



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

**A report on**

**Y Bont  
Ewenny Road  
Bridgend  
CF31 3HT**

**Date of inspection: April 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Y Bont

|  |  |
|--|--|
| Name of setting  | Y Bont   |
| Category of care provided  | Full Day Care  |
| Registered person(s)   | N/A  |
| Responsible individual (if applicable)                           | Ann Sherwood   |
| Person in charge   | Lara French<br>Wendy Williams                                    |
| Number of places   | 18   |
| Age range of children  | 6 weeks to 4 years   |
| Number of children funded for up to two terms                    | 9  |
| Number of children funded for up to five terms                   | 4  |
| Opening days / times   | Monday to Thursday, 8.30am to 5.00pm<br>Friday, 9.00am to 5.00pm |
| Flying Start service   | No   |
| Language of the setting  | English  |
| Is this setting implementing the Child Care Offer?               | No   |
| Welsh Language Active Offer                                      | No   |
| Date of previous CIW inspection                                  | 31/07/2017   |
| Date of previous Estyn inspection                                | 01/01/2015   |
| Dates of this inspection visit(s)                                | 09/04/2019   |
| Additional information   |  |
| This is a specialist service for children with additional needs. |  |

## Summary

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

## Non-compliance

We notified the provider that the service was not compliant with;

- Regulation 28 (2) (b) (1) and (2) of The Child Minding and Day Care (Wales) Regulations 2010, suitability of workers, which must be addressed. This is because we found that not all practitioners' files contained all of the required information to evidence the safe recruitment of staff, in line with regulatory requirements.
- Regulation 29 (3) (a) of The Child Minding and Day Care (Wales) Regulations 2010, supervisions and appraisals, which must be addressed. This is because we found that the responsible individual failed to ensure that practitioners' supervisions and appraisals were carried out regularly, in line with regulatory requirements.
- Regulation 38 (1) (e) of The Child Minding and Day Care (Wales) Regulations 2010, fire drill practices, which must be addressed. This is because we found that the responsible individual failed to ensure by means of fire drills and practices at suitable intervals, that the persons working with relevant children and, so far as practicable, the relevant children, are aware of the procedure to be followed in the case of fire, in line with regulatory requirements.

A notice has not been issued with regards to these matters 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 these matters and it will be followed up at the next inspection.

The service is non-compliant with Regulation 22(1) (a) of The Child Minding and Day Care (Wales) Regulations 2010, safeguarding children, which must be addressed. This is because the responsible individual failed to implement the safeguarding procedure within the nursery's child protection policy to ensure children were protected from possible abuse or neglect.

This is a serious matter and we have issued a non-compliance notice to the provider.

## Recommendations

- R1 Strengthen children's voice to ensure that they are able to follow personal interests effectively and that practitioners respond to all their communications appropriately
- R2 Ensure that children develop their skills progressively and systematically across the curriculum
- R3 Ensure that children make good progress towards meeting effective targets that support their individual areas of need consistently well
- R4 Work in close partnership with parents to ensure that children's individual learning and development needs are met fully

- R5 Ensure that all practitioners develop their knowledge and skills in supporting children's individual needs with a particular focus on early communication skills
- R6 Improve monitoring procedures to ensure that all policies and procedures are followed effectively and consistently
- R7 The registered person 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: Adequate**

Most children make confident decisions about where they want to play and choose resources independently or with suitable support from staff. They communicate their needs effectively in a variety of ways including using early language and non-verbal communication. However, a minority of children's attempts to express themselves do not receive an appropriate response. For example, practitioners direct children away from a ball game they are fully engaged in and excited by, to a seed planting activity which they show very little interest in.

Nearly all children are content and settle quickly on arrival as practitioners welcome them. They form close emotional bonds with familiar adults that help them feel secure and relaxed. Nearly all children are happy to play alongside each other in line with their stage of development. Many children gain reassurance by staying close to familiar practitioners when they feel unsettled or in need of emotional support.

