



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

A report on

**Y Gamfa Wen
University of Wales Trinity St David's
Carmarthen
SA31 3EP**

Date of inspection: November 2019

by

Care Inspectorate Wales (CIW)

and

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

About Y Gamfa Wen

Name of setting	Y Gamfa Wen Nursery
Category of care provided	Full Day Care
Registered person	Jane O'Rourke
Responsible individual (if applicable)	Jane O'Rourke
Person in charge	Caryl Evans and Heulwen Thomas
Number of places	52
Age range of children	0-8 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	1
Opening days / times	Monday – Friday, 08:00-18:00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	05/12/2017
Date of previous Estyn inspection	01/06/2015
Dates of this inspection visit(s)	05/11/2019
Additional information	

Summary

Theme	Judgement
Well-being	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	Adequate

Non-compliance

We have advised the registered persons that improvements are needed in relation to the appropriate supervision and evaluation of the work of the persons in charge (regulation 29 (3)(a)) in order to fully meet legal requirements. The responsible individual has not ensured that the persons in charge receive regular supervision and performance management. A notice has not been issued on this occasion, as there was no direct or significant impact on children who use 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 Provide beneficial opportunities to develop children's problem-solving skills
- R2 Ensure a suitable balance between child-led and adult-led activities
- R3 Develop continuous provision in the outdoor area
- R4 Address the area of non-compliance

What happens next

The setting will produce an action plan showing how it will implement the recommendations. CIW and Estyn will monitor the setting's progress.

Main findings

Well-being: Good

Nearly all children arrive at the setting happy and settle quickly. They have formed strong bonds with their key workers and other practitioners and are very happy in their company. For example, some of the children hugged each other and practitioners happily, laughing. Almost all children feel safe, and respond very well to adults and visitors once they have become accustomed to them. Most children are familiar with the daily routine, and that makes them feel at home.

Almost all children have appropriate input in terms of their learning and play. They can choose which songs they would like to sing during circle time, and infants can roll a dice to decide which song to sing. Children are given good opportunities to make decisions about their play during free play, and easy access to toys of their choosing. For example, in the outdoor area one child decided they would like to make 'cawl' in the mud kitchen, and they worked well with other children to do so. However, there are times when children do not have enough input in terms of the structure of their play. For example, just before lunchtime a practitioner moved the tuff tray when a child was enjoying playing with it. The child adapted easily and went to play with another toy, despite the fact that it had not been their first choice.

Many children are learning to be resilient, and they do not let anything interrupt what they would like to do. For example, one child got up from the floor after tripping and continued taking their jacket to their drawer independently without making a fuss. At mealtime, when children have the chance to pour milk or water, most are able to do so with support, but they do not get enough opportunities to allow them to further develop these skills.

Almost all children behave well. They show respect, share resources and are beginning to take turns successfully. Most children take pride in each other's successes. For example, older children support new children and show them how to put their picture on the self-registration board. Children interact very well and enjoy each other's company. As children leave for school, the rest wave goodbye to them politely. Mealtime gives almost all children the opportunity to socialise effectively with each other, and many say '*plîs*' ('please') and '*diolch*' ('thank-you') when prompted. Some children have very robust language patterns, and can ask confidently for more food or drink. For example, during snack time a child asked, '*Ga' i fwy o laeth plîs?*' ('May I please have some more milk?'). Children's social skills are developing successfully. They converse with each other naturally, and are able to describe experiences. For example, at snack time, one child mentioned the fireworks that they had seen the night before to their friends, saying '*Roced wedi mynd lan yr awyr*' ('A rocket went up to the sky'); '*Sŵn uchel*' ('Loud noise') and '*Gole*' ('Light').

Most children have a good understanding of how to keep healthy. They take part enthusiastically in activities to help keep themselves fit, and they are given the opportunity to do so regularly in the leisure centre. They understand the importance of hand washing, and most of them do this independently before mealtime.

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

Most children make strong progress from their starting points, and are successfully developing their literacy and numeracy skills. They use familiar language correctly in greeting each other and expressing their feelings. Most listen well to adults and successfully follow instructions, especially while singing and dancing to familiar songs and rhymes. Although a minority of the children speak Welsh fluently when starting out at the setting, many of them use a suitable range of vocabulary appropriately in communicating and discussing their feelings.

Many children enjoy looking at books and they treat them as readers would. Most enjoy listening to a story being read to them for extended periods of time, and many respond well to questions about the story's contents. Many children's writing skills are developing well. For example, most succeeded in independently making simple marks in the mathematics area, and forming an "R" for rocket in shaving foam.

