



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

A report on

Greenfields Nursery

**198 Tregwillym Road
Rogerstone
Newport
NP10 9EL**

Date of inspection: November 2023

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh

About Greenfields Nursery

Name of setting	Greenfields Nursery
Category of care provided	Full Daycare
Registered person(s)	Jason Roberts-Jones and Karen Roberts-Jones
Responsible individual (if applicable)	
Person in charge	Tegan Farina-Bray, Libby Gardner, Jason Roberts-Jones, Karen Roberts-Jones
Number of places	53
Age range of children	0 – 4 years
Number of 3 and 4 year old children	28
Number of children who receive funding for early education	20
Opening days / times	Monday to Friday 7:30 – 5:30pm
Flying start service	No
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 promoting the use of the Welsh language and culture.
Date of previous CIW inspection	June 2021
Date of previous Estyn inspection	This is the first inspection
Dates of this inspection visit(s)	21/11/2023
A very few children speak English as an additional language.	

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 the quality of practitioners' observations to reflect children's learning and play and to identify the next steps in their development
- R2 Develop the role of practitioners to support and challenge children's learning and play

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

Children receive kind and considerate care that supports their well-being effectively. They make good progress in developing their personal and social skills and many children are confident communicators. For example, they are happy to engage with visitors and are keen to talk about their learning and play. Nearly all children move confidently between areas and activities and choose toys and resources they enjoy. For example, younger children crawl towards and access boxes containing multi-sensory toys. Many children communicate and express themselves and their needs confidently in the knowledge that practitioners will respond and listen to them respectfully, for example when a few children decide not to join in with a woodwork activity as it is too noisy.

Nearly all children enter the setting happily and are warmly greeted by practitioners. They cope well with separation from their parents and settle quickly into the familiar routines as handovers are effective. Nearly all children are active and express enthusiasm and enjoyment for their learning and play. For example, younger children laugh and mimic the movements during a song session. Most children know whom to talk to if they are unhappy and approach practitioners confidently for comfort and support.

Nearly all children interact with practitioners and each other successfully. Older children are beginning to understand the importance of turn taking with their friends.

Many children readily follow instructions from practitioners, such as when asked to wash their hands before mealtimes and helping to tidy away resources.

Nearly all children have fun, and are active and motivated in their play and learning. They enjoy a beneficial range of interesting opportunities indoors and outdoors. Children confidently explore their environment and the activities and resources on offer to them. They engage practitioners in their play and learning while others are happy to immerse themselves in their own imaginative play. Most children enjoy free play as well as adult led activities. Nearly all children sustain focus and concentration for an appropriate period of time. The self-esteem and confidence of children is raised through the consistent use of positive praise when interacting with practitioners.

Most children develop their independence skills appropriately. They are developing independence with their self-care skills, for example washing hands before mealtimes, and accessing the toilet facilities with varying levels of support. Children are provided with ample opportunities to develop skills of independence at mealtimes. Many select the appropriate cutlery to use and serve themselves. When they have finished, they place their leftovers into the food recycling bin. Nearly all children behave well at mealtimes and chat socially to each other and staff about their favourite foods.

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

Many children make good progress from their individual starting points in all areas of learning. They become increasingly independent whilst choosing what to explore and meeting their own personal needs. For example, many children know that they must collect and put on their coat and boots before going outside. Most listen attentively and follow instructions given by practitioners.

Many children show an interest in books, choosing them independently from the reading area. They share reading experiences with one another and invite their friends to listen. Many children confidently discuss the pictures and enjoy the content of the books. Nearly all are happy to play alongside one another and a minority are beginning to play co-operatively. When doing so, the children engage in conversation and use a range of appropriate vocabulary, for example when discussing the mode of transport they will use in their role play. Many children develop their mark making skills appropriately and enjoy using paper and pencils in the role play area. A few children are able to demonstrate their understanding of the purpose of writing.

Most children participate with enthusiasm when singing Welsh songs. They show enjoyment and pleasure when exploring the Welsh language and many respond appropriately to instructions such as 'golcha dy ddwylo' or 'eisteddwch'. They demonstrate a fascination for the Welsh language and are beginning to use this in their learning and play. For example, children ask the practitioner to translate the Christmas images.

Many children are developing their numeracy skills well and use simple mathematical language in appropriate contexts, for example when comparing the size of their play dough balls. Most children explore shape and spatial awareness when building in the block area. A few are also able to show their understanding of pattern and symmetry through their creative constructions. Many children count to ten from memory and will do so in spontaneous play. During snack time, many children accurately count out the correct pieces of fruit to five.

