



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

A report on

**Kites Nursery Newport
3 Queen's Hill Crescent
Newport
Gwent
NP20 5HH**

Date of inspection: February 2019

by

Care Inspectorate Wales (CIW)

and

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

About Kites Nursery Newport

Name of setting	Kites Nursery Newport
Category of care provided	Full Day Care
Registered person(s)	Michael Whelan and Catherine Whelan
Responsible individual (if applicable)	N/A
Person in charge	Jade Trevis. Deputy Danielle Rowe
Number of places	8
Age range of children	Up to 12 years
Number of children funded for up to two terms	14
Number of children funded for up to five terms	Two
Opening days / times	8am-6pm although 7am-7pm also available
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	28/04/2017
Date of previous Estyn inspection	03/11/2015
Dates of this inspection visit(s)	05/02/2019
Additional information	
The setting provides care for children up to the age of 14, but this inspection considers children up to the age of 12, in line with regulations.	

Summary

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

Non-compliance

We have advised the registered persons that improvements are needed in relation to the following regulations in order to meet fully the legal requirements:

- 31 (1) (2) (b) provision of information. This is because the provider had not notified CIW of significant events which include a staff change and an accident within the nursery.
- 28 (2) (b) (1) and (2) suitability of workers. This is because we found several staff files did not contain all of the required information in relation to safe recruitment of staff.
- 20 (1) (a) safeguarding and promotion of welfare. This is because a system to record child protection concerns was not being implemented and potential risks to the health and safety of children had not been properly identified.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered persons to take action to rectify these matters and it will be followed up at the next inspection.

Recommendations

- R1 Ensure that activity planning builds on children's individual needs and interests for all age ranges
- R2 Increase opportunities for children to develop independence and improve the variety of foods offered at meal/snack time
- R3 Develop the learning environment to enable children to explore, experiment and solve problems
- R4 Improve monitoring procedures to ensure that policies and procedures are followed rigorously by all practitioners
- R5 Share information about children's time at the setting, including what they have had to eat and drink, with parents consistently

What happens next

The setting will draw up an action plan to show how it is going to address the recommendations. CIW and Estyn will monitor the setting's progress.

Main findings

Wellbeing: Good

Most children make decisions about activities and choose resources independently. They speak or communicate their needs in a variety of ways and all their attempts at communication are valued and listened to. For example, a young child pointed and walked towards the sand pit after finishing a craft activity. A practitioner noticed and said "Do you want to play in the sand? Go on then, no problem". The child responded excitedly and chose the utensils they wanted to use to hunt for 'treasure'. During a craft activity, a child independently started to sing a funny song, which made everyone laugh. A practitioner encouraged the child to sing more if they wanted to and for others to join in the fun. Similarly, an after school child asked to do their homework, and was encouraged to do so, whilst others opted to sing karaoke.

Nearly all children are happy and settle quickly on arrival. They are all welcomed in by name by practitioners. They have formed close emotional bonds with practitioners, allowing them to feel secure and relaxed. For example, during circle time, some children chose to sit on practitioners laps to listen to a story. Children regularly approach practitioners for 'cwtches', which are always reciprocated.

Many children are interested and engaged in the activities on offer. For example, we observed a group of toddlers join in with a music activity excitedly, with one child jumping up and down in anticipation. Children have opportunities for both free play and adult led activities, which are developmentally appropriate. A majority of children are content in the after school club, although a minority said they can get bored. Children receive verbal praise for their achievements and they can see that their work is valued because the walls are adorned with their art and craft work. This is particularly evident in the pre-school room but is not as celebrated visibly across other age ranges. Most children enjoy taking part in physical play indoors and outdoors where they have access to resources such as wheeled vehicles, a mud kitchen and a play house.

