



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

A report on

Hope Day Nursery

**Hope Church
Dolfor Road
Newtown
Powys
SY16 1JD**

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

About Hope Day Nursery

Name of setting	Hope Day Nursery
Category of care provided	Full day care
Registered person(s)	Christine Thomas
Responsible individual (if applicable)	Jo Morris
Person in charge	Helen Jervis
Number of places	49
Age range of children	3 months to five years
Number of 3 and 4 year old children	19
Number of children who receive funding for early education	12
Opening days / times	7.45 am to 17.45 pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promote the use of the Welsh language.
Date of previous CIW inspection	First inspection
Date of previous Estyn inspection	First inspection
Dates of this inspection visit(s)	07/11/2023
<p>There have been significant changes in staffing since June this year. This has included a change in leadership and management and particularly in the 3+ room where all staff are new to the setting since September and two members of staff are currently on maternity leave.</p>	

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	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve consistency in practitioners use of Welsh words and phrases to improve children's understanding and confidence.
- R2 Provide worthwhile opportunities to develop children's understanding of different cultures and the world in which they live.
- R3 Ensure that development planning focuses more sharply on the main priorities 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

Well-being: Good

Nearly all children enjoy their time in the setting. They arrive happily and separate well from their parents and carers. Most are familiar with the daily routines of the setting and all feel safe and valued. Most children form positive relationships with practitioners and approach them for reassurance and support when needed.

Many children form close friendships with their peers and are pleased to welcome each other each day, often calling out as they see their friends arrive. Nearly all show kindness and consideration towards each other. For example, older children involve the younger ones in their play and help them to follow new routines such as where to sit during group time.

Most children develop their personal and social skills appropriately in line with their age and stage of development. They are developing their independence and self-help skills well. Most visit the toilet independently, find their coats and wellies and pour their drinks with little support. A few children help to set the table for snack and prepare their food. All children behave well. They share resources maturely and take turns, for example, they wait patiently to use tablets and programmable toys. Most children know what practitioners expect of them and respond positively to gentle

reminders when it is snack or lunchtime. For example, children collect a dustpan and brush and tidy up the spilt sand. Many children follow rules and instructions suitably and remember not to run indoors and wash their hands before lunch.

Most children make appropriate choices and decisions about their play, and how they spend their time in the setting. Most older children move confidently around the setting and concentrate on activities they have chosen for an extended period. For example, they show good concentration whilst playing with musical instruments, and when building a tower in the outdoor area. The youngest children enjoy adult led activities, for example playing with the ducks in the soapy water and creating firework pictures with different coloured paint. Most children communicate their needs successfully to practitioners such as when they want to go outside or get together to share a story. They know that practitioners will listen to them and respond appropriately.

Nearly all children engage enthusiastically with the activities and resources on offer. Most children express themselves well and communicate confidently with practitioners and other adults. During snack time, many children chat enthusiastically with their friends and they communicate their choice of drink and snack clearly. Nearly all children move easily between different play areas with some choosing to use the tabletop play areas and indoor resources, whilst others explore the outdoors.

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

Nearly all children make good progress from their individual starting points during their time in the setting. They are happy and imaginative learners, engage well with peers and adults, and enjoy the learning experiences available to them. Most settle quickly to tasks when they arrive, confidently choosing where and with whom they want to play. Many play purposefully together for extended periods of time and persevere well to complete tasks. For example, through a process of trial and error, children tested a wide selection of implements to investigate which ones would be best to dig up buried treasure in the sand area.

Most children's communication and literacy skills are developing well. They speak confidently and chat freely with their friends, visitors and practitioners. Many listen carefully to adults and follow instructions successfully. Many children use a rich range of vocabulary when talking about their play and describing what they are doing. For example, they describe in detail the process of making birthday cakes in the mud kitchen.

Many children choose to look at favourite books. They handle them gently, turn the pages with care and enjoy sharing stories with a friend. Most children use scissors appropriately to cut paper and card. Many children's mark making skills are developing well as they use a variety of implements to draw and write with increasing levels of control. A majority of children use woodworking tools with increasing skill and confidence in the outdoor space.

Many children are beginning to use mathematical language in their play, for example, they count tubes when making towers and talk about which is the tallest and shortest. Many children count reliably to ten when role playing in the 'Nail Salon' and a few to twenty when playing a number game on a tablet.

