



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

**A report on**

**Sunnybank Children's Nursery Ltd  
3 Stow Park Avenue  
Newport  
NP20 4FH**

**Date of inspection: May 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Sunnybank Children's Nursery Ltd

Name of setting	Sunnybank Children's Nursery Ltd
Category of care provided	Full day care
Registered person(s)	N/A
Responsible individual (if applicable)	Jane and Graham Bateman
Person in charge	Natalie Bourne
Number of places	83
Age range of children	0 to 11yrs
Number of children funded for up to two terms	24
Number of children funded for up to five terms	14
Opening days / times	8.00am to 6.00pm, 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	No
Date of previous CIW inspection	01/11/2018
Date of previous Estyn inspection	01/03/2015
Dates of this inspection visit(s)	14/05/2019
<p>Additional information</p> <p>Most children speak English as their first language. A very few children are learning English as an additional language.</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 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'.</p>	

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Care and development</b>	<b>Poor</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Adequate</b>
<b>Leadership and management</b>	<b>Poor</b>

## Non-compliance

During this inspection, we identified areas where the responsible individual is not meeting the legal requirements, and this is resulting in potential risk and/or poor outcomes for children using the service. Therefore, we have issued a non-compliance notice in relation to the following:

- Arrangement for the protection of children (Regulation 22): This is because practitioners did not have a good enough understanding of safeguarding procedures, not all procedures in the child protection policy are correct and leaders have not implemented child protection procedures consistently.

Details of the actions required are set out in the non-compliance report attached.

We have also advised the responsible individuals that improvements are needed in relation to employment of staff (regulation 29) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible individual to take action to rectify this and it will be followed up at the next inspection.

## Recommendations

- R1 Ensure that practitioners identify and address all risks effectively and consistently
- R2 Inform parents of children's progress and achievements regularly and effectively
- R3 Improve the environments for the baby room and out of school club to ensure that furniture and resources meet children's needs successfully and consistently
- R4 Ensure that all leaders and practitioners have clearly defined roles and responsibilities which they fulfil effectively
- R5 The responsible individual must address all non-compliance identified during the inspection

## What happens next

Her Majesty's Chief Inspector of Estyn and the Chief Inspector of Care Inspectorate Wales are of the opinion that focused improvement is required in relation to this setting. The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress on a termly basis.

## Main findings

### **Wellbeing: Good**

Nearly all children express themselves effectively and know that practitioners value and respect all their attempts at communication. Most children make choices and do things for themselves effectively. For example, they decide which fruits they would like to use to make their fruit kebab. Children attending the out of school club make decisions about where they play and share their views with practitioners appropriately, such as when they complete questionnaires.

Nearly all children are secure and settled. They cope well with separation from their parents and carers. Nearly all children form positive emotional attachments with their keyworker successfully. For example, they approach practitioners for reassurance and comfort which they receive promptly. This makes them feel secure, happy and relaxed. In the out of school club, nearly all children engage in activities positively. However, their sense of club identity and belonging is not well enough developed due to a lack of club resources and displays.

Nearly all children behave well and are learning to share appropriately. Younger children play happily alongside each other and most share resources and join in with group activities well. A majority of children develop strong friendships and greet each other warmly as they arrive at the setting. Older children are learning to negotiate with each other and work together successfully. For example, they share resources well when they use wooden blocks to build a bridge with their friends.

Nearly all children engage well and show interest in their play choices for most of the time. For example, children are curious, smile and giggle as they look for and find worms in the soil. Many children, including those attending the out of school club, enjoy washing strawberries and cutting bananas to make fruit kebabs. They concentrate well, complete the task successfully and look forward to eating them later in the day.

Nearly all children are becoming increasingly independent in line with their stage of development. Most develop a good range of self-help skills and explore the environment freely. For example, very young children attempt to put on their own aprons before a painting activity. Most older children show an appropriate level of independence at mealtimes and use the toilet facilities with little adult assistance. Nearly all children in the out of school club serve themselves confidently during mealtimes and complete tasks independently.

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

Many children enter the setting with the skills and knowledge expected for their age. Most make good progress, particularly in developing their personal and social, and literacy skills. For example, they pack away the group time mats independently and choose to look at favourite stories in the outdoor area. Around half of children are beginning to play cooperatively as they build an obstacle course spontaneously with their friends.

Nearly all children develop their physical skills effectively. Most negotiate space successfully when running, jumping and balancing as they play a dinosaur chasing game, and a few throw a small ball with good control. Nearly all children develop their co-ordination well when they use a range of tools such as tongs, safety knives and sticks successfully.

Most children develop their numeracy skills well from their starting points. They count objects accurately to five, and around half of the children say numbers in order to 20. Many children are beginning to recognise a few number digits up to five. A minority of children make good use of mathematical vocabulary. For example, they compare their size to a friend and point out who is the biggest.