Almost all children make good progress according to their stage of development. They are developing a good range of self-help skills and most explore the environment confidently and freely and select activities that interest them. For example, toddlers are encouraged to put on and take off their own shoes and to wash their hands with minimal support from practitioners. However, the setting provides children with limited opportunities to develop independence at snack/meal times. For example, children are not given a variety of foods to choose from or the opportunity to help clear away afterwards. Pre-school children are encouraged to butter and cut their own toast, but this could be developed further. Independence at meal times is not nurtured amongst other age ranges.

All children are well behaved in line with their age and stage of development. Young children are beginning to understand the importance of taking turns and sharing with friends. For example, children waited patiently for their turn to bang the drum and responded positively to encouragement to take turns when playing with the blocks. They show respect for their resources and tidy up together at the end of the sessions.

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

Many children enter the setting with skills and knowledge in line with those expected for their age. During their time at the setting most children make good progress, particularly in the development of their personal and social skills. For example, they greet friends warmly as they arrive at the setting and one child asked a friend, "Are you coming?" when lining up after snack time. A few children are beginning to play cooperatively and make up a simple drumming game together.

Most children listen attentively. They understand and follow instructions successfully, such as putting their coats on before they go outside or spreading butter on their toast during snack time. Many speak confidently and are happy to share information about what they are doing with familiar adults. For example, they explain that they are 'cooking mashed potato and pie' in the play dough area.

During group time, most children pay close attention to a story and a few join in with repeated phrases confidently. Most take part readily in mark making activities with a range of equipment and a few are beginning to write for a purpose with little support. For example, they successfully copy a friend's name onto a picture of a house they have drawn for them.

Most children's numeracy skills are developing well from their starting points. Many say numbers in order to at least seven and a few count five coins accurately when playing in the sand. A majority of children recognise numbers to three and a few recognise numbers to five. Around half of the children make good use of mathematical vocabulary. They describe a Christmas tree they have made with wooden blocks as 'big' and inform a practitioner that they will be 'two seconds', when asked to put a tissue in the bin.

Many children access a range of percussion instruments successfully. They create their own music, playing triangles and tambourines independently while dancing around the carpet. A very few children can repeat simple rhythms on a drum accurately.

Most children's physical skills are developing effectively. They use a range of tools such as trowels, brushes, felt pens and rakes confidently and a few use scissors successfully with little support. Many children develop good gross motor skills, such as co-ordination and balance. For example, they enjoy developing their jumping skills as they play a game with skipping ropes.

Nearly all children make decisions about the activities they undertake, and many explore their environment confidently. A few children persist and try different approaches when exploring how to move a ball with a racquet. However, children's problem-solving skills are generally under developed.

Many children access and use a few familiar information and communication technology (ICT) resources confidently. They take photos of their friends using a digital camera and play a shape matching game on a tablet computer independently.

Most children develop their Welsh skills effectively in relation to their starting points. They respond positively to simple commands given in Welsh and join in with a range of Welsh songs and rhymes. A few children are beginning to use Welsh spontaneously. For example, they sing a rainbow song or ask for water in Welsh during snack time independently.

Care and development: Adequate

Most staff are aware of their roles and responsibilities in promoting children's health and wellbeing. However, the setting's arrangements for safeguarding children do not fully meet requirements and give some cause for concern. A suitable range of policies and procedures are in place, but these are not always adhered to or enforced. This could potentially place children at risk. For example, practitioners are aware of the safeguarding policy and understand the need to record and report concerns in the event of a safeguarding situation. However, in practice, there is no clear system for recording concerns. Similarly, potential risks to the health and safety of children are not always properly assessed.

Practitioners raise pre-school children's awareness of about the importance of looking after their teeth through regular tooth brushing. Practitioners follow procedures regarding administering medication and all practitioners hold current first aid certificates and food hygiene certificates, and have attended child protection training.

All practitioners provide suitable care and support for children and follow the setting's behaviour management policy. They praise good behaviour and achievements and offer encouragement positively when children try to do things for themselves. Practitioners are good role models and remind children consistently to share toys and to be kind to each other. As a result, children's behaviour is good. A parent we spoke with described how the staff liaise closely with them regarding the management of their child's behaviour and that working collaboratively has had a significant positive impact on both their child and them as a family.

