



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

A report on

**Ser Bach Y Cwm
Ysgol Golwg Y Cwm
Hendreladus
Ystradgynlais
Swansea
SA9 1SE**

Date of inspection: February 2019

by

Care Inspectorate Wales (CIW)

and

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

About Ser Bach Y Cwm

Name of setting	Ser Bach Y Cwm
Category of care provided	Sessional Care
Registered person(s)	NA
Responsible individual (if applicable)	Lisa J Hickey
Person in charge	Adele Elton
Number of places	65
Age range of children	2 - 4 years
Number of children funded for up to two terms	21
Number of children funded for up to five terms	6
Opening days / times	Monday to Friday 8:45am to 15:15pm
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	25/04/2017
Date of previous Estyn inspection	01/12/2015
Dates of this inspection visit(s)	19/02/2019
Additional information	
<p>The setting offers Flying Start provision. Most children speak English as their first language. A very few children are learning English as an additional language. The setting has identified very few children as having additional learning needs.</p>	

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	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 Develop children's understanding of writing for different purposes within their play
- R2 Use observations of children to identify and build on their individual interests and needs consistently across the setting
- R3 Ensure that provision enables children to follow their own creative ideas
- R4 Ensure that all long-term agency practitioners have a clear understanding of the settings policies and procedures
- R5 Provide all parents with information about children's care and development effectively and consistently

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Most children make confident choices about where they want to play and choose resources independently. At group time they select objects that represent different activities from their 'choosing tray', such as choosing the water bottle if they want to play with water. They speak or communicate their needs in a variety of ways effectively and all attempts at communication are valued and listened to. However, children have few meaningful opportunities to contribute their ideas for themes and topics'

Nearly all children settle and cope with being separated from their main care givers quickly on arrival. They form positive attachments with practitioners and are particularly fond of the key workers who look after them. This makes them feel secure, happy and relaxed. For example, many children choose to invite practitioners to join their play resulting in lots of chatter and laughter between them. This demonstrates the children's high level of happiness and security within the setting. Nearly all children are beginning to play alongside or with others at a developmentally appropriate stage.

Nearly all children behave well in line with their age and stage of development. They are beginning to take turns and share with friends. For example, children share baskets, food and money as they play in the role-play shop. This helps them develop their social skills effectively. Most children engage well during circle time, they answer questions and follow instructions appropriately. Nearly all children show respect for resources and a majority of three-year-olds tidy up independently at the end of the session.

Nearly all children engage well and show interest in the activities on offer. For example, they enjoy making faces out of different vegetables as they decorate pizzas. A few children concentrate well as they fill and empty pots of pasta. A group of two-year-old children jump and laugh whilst blowing bubbles and are overjoyed when they managed to catch them in their hands, showing a strong sense of achievement. A few children are beginning to use a few Welsh words and phrases and understand what is being said to them.

Nearly all children make good progress according to their stage of development. A majority of children demonstrate a high level of confidence and language skills for their age. Most children are developing a good range of self-help skills and explore the environment freely. Nearly all children move freely and independently between the indoors and outdoors. Many children wash their hands with minimal support and feed themselves independently.

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 the skills and knowledge 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 hang their coat up

independently and pour their own drink at snack time. Around half of children are beginning to play cooperatively as they build towers together or make up a simple 'stop and go' game with their friends.

Nearly all children develop their physical skills effectively. They enjoy using a range of tools such as brushes, rolling pins and tweezers independently. Most children negotiate space on balance bikes well and throw a large ball at a target with good control.

Most children develop their numeracy skills successfully from their starting points. They say numbers in order to at least ten and many count objects to five accurately. For example, they notice one dinosaur is missing and count them to check, when playing a counting game. A minority of children make good use of mathematical vocabulary. They describe a friend's tower as, "bigger than mine," or say, "that's 69 then please," when pretending to be a shop keeper.

Most children develop effective communication skills. They listen attentively, and many speak clearly with confidence. They chat happily to an adult about their favourite superheroes or explain that they are building a 'haunted house'. During group time, many children pay close attention to a story and most join in with songs and rhymes. A minority select favourite books independently and enjoy sharing them with their friends in the cosy tepee. Most children develop their mark making skills well and enjoy using felt pens and paint on a large scale. A very few write for a purpose such as pretending to write a shopping list. However, children's understanding of early writing is generally limited.

Most children access and use information and communication technology (ICT) equipment effectively. For example, they take a photograph of their friends using a tablet computer and 'drag and drop' images of animals successfully when accessing a game on the interactive white board. Most children use battery operated toys successfully to enhance their play such as a toy till and large traffic lights.

During their time at the setting, most children develop their Welsh language skills well in relation to their starting points. They respond to a range of Welsh words and phrases positively and join in with simple Welsh songs with encouragement from practitioners. A very few children are beginning to use Welsh phrases spontaneously, for example when they sing a tidy up song independently.

Care and development: Good

The Responsible Individual and most practitioners are clear about their roles and responsibilities in promoting children's health and wellbeing. The setting has a range of useful policies and procedures to support a safe childcare service. There are clear procedures to manage accidents, pre-existing injuries and the administration of medication which are recorded appropriately. A worthwhile range of risk assessments, including fire safety, are in place to maintain a safe service and drills are logged appropriately. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

There are effective arrangements to help children learn about living a healthy lifestyle. For example, nearly all of the three-year-old children practise daily tooth

brushing. Practitioners ensure that children have freshly prepared healthy snacks and appropriate opportunities for physical play. Water is freely available throughout each session for children to access independently.

