



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

A report on

**Redbrook Day Nursery
Bryn Lane
Wrexham Industrial Estate
Wrexham
LL13 9UT**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

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

About Redbrook Day Nursery

Name of setting	Redbrook Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Hayley Donaldson
Responsible individual (if applicable)	Not applicable
Person in charge	Amy Cheetham
Number of places	78
Age range of children	Birth – 12 years
Number of children funded for up to two terms	2
Number of children funded for up to five terms	8
Opening days / times	Monday – Friday 7.30am – 6.00pm
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This setting does not provide and 'Active offer' of the Welsh language. It is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language 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	28/03/2017
Date of previous Estyn inspection	

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Dates of this inspection visit(s)	05/03/2019
Additional information Most children come from English speaking homes.	

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)	Adequate
Environment	Adequate
Leadership and management	Adequate

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve opportunities for developing children's literacy, numeracy, ICT and problem solving skills through independent play
- R2 Ensure that learning experiences provide appropriate challenge to meet the needs of the more able children and there are opportunities for children to learn through an appropriate balance of adult-directed and child-initiated activities
- R3 Further develop assessment procedures to use the information better to identify next steps in learning
- R4 Develop the range of resources available for children to access independently and ensure consistent provision of resources across the age ranges
- R5 Strengthen self-evaluation and planning for improvement processes to ensure that they focus better on raising standards, the development of children's skills and the quality of provision

What happens next

The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Good

Most children interact confidently with practitioners and each other. Across the setting children express themselves well and know that practitioners will take notice of their wishes. For example, a practitioner recognised that a young child was still hungry following lunch because they did not want to get out of their chair and pointed to the bowls on the table. The practitioner responded to this immediately. Older children make suggestions about what they would like to learn during the planning stage of the theme for the term. Children's contributions to planning are collected verbally and not formally recorded. However, their views about the service are gathered annually through children's questionnaires. Most of the children make appropriate decisions. For example, some children chose to play with balls as they did not want to join in with a dancing activity.

Nearly all children are happy and settled at the setting. They are familiar with the daily routines and form positive attachments to their key workers. Most children express their enjoyment through smiles and laughter. Any unsettled children are comforted appropriately and settle quickly back into the routine. Practitioners know the children well and talk warmly to them. For example, during lunch time one practitioner said 'Look, rice pudding. It's Daddy's favourite'. Children are able to follow their individual routines. For example, children sleep at different times throughout the day.

Nearly all children are very well behaved. They listen well to instructions and respond to reminders given by practitioners. A few children are beginning to understand the needs of others and show concern for their friends. For example, a younger child watched intently and pushed a snack towards another child who had just woken up.

Most children join in enthusiastically with the activities offered and express their enjoyment. For example, at the end of a song, younger children clapped and cheered. Most children enjoy learning new skills and are engaged and interested. For example, older children persevered to make pancakes with a practitioner. Most younger children move freely between the activities provided for them. They are inquisitive and seek attention from practitioners who respond quickly. Practitioners recognise children's efforts and celebrate achievements. For example, 'Superstar of the Month' is displayed in the foyer. This helps children to feel valued and develop a sense of belonging.

Most children make good progress according to their stage of development and become increasingly independent. They are developing self-help skills. For example, most of the older children wash their hands, locate and zip their coats and pour their drinks independently. Most children attempt to feed themselves using appropriate cutlery. Nearly all older children are able to serve themselves. For example, they use serving tongs to pick up pancakes.

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

Many children make strong progress in developing their literacy and numeracy skills from their starting points. However, a few more able children do not always make as much progress as they could.

Most children listen well to adults and each other and they respond to instructions correctly showing an increasing level of understanding. This is not only true when they engage in regular activities but also in new activities, such as mixing eggs and flour to make pancakes. Many show an interest in books and their content and know how to hold a book and turn the pages. Most children respond well to stories and answer questions correctly about different fruits and animals in the story of Handa's Surprise. Many make marks effectively and with increasing control by using a variety of media, such as paint, chalk, shaving foam and coloured pencils. A few mark make while taking orders for food during role play in the café showing that they are beginning to understand that the marks people make have meaning.

Most children make good progress in developing their Welsh language skills and many respond in Welsh during registration. Most understand simple commands given in Welsh and follow the instructions well such as during tidying up time or getting ready to go outside. Nearly all children know a good range of songs and rhymes in Welsh and enjoy joining in.

Many children's number skills are developing suitably for their age and ability. Most recite numbers to ten and higher successfully, but they do not often match numbers with objects. Many recognise and name familiar two-dimensional shapes and a few use mathematical language in relevant contexts such as 'big', 'small' or 'middle' when choosing containers to carry water to pour down a pipe.