Nearly all children behave well in line with their age and stage of development. They are beginning to develop important social skills such as taking turns and sharing with their friends. For example, a few children take turns to blow bubbles and reach out to catch them in their hands happily. They show respect for resources and a few children are beginning to help tidy up between activities.

A majority of children show interest in the activities on offer. They concentrate for an appropriate amount of time when they are interested in the activity and when they have the opportunity, in line with their stage of development. For example, a few children become engrossed and highly engaged in the interactive tasks on the white board. Children show pride when practitioners praise them highly for achievements or for taking part in activities. For example, a child smiled when told how clever they were when they washed their hands independently.

Children engage well for a limited period during short, timetabled physical and sensory play sessions. For example, most children show interest and become animated during a gymnastic session, and many beam with confidence as they follow instructions successfully. A few children are transfixed by the calm and soothing environment in the sensory room, during the short period when they access this. Nearly all children show excitement and interest during the short time that outdoor activities are available. A majority of children develop helpful independence skills including handwashing and feeding themselves. However, overall, children do not practise and embed these skills well enough over time because opportunities to do this are limited.

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

A minority of children make strong progress towards small steps identified in their individual play plans. However, a majority of children do not work towards clear targets and do not build on their existing skills progressively. This results in a majority of children making inconsistent progress in one or more area of need. For

example, many children do not make effective progress in their communication skills in relation to their starting points.

During their time at the setting most children make good progress in the development of their personal and social skills. For example, they eat strawberries and pancakes at snack time independently. A majority of children pass their plate to a practitioner and clean their hands with a wipe when they have finished eating. Around half of children choose to play near adults or other children and show an interest in what they are doing. For example, they join a small group when practitioners play a simple parachute game.

Overall most children's physical skills are developing effectively. Many children develop their gross motor skills such as coordination and balance in line with their individual starting points. For example, they show good concentration as they balance on stepping stones or crawl through a tunnel. Many children use tools such as a plastic knife to crush and chop boiled eggs during a sensory play activity with support.

Nearly all children communicate a range of preferences and feelings through their actions, voice or expression. For example, they place chalk in a practitioner's hand or push an unwanted drink away. A few children show interest in rhyme and join in through vocalisation when a practitioner sings to them on a one-to-one basis. A minority of children show interest in stories and rhymes during group time. A very few choose to look at a book independently, turning the pages and looking at the pictures with interest. A minority of children experiment with mark making such as exploring the marks made when they use a brush to paint with water independently. A few children develop their mark making skills well and enjoy copying patterns and symbols written by a practitioner. However, a majority of children do not make consistent progress in developing their language, literacy and communication skills over time.

Around half of children develop their information and communication technology (ICT) skills appropriately. They touch moving images on an interactive screen and respond to new images and sound through movement and gesture. A very few children select an icon to open a familiar programme.

Children's numeracy skills are developing suitably from their starting points. Nearly all children respond positively when practitioners say numbers in order. A very few children show an interest in number digits and are beginning to write a few such as number two. A few children show interest in matching shapes and numbers when completing puzzles with support. They explore shapes during their play, such as when they build a tower with three cylinders successfully.

Most children respond positively to a very few Welsh words spoken by practitioners such as thank you and well done.

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

The setting's arrangements for safeguarding children do not meet requirements and are a serious cause for concern. There is an appropriate child protection policy in place that clearly sets out the procedure to follow when practitioners identify a safeguarding concern. However, all leaders do not follow the procedure consistently

in line with regulatory requirements. This is a serious matter and a non-compliance notice has been issued.

The setting has a range of useful policies and procedures to support a safe childcare service. There are clear procedures to manage accidents, administration of medication and first aid and practitioners keep appropriate records. All practitioners have attended safeguarding training and nearly all hold relevant first aid qualifications. A worthwhile range of risk assessments, including fire safety, are in place to maintain a safe service. However, the setting does not practise fire drills regularly enough to meet regulatory requirements.