Most children develop strong communication and literacy skills. They chat happily to an adult about their favourite fruit or ask if they can smell a watermelon. During group time, nearly all children pay close attention to a story and most join in with songs and rhymes. A minority select favourite books independently and enjoy sharing them with practitioners in the outdoor area. Most children develop their mark making skills well and enjoy using felt pens and paint on a large scale. A majority write for a purpose such as when they pretend to write a shopping list in the role-play area.

Most children develop their creative skills effectively such as when they produce detailed observational drawings of the pet goldfish. They particularly enjoy learning to play large African drums and performing for their parents. Many children are beginning to develop their thinking and problem-solving skills successfully. For example, they think about why they need sun cream and work out how to make their obstacle course change direction.

Most children access and use information and communication technology (ICT) equipment well. For example, they take a photograph of their friend and 'drag and drop' images skilfully when using tablet computers. Most children use battery operated toys well to enhance their play such as a toy till in the role-play shop.

During their time at the setting, most children develop their Welsh language skills effectively in relation to their starting points. They respond to a range of Welsh words and phrases positively. They join in with simple Welsh songs and use a few Welsh words with encouragement from practitioners.

### **Care and development: Poor**

The setting's arrangements for safeguarding children do not meet requirements and are a serious cause for concern. Leaders have not ensured that an appropriate child protection policy is in place that clearly sets out the correct procedure to follow when practitioners identify a safeguarding concern. Around half of practitioners do not have a clear enough understanding of safeguarding procedures and leaders do not follow procedures consistently in line with regulatory requirements. This is a serious matter and CIW have issued a non-compliance notice.

There are useful policies and procedures that support practitioners to provide a suitable level of care relating to many aspects of the setting's work. For example, there are clear procedures to manage accidents and administration of medication

and first aid, and many practitioners have a current paediatric first aid certificate. Overall, the setting carries out an appropriate range of risk assessments, including fire safety. However, on a very few occasions practitioners do not identify and address all risks effectively.

There are effective arrangements to help children learn about living a healthy lifestyle. For example, practitioners encourage all children to take part in beneficial activities such as tooth brushing regularly. Water is readily available throughout the day for children to drink. Practitioners ensure that children have freshly prepared healthy meals. They follow suitable hygiene procedures and practices, such as making sure that children's hands are clean before they eat. Practitioners provide frequent opportunities for children of all ages to play outside and they promote physical exercise well.

The setting's behaviour management policy sets realistic and clear boundaries for children, and practitioners follow this well. Nearly all practitioners promote good behaviour and support children to learn to co-operate with each other skilfully. For example, they give children lots of praise and encouragement, and most practitioners use gentle reminders to encourage children to share and take turns. As a result, nearly all children's behaviour is good.

Practitioners know the children well and provide a calm and caring environment. Children's records are complete and enable staff to understand children's health and dietary needs effectively. Practitioners observe children regularly and identify next steps in their learning and development appropriately. They implement suitable planning for all children, which relates to interesting themes and topics. Activities for younger children are developmentally appropriate and engage most children well.

Practitioners respond to children's individual needs successfully in a timely manner. For example, when a child becomes unsettled, practitioners give the child a cuddle, and this settles them successfully. Practitioners support children who have additional learning needs effectively and promote their development well.

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

The setting provides an effective range of learning experiences indoors and outdoors that engage nearly all children successfully. Practitioners support children to develop their personal and social skills well. For example, they encourage children to pour themselves a drink when they are thirsty.

Provision to support children's literacy skills is effective. The cosy story areas are inviting and well-resourced with a range of beneficial books, puppets and cushions. Practitioners provide worthwhile opportunities for children to take part in mark making activities throughout the environment. Activities such as writing labels for seedlings help children begin to understand the purpose of writing successfully.

Practitioners provide an effective range of opportunities for children to develop their numeracy and ICT skills across the curriculum. For example, planting activities provide children with beneficial opportunities to count, sort and compare size. A useful range of ICT equipment such as a used mobile telephone and tablet computers support children to develop their communication and mark making skills well.

Throughout the environment, there are useful opportunities for children to develop their physical skills including using tongs, brushes and chopsticks. The outdoor area provides plenty of opportunities for climbing, balancing and ball skills that enable children to develop their coordination successfully.

Practitioners provide a range of learning experiences that promote children's moral, spiritual and cultural development well. They foster a sense of awe and wonder in children and provide effective opportunities for them to learn about and care for living things. For example, they encourage children to observe and talk about a range of mini beasts in the outdoor area such as the slugs they discover under a log.

Practitioners provide worthwhile opportunities for children to explore and develop their creative skills such as rolling toy cars through paint to make tracks. Many practitioners develop children's thinking skills successfully through skilful questioning. For example, they prompt children to observe bubbles in the fish tank and think about what they could be.

A majority of practitioners model Welsh language effectively through singing songs and using simple words and phrases throughout the session. Children have appropriate opportunities to learn about their Welsh heritage. For example, they wear traditional dress and taste Bara Brith as part of their St David's Day celebrations.