Children are developing independent skills well and many can wash their hands, put on their coats and roll their sleeves independently. However children's ICT and problem solving skills are underdeveloped as they have too few opportunities to apply them across areas of independent play such as role play and outdoor activities.

Many children develop their physical skills very well through a range of interesting activities both inside the nursery and outside. Many use large play equipment with increasing control while steering wheeled toys and balance well while going from tree stump to tree stump during a bear hunt. Most children develop their fine motor skills well. For example, they mould, squeeze and stretch dough and use small tools such as tweezers independently to choose and lift a pancake from a plate.

Many children express themselves well creatively, through a variety of media, for example art, music, dance, role play and puppet shows. Most children access paints, chalk and messy play such as shaving foam to develop mark making skills.

Care and development: Good

Practitioners promote children's health and wellbeing effectively. They offer healthy and nutritious snacks and meals and include fresh fruit and vegetables. Through daily routines, practitioners provide children with good opportunities to develop healthy lifestyles, for example regular physical activity and tooth brushing.

Practitioners provide good care and support for children at the setting. They know the children very well and have a good understanding of their needs and preferences. Information about individual routines is gathered from parents when children start, for example sleep and feeding routines for younger children. Practitioners ensure that they monitor children closely when they sleep. All children have a designated key worker. Practitioners carry out this role with confidence. They plan activities and take responsibility for observing children's progress. Practitioners identify next steps in children's learning. However, this is an area that is in need of further development to ensure that next steps identify specific skills to promote each child's development. Most children make good progress in line with their age and stage of development, however a few more able children are not challenged sufficiently. For example, a younger child was limited as practitioners intervened and held their hand during a sticking activity.

Practitioners identify children with additional needs effectively. The setting has good links with health visitors. Practitioners carry out a 24 month check of children's development and, with parents' consent, share information with the health visitor. This helps to ensure that additional needs are identified early. Practitioners respond appropriately to advice from outside agencies such as speech and language therapists. For example, key workers include advice for individual children in planning and next steps in learning. Practitioners have good relationships with parents and share ideas to support children with additional needs such as positive behaviour management strategies.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. All practitioners have attended relevant and up-to-date safeguarding training and they are aware of their responsibilities. They are all familiar with the setting's safeguarding policy and discuss procedures for referring concerns confidently.

Practitioners have attended appropriate training in paediatric first aid and practice good hygiene procedures. There are effective procedures for attending to children's personal care. Leaders review and update risk assessments regularly and practitioners keep detailed records of accidents and incidents, which identify any regular patterns. Nearly all practitioners understand the importance of record keeping. However, elements of medication records require improvements. For example, these lack sufficient detail of times when medication was last administered at home.

Practitioners promote positive behaviour management strategies very effectively. They have consistent expectations of children's behaviour and speak to children and each other in a calm and gentle manner. This leads to a very pleasant and relaxed atmosphere at the setting. Practitioners advocate equality and diversity. All children have equal access to resources and activities. Practitioners provide opportunities for children to learn about different cultures and promote the Welsh culture very

effectively. They use incidental Welsh throughout the setting and many children use Welsh words and phrases confidently. For example, during lunch and snack times they responded in Welsh and joined in enthusiastically with Welsh songs.

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

Practitioners are developing a suitable understanding of what is good foundation phase practice. They plan a wide range of stimulating learning experiences that successfully engage many children. They use an appropriate range of strategies to encourage and motivate children to learn. However, there is not yet an appropriate balance between child-led and adult-directed activities.

One of the setting's strengths is the positive working relationships practitioners have with the children and how they use effective strategies to manage children's behaviour. Most practitioners model learning suitably to develop children's skills, for example when demonstrating how to mix flour and an egg so that children can do this themselves. They generally intervene appropriately in children's play and are beginning to question children suitably during their tasks.

The setting has adopted the local authority's planning system and practitioners generally plan in accordance with the philosophy of the foundation phase. These plans are beginning to build effectively on children's previous learning and provide valuable opportunities to develop children's literacy and numeracy skills during focused tasks. However the planning does not identify activities at different levels to challenge all children especially the more able. Currently, planning does not ensure that children practise their literacy, numeracy, ICT or problem solving skills during independent activities or across the areas of learning often enough.

The setting invites visitors and makes use of the local area to enrich children's learning experiences effectively. For example, weekly sessions run by a tennis coach develop children's hand and eye co-ordination well and children learn about their environment when they visit the library, garden centre and local shops.

Practitioners provide suitable opportunities for children to learn about Welsh culture and traditions. One of the setting's strengths is that all practitioners use Welsh well throughout the sessions and encourage the children to join in with Welsh songs and respond to simple questions. This is having a beneficial impact on children's use and understanding of the language.