There are effective arrangements to help children learn about living a healthy lifestyle. For example, practitioners encourage all children to take part in various schemes such as tooth brushing and exercise sessions. They implement these schemes effectively. Practitioners ensure that children have freshly prepared healthy meals. They follow suitable hygiene procedures and practices, such as ensuring that children's hands are clean before they eat. However, practitioners do not support children to develop self-help skills consistently during daily routines. For example, the majority of children have their hands washed and dried by the practitioners rather than letting children have a go themselves.

Practitioners follow the behaviour management policy consistently, which sets realistic and clear boundaries for children. Nearly all practitioners are skilled at promoting good behaviour and co-operation. They give children lots of praise and encouragement. Most practitioners offer gentle reminders to encourage children to share and take turns, and as a result children's behaviour is good.

The setting has suitable procedures to support children's additional needs. For example, the setting works collaboratively with a range of support agencies such as health visitors, speech and language and medical professionals. However, practitioners do not ensure that children make good progress towards specific and measurable targets that support their individual areas of need well enough.

At times, practitioners are too focused on following the schedule of the day and do not recognise opportunities for children to learn by following their own interests. For example, practitioners end a physical play session with a parachute that a few children are highly engaged in suddenly after a very short time to move to an alternative activity.

The procedures for recording observations of all children and identifying next steps in their learning are inconsistent and not yet well developed. Practitioners provide limited support for children's Welsh language development.

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

The setting provides a suitable range of learning experiences indoors and outdoors that engage many children successfully. The learning environment provides opportunities for children to develop their skills across the foundation phase curriculum appropriately. However, overall, practitioners do not provide a range of learning experiences that build on children's skills progressively across the curriculum well enough.



Practitioners plan a few appropriate activities that support children's progress in their individual areas of need. For example, they provide an interesting opportunity to explore boiled eggs in order to engage specific children in sensory exploration. However, provision is not responsive enough to children's individual needs overall.

Nearly all practitioners support children to develop their personal and social skills suitably. For example, they encourage children to eat independently during snack time and praise their good behaviour consistently throughout the session.

A minority of practitioners support children's communication well. For example, they model language such as 'splish splash' as children play with toy ducks in the water area and respond to children's gestures and expressions successfully. Practitioners provide a few effective opportunities for children to listen to stories and take part in large-scale mark making activities such as painting with water. However, a majority of practitioners do not support children's language, literacy and communication and language skills well enough.

The setting provides useful opportunities for children to develop their physical skills including using brushes, scoops and toy fishing rods which children access with interest. The newly developed outdoor area provides beneficial opportunities for running, climbing and developing ball skills. Regular movement sessions enrich the curriculum and support children's physical skills effectively.

Many practitioners develop children's numeracy skills appropriately. They model saying numbers in order and counting regularly. For example, they count children's steps as they climb up a ramp. Resources available, such as numbered ducks, shape puzzles and different sized containers provide children with a range of experiences that develop their early mathematical concepts suitably.

The setting provides a satisfactory range of ICT resources that children enjoy using, such as a large interactive touch screen and a range of battery-operated toys. However, practitioners do not plan activities that support learning across the curriculum or build systematically on children's ICT skills and this limits their progress in this area.

A range of learning experiences promote children's moral, spiritual and cultural development appropriately. For example, practitioners provide suitable opportunities for children to play instruments, dance and listen to music.

Nearly all practitioners understand the importance of children learning through first hand experiences. Their interactions with children are sensitive, respectful and caring. They combine focused tasks with children's free play successfully. However, practitioners do not provide children with enough warning before moving to a new activity. This results in a minority of children becoming frustrated or upset.

The setting has an appropriate range of assessment procedures. For example, practitioners observe children during their first few weeks at the setting and identify what they can already do. However, they do not use assessments to identify children's next steps and set effective targets consistently. Practitioners do not work well enough in partnership with parents to ensure that children's individual learning and development needs are met fully.