Most children's numeracy skills are developing successfully. They count to 10 with confidence, and most can add up to five using their fingers. Most children join in number songs and can count the number of children in the room successfully. Many are able to use mathematical terms such as 'big' and 'small' appropriately, for example while counting worms in the soil. They name and compare familiar two-dimensional shapes successfully while searching for shapes in the outdoor area. A minority of children use their problem-solving skills appropriately when they get the chance. For example, a child identified themselves as the daily helper because they were the one who was wearing blue shoes and a striped top. However, these skills have not been developed sufficiently.

Most children's information and communication technology skills are developing positively, as they use a variety of equipment to support their learning. They use a computer tablet and camera successfully to take pictures in the construction area. Their mouse-control skills for painting a picture on the computer are developing successfully, and most can confidently control a programmable toy with the help of a practitioner.

Most children's physical skills are developing well. They use small instruments confidently, for example using scissors carefully to cut out of catalogues. Almost all move and dance to music with confidence and control their bodies successfully to form relevant shapes, for example by stretching out like a rocket. In addition, many children's creative skills are developing effectively as they undertake a variety of activities, such as using different media to create pictures to display on the walls.

Most children's personal social and emotional skills are developing strongly. They interact naturally with practitioners and each other during spontaneous and focused activities. Most children can express their feelings by stating whether they are happy or sad.

Care and development: Good

The persons in charge have robust procedures in place to keep children healthy and safe. They have a dedicated safeguarding policy, practitioners receive regular training and all are fully confident about the procedure to be followed should they have a concern about any child. The setting has robust procedures in place to ensure

fire safety, and practitioners conduct fire drills very regularly to ensure that all children are aware of the routine to be followed in case of emergency. There are effective procedures in place at the end of the day to ensure that children leave with a parent or recognised carer. Most practitioners ensure that they follow very strict hygiene procedures, and have current and relevant first aid certificates. They complete accident and incident forms in a timely manner, and their procedures for administering medicines are now very robust. They also follow the new nappy changing policy effectively. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

The persons in charge have ensured that there is a balanced menu in place for children, and have worked successfully with a dietician to ensure best practice with regard to healthy eating. Children are given water or milk at mealtime, and water bottles are labelled and available to them throughout the day. Nevertheless, practitioners do not always encourage children to drink enough during the day.

Most practitioners have a good understanding of how and when to intervene in activities or conversations in order to develop and cultivate children's play and learning. For example, a practitioner persuaded a child to pick up a toy by explaining that a young child could fall if they did not do that. Practitioners provide responsive care and make detailed plans for a variety of appropriate activities. However, they do not always plan enough effective opportunities for children to learn for themselves. Many practitioners tend to do too much for children at mealtime. As a result, children do not always have enough opportunities to develop their independence skills. For example, at lunchtime a few practitioners intervened to help children pour drinks or put peas on their plates, which did not give them enough of an opportunity to try to do it themselves. There was also a certain amount of rushing.

The setting has very good arrangements for managing children's behaviour effectively, and most practitioners make effective use of positive behaviour strategies. They encourage positive behaviour sensitively and calmly in managing children's behaviour, and this is reflected in the way children behave. For example, practitioners chatted with a child in a relaxed manner as the child waited patiently for their turn to use the remote control. Most practitioners praise children regularly.

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

Children and all practitioners share a lovely working relationship. They engage in constructive conversation with children by showing great interest in what is important to them, for example talking about a child's new shoes. They have a keen understanding of foundation phase principles and model good language skills throughout the day. All practitioners place strong emphasis on developing children's literacy skills by using songs to reinforce and to introduce new vocabulary and language patterns, for example, by singing '*fel hyn i ni yn brwsio dannedd*' ('this is the way we brush our teeth') before cleaning their teeth, and singing about the weather in whole group sessions.

Practitioners successfully plan beneficial activities to ensure children regularly practise their literacy, numeracy and ICT skills across learning areas. They record the skills being developed for every activity in their plans. One of the strengths of the

provision is the way practitioners use Welsh throughout the sessions, and regularly encourage children to join in songs and discussions. They also visit a local television centre regularly to hear stories from well-known Welsh-language television characters to enrich and reinforce learning. In addition, practitioners ensure that children develop a good understanding of the world around them by making effective use of the local area, for example, taking children on a walk to pick blackberries and collect leaves, and inviting the fire brigade to visit the setting to expand their understanding of people who help us. All practitioners provide children with a stimulating and cultured learning environment. On the whole, they encourage them to make decisions and discover things for themselves while undertaking specific focused tasks. However, practitioners do not always ensure an appropriate balance between directed and child-led activities. As a result, they do not encourage children to undertake activities entirely independently and solve problems on their own.