Nearly all practitioners have a good understanding of foundation phase practice. They explain things clearly, model activities and question children effectively. They combine focused tasks with children's free play successfully. As a result, children sustain interest in tasks and enjoy periods of uninterrupted learning.

The setting has worthwhile assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks in the setting. They record useful observations that show children's progress over time suitably. However, practitioners do not share information about children's progress and achievements with parents effectively enough.

### **Environment: Adequate**

Overall, leaders ensure that practitioners care for children in appropriately secure premises. Access to the building is via a secure entry system, and there is a suitable system to record visitors to the setting. There are effective procedures to ensure that children leave with a recognised parent or carer at the end of the session. Leaders ensure that the environment is clean and hygienic. Practitioners carry out required safety checks for the building regularly, including an appropriate daily safety check of the environment. However, in a very few cases, practitioners do not identify and deal with hazards rigorously enough. For example, they had not identified a finger-trapping hazard in the baby room.

The premises are welcoming and create a comfortable environment for children. There are suitable facilities to store records securely. Nearly all rooms are light and spacious with attractive displays of children's artwork. Leaders provide a suitable range of appropriate resources. Practitioners ensure children have plenty of opportunities to access the outside play area, which is well organised and



stimulating. It includes a mud kitchen and garden allotment that children play in enthusiastically. Base rooms are spacious with suitably sized tables and chairs, and areas for children to relax. However, a few areas do not meet children's needs effectively enough. For example, leaders store large resources in the area where practitioners serve meals to babies. This results in the environment for babies becoming cramped and overcrowded during mealtimes.

Leaders organise and resource rooms to promote children's independence effectively. For example, there is easy access to toileting facilities. They ensure that practitioners store toys and resources safely and they label a few drawers clearly. Overall most rooms are organised to provide suitable play and learning environments. Resources within the pre-school area are of good quality and quantity and include a wide range of sustainable materials. However, there is an insufficient range of easily accessible and age appropriate resources to meet children's needs in the out of school club. The setting provides suitable resources to promote cultural awareness in the preschool room. However, leaders do not ensure that resources promote cultural awareness in areas for younger children and babies effectively. Practitioners stimulate children's curiosity successfully by providing open-ended resources for them to investigate such as boxes of sticks and different sized logs.

### **Leadership and management: Poor**

Overall, the person in charge works effectively with practitioners to provide a caring and calm environment for all children. However, she does not sustain improvements to the setting or promote safe practices and a culture of safety well enough. She manages practitioners and children suitably to ensure that the setting runs smoothly. One of the responsible individuals telephones and visits the setting regularly and is available to offer advice when requested. However, they do not support senior staff well enough. For example, they do not provide the person in charge with effective opportunities to review important aspects of their work through effective supervision.

There is an up to date statement of purpose, which provides the information parents need to make an informed choice about the provision. Leaders ensure that most policies to support the setting's work are in place. However, they do not ensure that all processes and procedures included in a very few important policies are appropriate. For example, the safeguarding policy is unsuitable, and as a result practitioners are unclear about the correct procedures to follow. Leaders do not fulfil their safeguarding responsibilities consistently and this requires urgent improvement. The setting does not comply fully with regulations in all areas. For example, leaders do not ensure that all practitioners receive effective supervision.

The person in charge is committed to making improvements and this is beginning to lead to helpful changes. For example, the setting has introduced effective arrangements to help children settle when they move into a new base room. However, overall, arrangements for reviewing the setting's strengths and areas for development are underdeveloped and do not identify and prioritise all the important areas requiring improvement effectively enough. The setting has not made effective progress in addressing all recommendations from the previous Estyn and CIW inspections.

Overall, the setting makes suitable use of practitioners and resources to support children's wellbeing, play and learning appropriately. Leaders make sure they follow safe recruitment processes for all staff and that the setting meets the required numbers of suitably qualified practitioners. However, there have been many staffing changes, and this has resulted in inconsistency for children. Many practitioners are establishing themselves into new roles effectively. For example, practitioners based in the pre-school room work well together to support children's learning and development successfully. However, a few practitioners do not carry out their roles and responsibilities well enough. For example, a very few senior staff do not support newly appointed practitioners effectively.

Many practitioners understand the benefits of continuous professional development and engage positively with setting improvement processes and procedures. This has a positive impact on the quality of provision. For example, pre-school practitioners have made recent improvements to the story areas, which support children's literacy skills effectively. However, a few practitioners are reluctant to embrace new ideas and make improvements, and this restricts the setting's capacity to move forward.

The setting has appropriate arrangements for managing staff performance. Most practitioners have suitable opportunities to discuss and reflect on the quality of their work during regular supervision meetings. However, leaders do not ensure that all practitioners receive annual appraisals that provide clear and effective improvement targets for practitioners to work towards.

Leaders have developed a range of worthwhile partnerships that support the quality of provision and outcomes for children appropriately. Parents receive beneficial information through day-to-day contact, social media and a useful noticeboard.

## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

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