understanding of the setting's needs and areas for development. They prioritise the key areas for development appropriately and implement suitable action plans that include resources and time scales. For example, a recent priority for improvement was to reorganise the pre-school classroom to support independent learning. As a result, craft and mark making materials are more accessible for the children and this has improved their mark making and drawing skills successfully. However, leaders do not sufficiently involve all practitioners in the setting's self-evaluation and improvement planning processes. As a result, they do not always have a clear enough understanding of the current targets for improvement to enable them to be fully effective in their roles.

The setting has safe and well-established recruitment processes. The setting's procedures for staff supervision including regular appraisals observations of practice are effective. This helps to ensure that all staff maintain the standards of the setting and have opportunities to access further training.

Practitioners benefit from guidance and support in improving the learning environment and experiences they offer children. For example, practitioners have made valuable use of training and advice to develop children's voice in planning future activities.

The setting has beneficial partnerships with parents, the local school and the community that enhance children's wellbeing and learning effectively. A strength of the provision is the worthwhile use of the local environment. Children access forest school activities weekly through a wide range of innovative and engaging experiences. For example, they learn about the different countries of origin of some of the trees and greet them in their own languages.

The setting uses all available funding and learning resources resourcefully. This has a positive impact on children's outcomes.

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 Trosol (English to Welsh).

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Publication date: 19/03/2019