Practitioners work to promote children's spiritual, moral, social and cultural awareness. They provide beneficial opportunities for them to learn about other cultures, for example, by undertaking activities based on Chinese New Year celebrations. They provide children with good opportunities to learn about the culture and traditions of Wales, for example wearing red or traditional Welsh dress on St. David's Day, and having the opportunity to learn about St. David by listening to a story, singing and colouring.

Practitioners plan appropriately to develop children's physical and creative skills by offering them a suitable range of worthwhile experiences, for example, taking part in movement and dance sessions and making their own art work in the style of a specific artist.

The setting has robust assessment arrangements in place which allows them to track the progress of children's skills well and to identify the next steps in their learning. Almost all practitioners make deliberate use of assessment findings to ensure children's skills are developing successfully across all learning areas.

Environment: Good

Managers and practitioners provide a safe, clean, inviting and welcoming environment that supports children's development effectively. The environment is stimulating and includes dedicated displays which reinforce learning and celebrate children's work successfully. They also reinforce practitioners' planning well. For example, due attention is paid to numeracy and key vocabulary arising from the themes in the rooms.

Managers and practitioners are keenly aware of safeguarding issues. The persons in charge ensure that extensive risk assessments have been completed, and practitioners are very aware of risks pertaining to their areas and the environment more generally. However, risk assessments do not always detail messy play activities using foods such as spaghetti, and shaving foam.

The building is very secure, and the persons in charge and practitioners ensure that appropriate checks are completed on a regular basis. The persons in charge keep all documents relating to the site's safety checks very well organised, and they have a very good awareness of these matters.

The indoor environment supports learning well. It is a dedicated space, and provides children with good opportunities to explore and learn. On the whole, practitioners

have established effective learning corners and areas which provide children of all ages with beneficial opportunities to develop their skills. Most areas include dedicated mark-making materials and ICT equipment. For example, there is a digital camera in the construction area, and talking pegs in the small world. There is a choice of diverse learning areas, including a reading corner, a creative corner, a performing corner and a construction corner. Dedicated displays exhibit and celebrate children's work very effectively. However, the outdoor area provision does not offer enough activities and resources that children can use independently.

The environment has dedicated rooms suitable for private conversations with parents, visitors or practitioners, including a separate room and an office.

The setting has a wide range of standard furniture indoors, including different-sized wooden tables and chairs which allow children, including infants, to sit around the table to eat. There is also a lovely separate room for infants to enjoy peace and quiet to sleep.

Leadership and management: Adequate

In the short time since the persons in charge were appointed, they have created a happy and productive feeling throughout the setting. They are enthusiastic and conscientious, and practitioners praise them for their leadership and support. The persons in charge forge a positive ethos where children and practitioners feel valued. This has a strong impact on almost all practitioners' work, and they work well together.

The setting has an up to date, dedicated Statement of Purpose in place, which contains the information needed to allow parents to make a choice about their children's care.

The persons in charge make appropriate use of suitable self-evaluation processes to identify what they are doing well, and areas requiring improvement. They ascertain practitioners' and parents' views appropriately. Nevertheless, in a few cases they do not manage to identify every area requiring improvement in a timely manner. The setting makes effective use of relevant grants to purchase resources and achieve the improvement plan targets, for example, purchasing ICT resources and books to develop children's oral skills.

Managers ensure that suitable practitioners with appropriate qualifications are working in the setting on a permanent basis. They encourage and support them to attend relevant training to ensure that they are informed about current best practice, including training on elements of foundation phase pedagogy, preparing healthy food and first aid. This has a positive impact on the provision and on children's outcomes and welfare.

Managers supervise practitioners each term, and conduct appraisals annually. They also hold staff meetings on a regular basis and keep minutes. However, the responsible individual has not ensured that there are arrangements in place to supervise the persons in charge. In addition, the responsible individual's administrative procedures do not always comply fully with all regulations.

The setting has a good range of partnerships which support the provision successfully. The strong relationship with parents is reinforced effectively by dedicated communication which ensures that they are up to date with their children's

progress. For example, practitioners produce a useful log of their children's progress when they move from one phase to the next in the nursery. In addition, there is an open-door policy in place which allows parents to discuss any issue with practitioners on a daily basis.

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 Prysg Cyf (Welsh to English).

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