During group time, children confidently count the number of children present in the setting in both English and Welsh, touching each child as they do so. They compare the number of boys and girls and can say which group has more or less. Children enthusiastically join in with familiar Welsh songs and know the Welsh names for colours. However, there is little opportunity for children to use incidental Welsh during the session. As a result, children's Welsh language skills are at an early stage of development.

Nearly all children's physical skills are developing well. Many children use balance benches, monkey bars and the trampoline with increasing skill and confidence to develop strength and balance. Nearly all children run and jump with control and climb competently with limited help from practitioners. They ride bikes and scooters skilfully, ensuring they avoid obstacles and other children.

Many children's creative skills are developing effectively. They are imaginative in their play, for example, they decide to make a cake in the mud kitchen for a birthday party, inviting practitioners to the celebration and encouraging everyone to sing 'Happy Birthday'.

Care and development: Good

Practitioners have a thorough understanding of their health and safety responsibilities. The setting has comprehensive policies and procedures in place and practitioners implement them consistently.

Nearly all practitioners have completed paediatric first aid training, and they record accidents and incidents promptly.

All practitioners have attended safeguarding training and are familiar with the procedures to follow should they have concerns about a child. Overall, practitioners ensure that children are well supervised and that they adhere to the correct ratios. The setting's arrangements for safeguarding meet requirements and are not a cause for concern.

Practitioners follow robust hygiene procedures. For example, they wash their hands, and wear appropriate protective clothing to prepare and serve foods. They offer healthy and nutritious snacks and drinks, including fresh fruit, cereal, crackers, milk, and water. Practitioners are aware of individual children's dietary needs and cater for them effectively.

Practitioners promote physical activities well by providing a range of worthwhile opportunities for children to be active and to develop their skills. They encourage children to play safely, whilst taking risks. For example, they support a child to jump from the top of a climbing block for the first time and remind others to wear their safety glasses when playing at the woodwork table.

Practitioners develop close relationships with children and treat them with care and respect. They sit at the children's level for discussions and interactions during learning opportunities such as role play. Practitioners follow the behaviour management policy effectively. They praise children frequently for doing things independently, such as tidying up the sand, or singing a song in Welsh. Practitioners know the children well and show a thorough awareness of their interests and needs. For example, when children do not want to join group activities, practitioners encourage them to follow their own interests with sensitivity.

Practitioners provide effective support and reassurance to enable children to develop confidence. They have a thorough knowledge of their responsibilities in relation to meeting the needs of children with additional learning needs. They have established suitable processes to identify, and support children and their families and work closely with external agencies where appropriate.

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

Practitioners have a very good understanding of how children learn through play and exploration. They provide a good range of engaging and worthwhile experiences that support children's learning and development well, both indoors and outdoors.

Practitioners involve children in planning what they would like to learn about during the term. They are skilled at highlighting the progress children are making with different skills and supporting learning in these areas. For example, when children develop an interest in babies, practitioners provide a range of dolls, equipment and clothes for them and help them to understand how to care for them. Most practitioners are skilled at identifying teachable moments during interactions with children. For example, during a discussion about snack, children suggest pizza as an option. Practitioners then support children to plan how and what they need to create their own pizza toppings.

Practitioners use questioning skilfully to support and extend learning and recognise when they need to intervene, and when to step away to encourage children to think for themselves. For example, when children are building a train track, practitioners provide encouragement and give children plenty of time to try different combinations before offering some suggestions for children to consider.

Practitioners provide worthwhile activities to promote children's communication skills. They encourage children to respond to open-ended questions and provide thoughtful comments when supporting learning. This allows children to think carefully about what they are doing and encourages them to share their ideas and opinions with others. Practitioners provide children with welcoming reading corners indoors and outdoors, where they can enjoy looking at a favourite book alone or with a friend or adult. Practitioners ensure there are many opportunities for children to mark-make using a range of implements on a small and large scale such as using pine cones to paint autumn pictures and using large chalks on an outdoor chalk board.

There are worthwhile opportunities for children to develop and practice their numeracy skills, for example when counting the number of children at the setting each day. Practitioners ask children to count, write, recognise numbers and use mathematical vocabulary as part of their everyday routines such as during snack time and as the children play. For example, children compare the contents of their cooking pots to see who has more or less ingredients when making food.

Practitioners ensure that children have many beneficial opportunities to be physically active, such as running, jumping, climbing and riding bikes. They provide beneficial opportunities for children to explore the local area by visiting the park and the local supermarket. They also encourage local organisations such as the Police and Fire Service to visit the setting to enhance the learning experiences for children.