All practitioners provide a good level of responsive care, which is child centred and meets children's needs. Practitioners know children's developing personalities well and played and joked with them in a cheerful and caring way. Evidence of detailed planning and individualised monitoring and evaluation is much stronger for pre-school children than other age ranges. The registered person has highlighted planning for babies and toddlers as an area for development in their action plan and they must work to achieve consistency for all age groups across the setting. Practitioners treat all children with dignity and respect. They promote equality well through multicultural resources, such as books and toys, and through festivals and celebrations.

There are currently no children with additional learning needs at the setting. However, there are appropriate procedures to support children with additional needs if the need arises. Practitioners identify children that require extra input and attend local authority clinics for advice and support when they have concerns about a child's development.

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

The setting provides a beneficial range of learning experiences indoors and outdoors that engage nearly all children successfully. Practitioners use visitors well to enhance the curriculum. For example, a specialist practitioner supports children to develop their physical skills. Children also have regular opportunities to go on visits to enrich their learning such as to Tredegar House where they collect natural resources for their mud kitchen.

A beneficial range of learning experiences foster children's spiritual, moral, social and cultural development well. Practitioners foster a sense of awe and wonder in children, for example, through encouraging them to observe caterpillars turn into butterflies before releasing them into the wild. Children have effective opportunities to find out about other cultures. For example, they make Diya lamps during Diwali and look at Chinese lanterns during Chinese New Year. Practitioners provide a few natural materials for children to play with such as sticks and compost. However, opportunities for children to explore, try things out and solve problems are limited overall.

Practitioners provide challenging opportunities for children to develop their physical skills, such as using chop sticks and tweezers in the play dough area. The outdoor environment provides good opportunities for running, balancing and pedalling, which children access enthusiastically.

Provision to support the development of children's communication skills is effective. Nearly all practitioners engage children in conversation successfully and use resources, such as used telephones, to encourage children's speaking and listening skills well. Practitioners share stories and rhymes with children and show them how to handle books with care. They provide interesting opportunities for mark making, which children take part in readily. These include writing Chinese numbers in coloured sand and drawing flowers in the outdoor area.

The setting provides an effective range of opportunities for children to develop their numeracy skills. Resources available, such as pine cones, sand timers and two dimensional shapes, provide children with a wide range of experiences that develop mathematical concepts and language well. Planned activities, such as matching coins to Chinese money bags, provide children with interesting opportunities to count, recognise numbers and explore money.

Provision for developing children's ICT skills is appropriate and in the indoor area there is an effective range of equipment available. These include digital cameras, tablet computers and a light box, which children access confidently. They particularly enjoy playing with the remote-controlled cars and make up simple racing games with their friends.

Practitioners support children's Welsh language development effectively. They model Welsh through singing songs, counting and using Welsh words and phrases throughout the session consistently. Nearly all practitioners actively encourage children to use Welsh phrases during their play. For example, they prompt children to use known phrases such as "What is your name?" successfully. Children have

worthwhile opportunities to learn about their Welsh heritage. For example, they look at the Welsh flag and make collage pictures of daffodils as part of their St David's Day celebrations.

Nearly all practitioners have good understanding of effective foundation phase practice. They use a successful range of strategies to encourage and to motivate children to learn. They combine focused tasks with children's free play purposefully. As a result, children sustain interest in tasks and enjoy long periods of uninterrupted learning. Practitioners' interactions with children are respectful and caring.

The setting has an effective range of assessment procedures. For example, practitioners observe children during their first few weeks at the setting and identify what they can do already. Practitioners also record useful observations to show children's progress and responses to provision, although this is at an early stage of development.

Environment: Adequate

The premises are secure and children benefit from having plenty of space to play, learn, eat and sleep. Visitors cannot access any part of the building unless admitted by a staff member, and all visitors sign in upon arrival. The front door is alarmed to alert staff if the door is not fully closed and the cot room has a CCTV system. Practitioners have use of an upstairs room to store their belongings and take breaks. Records are stored securely and there is space for confidential conversations if the need arises.