Nearly all children develop problem solving skills exceptionally well, for example when mixing ingredients to make the correct consistency of play dough. They show perseverance by adding more flour or water as necessary. Many children build increasingly complex structures in the block play area, demonstrating their ability to problem solve and work cooperatively. They communicate their thought processes well with each other and discuss the structures using appropriate mathematical terms, for example when discussing which length block is best suited to cover the entrance to their building.

Most children develop their physical skills well. They negotiate space and develop their co-ordination effectively when balancing on the wooden planks. Most children persist and develop good control as they use a knife to cut their grapes during snack time. Most have mastered the task of hammering small nails into wooden blocks and can use these skills to construct creatively, for example when attaching multiple pieces of wood to make a robot monster and nailing on wheels to make a car.

Nearly all children are beginning to develop useful creative skills. Most play imaginatively in the mud kitchen. They take on roles and create a variety of recipes and concoctions using natural resources such as leaves, herbs, petals and mud. Many children express themselves creatively through music by playing the instruments with enthusiasm and creating a variety of movements in response to the music.

Most children are familiar with using information and communication technology (ICT) resources in their play and everyday activities. Many children confidently adapt their speech to improve accuracy when asking the smart speaker to play their favourite songs. They explore the lightbox independently and take photos of the exciting things they have spotted in the environment.

Care and development: Good

Practitioners have a sound understanding of how to keep children safe and healthy. For example, they support and encourage children to spend time in the fresh air through daily outdoor play sessions and provide healthy snack choices. They implement policies and procedures consistently and are confident in their roles and responsibilities. For example, they follow the accident policy competently and meet the needs of children with allergies safely. Practitioners employ good hygiene practices effectively. They wash their hands regularly, wear protective clothing and deal with intimate care such as nappy changing appropriately.

Practitioners understand their responsibility to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners are aware of the procedure to follow in an emergency as they practise regular fire drills with the children.

Practitioners are kind, caring and nurturing. They communicate with children in a warm and friendly manner, creating a calm and relaxed atmosphere. Many practitioners are positive role models for children and interact well with them during their play activities and routines. For example, practitioners sit with children when they look at books with pictures of family members and engage the children in discussion about the pictures. Practitioners share information about children's development with pride, knowing that they have played a big part in the child's progress. Practitioners are aware of the importance of using positive behaviour strategies and support children well according to their individual needs. They speak to children sensitively and support them as they learn to share and take turns with their friends. Practitioners use lots of praise and encouragement with the children which raises self-esteem and confidence. For example, children are enthusiastically praised for tidying away all the toys before snack time. Practitioners have positive relationships with parents and carers and ensure that information about their child's day is readily available on the electronic app.

The setting has effective procedures in place to support children with additional learning needs, and practitioners keep parents and carers informed about their child's progress. They track children's routines and engagement appropriately and have a good understanding of their stage of development. This helps them to plan a range of beneficial learning and play opportunities.

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

Practitioners establish positive relationships with the children. They have created an engaging learning environment that is suitably equipped to develop children's skills. They encourage the children to take calculated risks and to become confident explorers of their environment. For example, the children use saws, screwdrivers and hammers in the woodwork area and make large constructions with the planks and blocks. This allows children to develop their physical skills along with their communication and numeracy skills appropriately.

Practitioners are developing their knowledge of Curriculum for Wales appropriately and engage regularly in training opportunities. This is beginning to have a positive impact on children's learning and play experiences. For example, children have continuous access to the outdoor environment and use a range of authentic and purposeful resources. Practitioners allow for long periods of uninterrupted play where the children can engage in beneficial play-based learning. They demonstrate an understanding of the role of the adult appropriately by modelling a joyful approach to learning, being consistent in their care and modelling compassion and kindness. Many practitioners are good language role models and use suitable questioning to challenge and support children's learning and play appropriately. However, they do

not always intervene in children's play in a timely enough manner to further extend their learning. In addition, practitioners do not always use observations of children's development well enough to inform the next steps in their learning and play, and to build on their existing knowledge, understanding and skills.

All practitioners use incidental Welsh well despite the varying level of language competencies. They support each other with their Welsh language development for the benefit of the children. For example, practitioners introduce a Welsh word of the week to develop children's vocabulary. Practitioners also provide a few beneficial opportunities for the children to explore the language by including Welsh books in the reading corner.