Practitioners plan activities to celebrate significant events across the year such as Mothers' day, World Book day, and the King's Coronation. However, opportunities for children to learn about other cultures and beliefs are at an early stage of development.

Practitioners ensure that children have suitable opportunities to celebrate Welsh culture, for example, by making leek and potato soup and Welsh cakes, and enjoying a range of Welsh crafts on St David's Day. Practitioners promote the use of Welsh language appropriately by encouraging children to sing Welsh songs and using simple Welsh phrases and colours during group time. However, the use and modelling of the Welsh language throughout the day is less well developed.

Practitioners use information from observations effectively to identify how well children are progressing and what they need to do next. They share information with parents so that they know what they can do to support their child at home.

Environment: Good

The setting is located in a purpose-built new building. It provides a secure, clean and stimulating environment for children. The leader and practitioners complete daily safety checklists for each area before the children arrive. Practitioners complete risk assessments appropriately and take action promptly to address any issues which arise. Leaders and practitioners ensure the indoor and outdoor environments are maintained to a very good standard. There are satisfactory safety and insurance certificates in place.

Practitioners provide a stimulating environment for play and learning. They make effective use of the rooms and the outdoor area to provide well organised learning areas that children can use independently. For example, the role play area promotes learning experiences through the use of a real-world, authentic resources. Practitioners ensure children have regular access to the outdoor play area. This provides valuable opportunities for experimental learning and physical development. Practitioners display and celebrate children's craftwork and photographs, providing them with a sense of achievement and belonging.

Practitioners provide a good range of quality toys and resources to stimulate children's interest and support their learning. They ensure that a wide range of age-

appropriate resources are accessible, and within children's reach, to encourage curiosity, exploration and independence. For example, they provide mark-making implements, opportunities for threading beads and tweezers to develop fine motor skills appropriately. Practitioners ensure that indoor and outdoor reading areas are well resourced and attractive. However, books and play materials that promote cultural awareness to enable children to develop a suitable understanding of the world in which they live are limited.

Leadership and management: Good

Leaders and practitioners create a warm and caring ethos throughout the setting which ensures children feel safe and secure. As a result, children enjoy coming to the setting and settle quickly.

The setting has undergone significant changes in leadership and management during the last year. Despite this, practitioners have ensured that the impact on provision for children has been minimal. Since their appointment, new leaders and managers have developed a clear vision for the setting, working swiftly to review provision and processes appropriately.

Leaders have established effective systems to identify strengths and areas for improvement. They facilitate regular planning meetings to ensure practitioners are fully involved in planning and improvement. Leaders make good use of the information they gather from a wide range of sources to inform improvement planning. However the current improvement plan is too detailed and does not focus well enough on the main priorities.

Practitioners have daily communication with parents during drop off and pick up times. They ensure parents receive regular updates about children's progress through social media. Parents believe that this approach has improved communication and ensures that they are well informed about their child's progress. As a result, they feel more involved in the daily life of the setting. Parents talk positively about their relationships with leaders and practitioners and the confidence they have that their children are well cared for when they are in the setting.

The setting has a clear statement of purpose that informs parents and carers what services it offers. Leaders ensure that the setting's policies and procedures support practitioners in most aspects of their work. Whilst much has changed in a short space of time, leaders have ensured that staff are fully involved and as a result, high levels of staff morale have been maintained. The Responsible Individual is a regular visitor to the setting, providing good support to leaders and practitioners during this time of transition.

Leaders manage staff and resources well. They ensure that there are appropriate levels of suitably qualified and experienced practitioners in the setting to support children's wellbeing, play and learning effectively. They follow safe recruitment processes and define roles and responsibilities clearly. Performance management processes are appropriate and practitioners have worthwhile opportunities to attend a range of training and apply their learning successfully.

Leaders monitor expenditure closely to ensure that spending decisions align appropriately with the setting's priorities for improvement. They make good use of grant funding, for example, to purchase resources such as games, books and puzzles, to enhance children's learning at home.

Leaders have established effective transition arrangements that support children well as they move from room to room and into primary school. Parents feel this is a very positive feature of the setting that supports their child to make a successful transition to the next stage.

Leaders and practitioners work effectively with the early years advisory staff. They reflect on advice and act upon it as appropriate. They work closely with other agencies such as health providers and the church which oversees the setting.

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

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Publication date: 12/01/2024