Leaders ensure that toilet and nappy changing facilities are clean and well maintained. The layout of the facilities supports children to access the toilets and wash basins independently according to their stage of development. Practitioners practise suitable hygiene procedures, such as wearing protective aprons and gloves to prepare and serve food and to change nappies. The registered person completes an infection control audit annually. The setting has a hygiene rating of three; some changes have been made since this rating was awarded, such as preparing snack for after school children in the main kitchen.

All children have opportunity to access the garden at different times during the day. The outdoor space is interesting and includes some natural areas for children to explore and learn. One area is not currently in use as a new play surface is required. Leaders have already identified the garden as an area for development in their action plan.

Leaders have some effective systems to ensure that building and systems maintenance is undertaken regularly. However, the setting's risk assessment procedures are not sufficiently robust. Some risk assessments lack detail, which has led to risks not always being identified, particularly in the after school club. Fire safety is not given enough consideration as records indicate that older children do not practise fire evacuation drills. Also, the fire evacuation route for after-school children is not regularly checked for safety and the risk assessment for school runs lacks detail. Fire drills for children under four are carried out in line with national minimum standards. Daily risk assessments are visual, so records were not available for scrutiny. During the course of the inspection, the registered person implemented a comprehensive daily checklist for opening and closing times of the nursery, which will allow them to keep a clear overview of ongoing issues.

All children are cared for in a comfortable environment with good quality resources. They have access to furniture and equipment that is appropriate for their needs and promotes children independence. There are displays throughout the building promoting children's sense of belonging and their achievements. This is particularly celebrated in the pre-school room, whilst other areas could be improved to achieve the same good standard.

Leadership and management: Adequate

Leaders work effectively with practitioners to provide a caring and calm environment for all children. Overall, they manage practitioners and children suitably to ensure that the setting runs smoothly, following established routines. The person in charge has a clear vision to support children to be happy, healthy and safe. She works closely with the registered person and keeps them well informed through regular informal updates.

There is a range of relevant policies and procedures to support the organisation of the setting. The person in charge shares these with new staff appropriately. However, monitoring to ensure that practitioners follow all important policies and procedures is not carried out consistently. For example, leaders do not ensure that all relevant recruitment checks are fully completed or notify CIW in a timely manner of any relevant changes. The setting does not comply fully with all regulations.

The setting's systems for identifying its strengths and areas for improvement are effective overall. Many practitioners identify what the setting does well and areas that they need to develop. Improvements have been made, such as re-organising the environment for younger children and supporting Welsh language skills in the pre-school room.

Leaders use appraisal and induction systems satisfactorily to communicate required standards and review the performance of all staff. Nearly all practitioners know what they need to do to improve their performance. However, the setting has not established effective supervision procedures and practitioners do not have suitable opportunities to discuss their work regularly.

Nearly all practitioners take advantage of opportunities for continuous professional development and understand the need for ongoing improvements. This has a positive impact on the quality of provision in a few areas. Examples include the improved opportunities for pre-school children to develop their literacy and numeracy skills in the outdoor area. However, opportunities for practitioners to access training that improves outcomes for children consistently across the setting are limited.

Overall, the setting makes appropriate use of practitioners to support children's well-being. Leaders ensure that there are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children in the setting. Resources for children are sufficient and are generally of good quality.

The setting has a beneficial range of partnerships that improve the quality of provision and outcomes for children suitably. Parents receive useful information through day-to-day contact, social media and notices. However, practitioners do not provide information about children's care and routines to parents across the setting well enough. For example, information about what children have had to eat and drink is not shared consistently with parents.

Practitioners provide beneficial resources for parents to take home and share with their children such as story sacks, story boxes and number rhymes. These are enjoyed by nearly all children and help parents to be more involved in their child's learning.

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 evaluates 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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