

A report on

Crossway Nursery

9 Sandy Lane
Caldicot
NP26 4NA

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

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

About Crossway Nursery

Name of setting	Crossway Nursery
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Lisa Beard
Person in charge	Lisa Major
Number of places	10
Age range of children	18 months to 4 years
Number of 3 and 4 year old children	11
Number of children who receive funding for early education	6
Opening days / times	Monday to Friday 8am – 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 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'.
Date of previous CIW inspection	5/09/2018
Date of previous Estyn inspection	Not applicable
Dates of this inspection visit(s)	25/10/2022
Two children attending have English as an additional language.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further enhance the environment to support children's literacy skills

What happens next

CIW and Estyn will invite the setting to prepare a case study on its work in relation to the provision of high quality experiential play opportunities, for dissemination on their websites.

Main findings

Well-being:

Nearly all children make purposeful choices, moving freely between activities and play areas. For example, they choose to make a stage using wooden blocks or settle down to read a book in the cosy quiet area. Most children express their views and needs with confidence, such as when asking for second helpings at lunchtime. Nearly all children display high levels of self esteem, happy to offer their ideas and thoughts during group activities as they know practitioners value their contributions.

Children arrive at the setting happy, excited, and eager to play. They cope very well with separation from their parents and carers and form close emotional bonds with practitioners. This helps children feel relaxed and safe, significantly enhancing their well being. Nearly all children are flourishing at this setting and develop a strong sense of inclusion. They know where to store their belongings and where to access toys and resources for play. A strong familiarity with the setting routines further enhances their sense of belonging.

Nearly all children are developing their personal and social skills well. They play happily alongside one another, and older children are beginning to form friendships. Children co operate with others effectively and understand the need to share and take turns. For example, when playing with walkie talkies, children use a timer successfully to understand when their turn has finished, and willingly pass them onto their friends. Many children show an awareness of their own and others' emotions. They identify and share their feelings during circle time, and some children show concern and empathy when their friends are not feeling well.

Children show enthusiasm and engage eagerly in tasks and activities available. They enjoy learning new skills while participating in a wide variety of interesting experiences. For example, children show curiosity and fascination as they mix vinegar, bicarbonate of soda, food colouring and petals when making 'hubbly bubbly' magic potions. Most children concentrate for an appropriate amount of time, responding well to encouragement from practitioners. This enables children to engage in activities successfully, promoting their motivation and learning.

Nearly all children develop independence and self-help skills effectively. They use the bathroom independently, pour their own drinks and cut up their fruit at snack time. Nearly all children make good progress and feel a sense of achievement and pride in their successes. For example, they are delighted when they receive praise from practitioners for counting and naming colours in English and Welsh.

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

There is no report on children's learning. This is because the number of three or four-year old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development:

Practitioners have a robust understanding of how to keep children safe and healthy. They are very clear about their responsibilities in reporting any child protection concerns and the comprehensive safeguarding policy supports them to do this. All practitioners have completed safeguarding training. Practitioners complete accident and pre-existing injury records to a high standard and share this information with parents and carers. Leaders regularly monitor these records enabling them to identify any risks or safeguarding issues. All practitioners have current training in paediatric first aid, providing them with knowledge and confidence to deal with minor accidents. Regular fire drill practice ensure that practitioners and children are fully aware of the procedure to follow in an emergency. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners implement thorough procedures to ensure a hygienic environment and minimise the risk of cross contamination. For example, they sanitise tables before food is served and ensure children wash their hands at appropriate times throughout the day. Toys and resources are cleaned frequently. Practitioners prioritise children's health and well-being. They provide nutritious foods and plan a wide range of opportunities to promote good physical and mental health. For example, children have daily access to fresh air during their play in the outdoor area and take part in yoga and mindfulness sessions.

Practitioners are extremely caring and supportive. They interact with children in a warm, friendly manner, creating a calm and relaxed atmosphere. All practitioners have a very good understanding of how children's age and stage of development impacts on their behaviour. They manage children's behaviour skilfully, using positive strategies and clear explanations, in line with the setting's behaviour management policy. Practitioners frequently praise children for sharing and kind interactions, which encourages children to engage in positive behaviours. They are exemplary role models for children and create an environment that fosters and promotes children's self-esteem.

Practitioners know the children and their families very well and as a result plan positive experiences that meet children's needs. They make good use of information gathered at registration about children's routines and preferences. This helps practitioners' smooth children's transition into the setting effectively. Key workers maintain close contact with parents and carers during this transition period. The setting has strong procedures to support children with identified and emerging additional learning needs. They work in partnership with parents and support agencies very effectively, enabling positive outcomes for all children.

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

The provision of active experiential learning experiences is a strength of the setting. Practitioners plan a wide range of engaging and interesting learning activities that develop children's skills successfully. They ensure children follow their own fascinations, with the effective use of highly interesting experiences, for example learning about autumn by exploring books and stories, bug hunts, collecting leaves and making pumpkin soup and potions in the outdoor kitchen. Through highly

effective questioning practitioners encourage children to make purposeful decisions about their play, for example finding the correct container to refill the water tray.