Practitioners provide a suitable range of resources to develop children's literacy, numeracy, creative and physical skills. For example, children have access to suitable mark making equipment in the role play corner and enjoy exploring open-ended objects and materials to develop their creativity. They also provide sufficient opportunities to develop children's ICT skills, for example by providing children with access to tablet computers and a smart speaker to support their communication skills.

Practitioners provide children with beneficial opportunities to learn about other cultures and beliefs. They are very aware of the range of different cultural backgrounds of the children and show respect for their culture and home language. For example, they have created a display to celebrate the children's home languages and celebrate important religious festivals such as Diwali.

Practitioners provide appropriate updates to parents and carers on their child's day at the setting. However, this information doesn't focus well enough on informing them about the progress their child is making.

Environment: Good

The premises are warm, safe and very well maintained. The entrance is secure and locked doors ensure only authorised access is granted by practitioners and comprehensive risk assessments are in place. Practitioners keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to their safety. Practitioners keep the setting clean and use appropriate infection control practices successfully to minimise any risk to children's health and safety.

The indoor environment is welcoming and very child friendly. Leaders provide rooms that are bright, spacious and exciting areas for children to explore and develop their senses and interests. Practitioners afford children the opportunity to move freely in a space which is imaginative, inviting and designed to engage them in play and learning. They ensure that children benefit from rooms that are divided into well-resourced stations where children explore and engage with enthusiastically. For example, the provision includes accessible creative and investigative areas, a stimulating home corner, and a playdough station to make their own dough and a refillable paint station. Younger children are able to safely explore their designated

indoor area. Practitioners display children's work as well as photographs of their close family members, which strengthens their sense of belonging.

Leaders and practitioners ensure that the outdoor play space is used as often as possible and is an extension to the learning environment. Children are able to move freely between the indoor and outdoor environment. Quality outdoor resources and play equipment challenge and stimulate children's curiosity and interest. For example, leaders and practitioners provide children with equipment, which they can assemble into obstacle courses and use for imaginative play. They also provide children with opportunities to use areas for quiet times. For example, children take reading books to a den area and spend time alone engrossed in their books. Children confidently access the woodwork room and show good awareness by wearing safety glasses before they begin using hammer and nails.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources to ensure that children have a good variety and choice. They provide stimulating and innovative resources for all ages and stages of development. The setting has suitable furniture and resources to support children's independence, for example child sized tables, chairs and low-level toy storage, suitable for the ages of all children within the nursery. There are a suitable number of children's toilets and nappy changing facilities available, which are spotlessly clean and well maintained. Soap and hand drying facilities are easily accessible to support children's independence when addressing their personal care.

Leadership and management: Good

Leaders take an active role in the setting and promote a positive and happy ethos, where the children are at the centre of their decision-making. As a result, children experience a warm, caring and nurturing environment. The well-being of practitioners and children is at the heart of all the setting's work, which helps to create a positive ethos where children and practitioners feel valued.

Leaders have a suitable process for evaluating the setting's work and identifies strengths and areas for improvement appropriately. For example, the setting has correctly identified the need to improve partnerships further. They actively engage stakeholders in the process to gather their views and opinions. Leaders are willing to make investments in good quality resources to provide the children with a stimulating, challenging and exciting environment, for example the large climbing frames, planting beds and tool shed.

Leaders are proactive in improving health and safety at the setting and conduct monthly audits of accident reports. This innovative system successfully alleviates risk and prevents reoccurrence of common incidents, ensuring the safety of children and staff at the setting. Risk assessments are visible throughout the setting and staff refer to them regularly.

Leaders follow a robust recruitment process and ensure that all necessary checks have been completed. They ensure that practitioners have relevant qualifications and support them to fulfil their roles skilfully. Leaders follow effective arrangements to

supervise and monitor practitioners regularly. They ensure that practitioners have opportunities to attend relevant and regular training and have embedded a strong culture of continuous professional development. For example, they have provided practitioners with access to online training professional development, which is easily accessible. Leaders value the positive impact of networking and sharing good practice with leaders and practitioners at other settings.

Good use is made of grant funding to support and improve children's learning and well-being. This includes the purchasing of a good range of play equipment to develop children's creativity and imagination, such as a large easel for the creative area and real, authentic resources and loose parts for the role play area. It also includes funding for staff training and visits from external providers.

Leaders foster an open dialogue with parents and keep them informed of the children's well-being throughout the day. Regular family engagement sessions allow families to become involved in the life of the nursery, for example by inviting families into the setting to engage in activities such as woodwork and gardening with their children.

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).