Practitioners provide a worthwhile range of learning experiences to foster children's moral, social and cultural development successfully. For example, they raise children's awareness of people who are less fortunate by arranging a collection for the local food bank. However, they do not offer children sufficient opportunities to reflect on their actions or the world around them. Children have valuable opportunities to develop an understanding of different cultures through exploring the Chinese New Year and Divali.

Practitioners know the children well and develop useful procedures to observe and assess their development. Their knowledge and understanding of the expectations for each area of learning are developing suitably and they are beginning to use assessment information to identify next steps in learning for individual children. Practitioners keep parents and carers well informed about how their children are progressing in their learning.

Environment: Adequate

Leaders ensure that children are cared for in a safe and secure environment. There are good security arrangements in place. Visitors are not able to enter the building unless admitted by a member of staff, identification is checked and they are required to sign in. All visitors are provided with key information prior to entry, for example the use of mobile phones, safeguarding and evacuation procedures. Practitioners ensure that procedures for collecting children are closely followed. For example, the registered person asked a practitioner to confirm the identity of someone collecting a child as they were not familiar to her. Practitioners undertake daily risk assessments of all indoor and outdoor play areas. They are confident about fire evacuation procedures and practise these with the children regularly.

The premises are clean and well maintained. Practitioners follow good hygiene procedures. The infection control audit is undertaken annually and leaders address identified issues promptly. Toilets and nappy changing areas are clean and practitioners respect children's privacy and dignity. Children's bedding is washed weekly and sleep mats are cleaned after every use. There are detailed cleaning rotas for all rooms and staff are aware of their responsibilities in relation to maintaining cleanliness.

The premises provides ample space for children to move freely. Children's coats and bags are stored at low level, promoting independence. Play spaces offer children opportunities to be physically active and take appropriate risks. For example, younger children used a low level slide in the playroom, closely supervised by practitioners. Two play rooms have direct access to the outdoor play space, which has been the subject of improvement and now offers a good range of play equipment, for example bikes and climbing frames.

Resources are appropriate for the age and development of the children. They are generally sufficient in quantity for children to have reasonable choice and variety. Most children choose from activities that are set out for them. However, in some rooms there are insufficient resources stored at low level that children are able to access independently. Resources are limited in the play room for two to three-year-olds. For example, five children shared one small pot of crayons and there were very few resources to enhance the roll play kitchen. This restricts children's ability to follow their interests and lead their own play and learning. Children have access to limited multicultural resources such as dolls and puzzles, and natural and re-cycled resources were insufficient. Furniture is of appropriate size and design for the age range of children across the setting and meets relevant safety standards. For example, high chairs have five point harnesses.

Leadership and management: Adequate

Following a period of re-organisation of staffing and their responsibilities, leaders are focusing well on developing a team that share their vision of providing a high standard of care in a fun environment. Leaders have suitable arrangements for employing and recruiting staff and managers have reviewed the roles and responsibilities of all staff and updated job descriptions to reflect their responsibilities.

Practitioners have attended introductory foundation phase modules run by the local authority to gain a greater understanding of their work. This is beginning to influence how staff interact with the children. There are regular staff meetings to enable practitioners to share views and discuss the needs of children. However, these sessions are too informal and do not focus rigorously enough on the progress of children. Since September, leaders have established a consistent daily routine, which all practitioners follow, to provide experiences that meet the requirements of the foundation phase appropriately.

Leaders are establishing a suitable system for appraising practitioners. They observe and audit practice monthly and encourage all practitioners to be reflective as they assess their own performance and set agreed targets to meet their developmental needs. However, leaders have only very recently linked these targets with the setting's targets in its improvement plan and it is too soon to measure the impact of this.

With support from the local authority, managers are developing a suitable range of self-evaluation activities. The arrangements focus on evaluating provision and considering the views of practitioners, parents and carers and the local authority suitably. Leaders are starting to use information from these activities to develop an understanding of strengths and the areas the setting needs to improve. With further support from the local authority leaders produced an action plan to support the professional development of the new practitioners and address the needs of the current children in the pre-school room. However, the plan does not focus enough on raising standards in numeracy, ICT or problem solving. Targets for improvement are too general and are not measurable enough and it is too soon to evaluate the plan's impact

The setting benefits from a valuable partnership with parents. For example, leaders keep parents well informed of activities through an appropriate app and they receive useful opportunities to visit the nursery with their children before starting. Positive links with local schools help the transition experiences for most children. Leaders work collaboratively with the local authority to improve standards, provision and leadership but this is at an early stage of development. Leaders use additional funding effectively to improve children's outcomes. For example, an outreach worker is employed to support children with additional learning needs.

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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