Children have appropriate opportunities to learn about their Welsh heritage. For example, practitioners help children to make Welsh cakes as part of their St David's Day celebrations.

### **Environment: Good**

The responsible individual ensures children are cared for in a suitably secure and clean indoor and outdoor environment. There is a robust system for managing access to the premises and a record of visitors is maintained vigilantly. No visitor can access any part of the setting unless admitted by practitioners, and closed-circuit television cameras are used to monitor the security of the building.

The purpose-built premises are very clean and well maintained. Practitioners have undertaken all required safety checks for the building. They complete useful risk assessments and carry out a daily safety check of the environment appropriately. Practitioners practise effective hygiene procedures consistently, for example, they wipe down tables before serving food. The majority of practitioners have attended food hygiene training. Practitioners position themselves effectively throughout the setting and monitor the children's safety well.

The responsible individual ensures the premises and any outside play areas are welcoming, friendly and provide a good environment for play and learning. There is ample space and facilities available to meet the needs of children. The recently developed outdoor spaces offer very good facilities and interesting challenge. Both areas have been designed to ensure that children with additional learning needs can access most areas with ease. Many children enjoy using resources such as the large ramp and water wheel and this supports their physical development well. There are covered areas and suitable outdoor clothing available, which allow children to play outdoors regardless of the weather.

The specially designed sensory room offers a good range of experiences to engage and develop children's senses. These include coloured lights, sounds and textured play, all within a safe environment that allows children to explore and interact without risk. There are appropriate arrangements and facilities available to hold confidential conversations and to store records securely

Practitioners provide children with a worthwhile range of clean, age appropriate resources that are well maintained and stored where children can reach them easily. Furniture is age-appropriate which promotes independence and ensures that children are comfortable when playing. The setting provides a few resources that promote cultural awareness suitably.

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

Leaders have a clear vision to support children with additional needs and their families to reach their full potential. The recently appointed responsible individual works closely with the chairperson and keeps them informed appropriately through regular meetings and ongoing updates.

Leaders ensure that a range of suitable policies to support the organisation of the setting are in place. However, they do not monitor how these are implemented

consistently. As a result, practitioners do not follow all important procedures well enough, including those set out in the safeguarding policy. The setting's safeguarding procedures require urgent improvement.

The setting does not comply fully with regulations in all areas. For example, leaders do not ensure that they have obtained two references for all practitioners working at the setting.

Leaders have made recent improvements such as the improved indoor and outdoor learning environments. However, overall, arrangements for reviewing the setting's strengths and areas for development are underdeveloped and do not identify all important areas requiring improvement. The setting has made limited progress in addressing the recommendations from the previous Estyn inspection.

The setting makes appropriate use of practitioners and resources to support children's wellbeing, play and learning appropriately. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners.

The responsible individual works effectively with practitioners to provide a caring environment for children. There is a strong commitment to teamwork and nearly all practitioners feel valued. Most practitioners are keen to take advantage of opportunities for continued professional development and a minority recognise the need to improve their performance. However, leaders do not ensure that practitioners have opportunities to develop their skills in order to meet children's individual additional needs fully. For example, a majority of practitioners have not developed their knowledge of how to support children's communication skills well enough.

The setting has appropriate arrangements for managing staff performance. Most practitioners have useful 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 and have clear improvement targets to work towards.

The setting provides suitable support and guidance for parents and carers. For example, regular coffee mornings provide a useful opportunity to access information covering a wide range of topics. However, leaders do not ensure that practitioners keep parents and carers well enough informed about their child's progress.

Leaders have developed a wide range of worthwhile partnerships that support the quality of provision successfully through beneficial fundraising projects such as afternoon tea and a Christmas party night. They have established successful links with local schools and settings. For example, practitioners regularly welcome children from an onsite nursery to join them in the outdoor area. This supports children's personal and social skills successfully.

## 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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