The setting promotes opportunities to develop communication, problem-solving and numeracy skills well. Practitioners naturally ask children to count, recognise numbers and shapes in their play. They provide children with exciting opportunities to explore, and problem solve. For example, children had great fun finding out how to break up the pumpkins and working out how to pour their potions without spilling the mixture. Children have good opportunities to use interesting and challenging resources to develop their learning, such as magnifying glasses to look at seeds, and a pestle and mortar to grind and mix seeds and herbs.

Provision for children to become confident explorers is well developed as practitioners allow children to make choices and decisions about their learning. For example, when making dens and knocking pegs into a pumpkin. Children use ICT independently and purposefully when taking photographs, using torches in the tepee and when talking to their friends using walkie talkies.

Practitioners develop children's Welsh skills systematically. They use Welsh throughout sessions to encourage children to sing, count and talk about feelings. They promote children's awareness of Welsh traditions and culture well, for example celebrating St David's Day. Practitioners encourage the children to learn about different cultures and traditions, such as Diwali and Chinese New Year. Children taste foods and enjoy listening to music from around the world.

Practitioners support children to be curious through regular visits in the local area. For example, the park where they collect leaves and enjoy picnics. Visitors to the setting include the local police officer and exotic animals, this enhances children's curiosity and understanding of the world around them effectively. Children have plentiful opportunities to engage in their environment and nature, such as encouraging and discussing recycling and planting flowers and fruit.

The setting has a very warm, homely atmosphere where children feel valued, confident, and well supported. Practitioners have an excellent understanding of child development. They observe children's play regularly and use this information to inform future experiences and support their next steps in learning effectively. Parents are kept very well informed about the progress of their child throughout the year through valuable daily discussions, emails, social media and termly meetings.

Environment:

Leaders ensure that the indoor and outdoor environment is safe and secure. Visitors cannot access the setting unless admitted by a practitioner, and all visitors sign in upon arrival and out on departure. Risk assessments for all areas of the environment, activities and outings are thorough and reviewed regularly. Leaders and practitioners complete daily health and safety checks to ensure a hazard free environment for practitioners and children. The setting is clean, inviting and very well maintained. Practitioners supervise children well during their activities.

Leaders provide a welcoming and rich environment which supports children's needs and enables them to learn, play and reach their potential. The layout of playrooms promotes children's independence, inviting them to explore freely and make choices about what they want to play with. Leaders provide a wide range of toys and

resources to stimulate children's curiosity and interest. There are many resources to promote children's numeracy skills, such as displays, and wooden numbers added to a play dough activity. However, fewer resources to promote children's writing skills are readily available. For example, children beginning to show readiness to write their name cannot easily access resources to support them to do so. Children benefit from a wide variety of reading materials. A good range of fiction and nonfiction books are available in the cosy book corner, with additional books attractively displayed around the setting enticing children to read. Children have access to appropriately sized furniture and cosy areas for den making, quiet time and rest.

Leaders make effective use of available grants. Recent development of the outdoor area has greatly improved the quality of the environment, offering children exciting and stimulating play experiences. For example, a large, covered mud kitchen with real pots and pans, wooden balance apparatus, planting and growing areas and water tray with pump. Children are able to flow between indoor and outdoor play areas throughout the day. There are many play materials to promote cultural awareness, including Welsh heritage and diversity. This ensures that children gain a good understanding of the world they live in. Leaders ensure that children have access to their local environment outside of the setting, for example regular trips and outings to Caldicot castle, the town, library, and leisure centre.

Leadership and management:

The setting has comprehensive procedures that promote a positive and caring ethos where staff, children and families are supported well. Leaders meet the needs of children, and practitioners understand what is expected of them. They have a clear vision to provide an inclusive setting where all feel highly valued. Leaders organise the setting well. Effective teamwork results in creating a strong family atmosphere, as a result the well-being of practitioners and children is very strong. The statement of purpose provides an accurate picture of the setting.

Leaders work closely with all staff to ensure the setting fully supports all aspects of their work. For example, spending is focused on effective improvements that support learning, such as an inviting outdoor area with resources to promote all areas of children's learning. Leaders ensure that improvements focus clearly on children's development and progress in skills.

The evaluation process considers the views of parents, staff and children. Leaders use feedback from children and parents to set useful and purposeful targets to support improvement. Practitioners reflect on how the children learn and play and have successfully adapted their planning to include opportunities for children to use patterns of repetitive behaviour in their play. They have taken good account of the Curriculum for Wales when planning to develop children's skills and experiences.

Overall, the setting makes excellent use of practitioners and resources to support children's well-being, learning and play. Leaders ensure that the setting meets the required numbers of suitably qualified practitioners. Practitioners fulfil their roles and responsibilities skilfully and support each other well. Attendance at training has had a positive impact on their work and as a result, practitioners discuss new ideas and make useful suggestions about positive learning experiences. For example, they make detailed observations of children at play that identify their next steps in learning well.

The setting has strong links with a range of valuable partners, which fully support and enhance children's well-being and learning creatively. Leaders create a very strong sense of belonging through close links with the community. Links with parents are a strength, and the setting shares recipes, packs of clay and planting sets. Parents receive regular updates that show photos of children playing. This creates a strong sense of family and parents greatly value the regular communication and daily contact.

Transition arrangements are well established, with planned visits to the setting before entry, which ensure children settle quickly. Arrangements for children to start school are established and include detailed reports and visits. These ensure that children are confident to move to the next stage of their education.

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)