Practitioners working with older children track their progress appropriately and use information from observations and assessments to help them move forward with their learning effectively. However, the setting's procedures for recording observations of younger children, and identifying and addressing their individual needs are not well enough developed yet. Practitioners are just beginning to identify children's interests and include these in their planning.

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 share and take turns, and as a result children's behaviour is good.

The setting provides a beneficial level of responsive care which meets children's individual needs well. Nearly all children have worthwhile opportunities for both free play and adult-led activities which are stimulating and developmentally appropriate. The use of Welsh language is promoted suitably through songs and greetings.

Practitioners promote equality appropriately by ensuring that multi-ethnic resources are available, such as books and toys, and celebrating cultural festivals such as Chinese New Year.

The setting has effective procedures to support children with additional learning needs and ensure that they have full access to all areas of learning. Practitioners work with a range of support agencies such as health visitors to ensure they meet children's needs successfully.

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 an effective range of learning experiences indoors and outdoors that engage nearly all children successfully. Practitioners support children to develop their communication, numeracy, ICT and personal and social skills well. For example, practitioners encourage children to join in with conversations and ask appropriate questions when visited by local police officers.

Overall, provision to support children's literacy skills is effective. The cosy story area is inviting and well-resourced with a range of appropriate books, puppets and cushions. Practitioners provide worthwhile opportunities for children to take part in mark making activities such as using glitter, foam and chalk. However, there are limited opportunities for children to develop their understanding of writing for different purposes.

The setting provides useful opportunities for children to develop their physical skills including using brushes, peg boards and small construction toys. The newly developed outdoor area provides ample opportunities for climbing, balancing and ball skills. It presents children with appropriate challenge and enables them to develop their confidence successfully.

A range of learning experiences promote children's moral, spiritual and cultural development well. Practitioners foster a sense of awe and wonder in children and provide effective opportunities for them to learn about and care for living things. For example, they encourage children to discover, observe and talk about a range of mini-beasts in the outdoor area.

Practitioners provide regular opportunities for children to play instruments, dance and sing. They plan a few interesting creative activities such as painting and printing with leaves. However, practitioners often focus on the end product rather than the process. This limits opportunities for children to explore, try things out and follow their own creative interests and ideas.

The setting supports children's Welsh language development effectively. A majority of practitioners model Welsh through singing songs and using simple words and phrases throughout the session successfully. Children have appropriate opportunities to learn about their Welsh heritage. For example, they make model daffodils and wear traditional dress as part of their St David's Day celebrations.

Most practitioners have a good understanding of foundation phase practice. They explain things clearly, model activities and question children effectively. They combine focused tasks with children's free play successfully. As a result, children sustain interest in tasks and enjoy periods of uninterrupted learning. Practitioners' interactions with children are sensitive, respectful and caring.

The setting has worthwhile assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks in the setting. They feedback children's progress and responses to provision during weekly planning meetings. This information is used effectively to match planned activities to children's skills.

Environment: Good

The Responsible Individual ensures children are cared for in a suitably safe, secure and clean indoor environment. There is a robust system for managing access to the premises and a record of visitors is maintained effectively. All required safety checks for the building have been undertaken. Practitioners complete useful risk assessments and undertake a daily safety check of the environment appropriately. Leaders took immediate action to remove a very few risks identified at the initial visit and compliance has been achieved.

Practitioners position themselves effectively throughout the setting and monitor the children's safety well. Overall, they demonstrate a good awareness of safety matters. For example, practitioners carry out regular checks in the outdoor play area during the session. They ensure that children do not access a steep slope as they have identified the risk of children falling.

The person in charge ensures that play areas meet children's requirements and offer a beneficial range of opportunities for children to be active and inquisitive. For example, practitioners stimulate children's curiosity effectively by providing open-ended resources for them to investigate such as different sized empty boxes. The indoor environment is welcoming and organised effectively to support children's play

and learning. There is a secure, outdoor play space that children access easily. Practitioners use this area well, for example to provide opportunities for children to develop their physical skills.

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 suitable resources to promote cultural awareness.

Leadership and management: Good

Leaders share a clear vision for the setting to nurture children in a safe and happy environment where they reach their potential. The person in charge works closely with the responsible individual and keeps them well informed through regular meetings and daily updates. She works effectively with practitioners to provide a caring and engaging environment for all children.

There is a strong commitment to teamwork and nearly all practitioners feel valued. The person in charge communicates her expectations clearly and actively supports all practitioners to do their best. For example, she emphasises the importance of using Welsh language, and displays Welsh words for practitioners to refer to. The setting complies with all relevant regulations and national minimum standards.

Arrangements for identifying strengths and areas for improvement are successful and all practitioners are committed to improving quality. The setting makes beneficial use of information from a range of sources to inform the self-evaluation process. Nearly all practitioners know what the setting does well and areas that they need to develop. For example, they explain how improvements made to a reading area have encouraged children to look at books independently and improve their early reading skills.

Nearly all practitioners are keen to take advantage of opportunities for continued professional development and strive to improve their performance. This has a positive impact, such as improving practitioners' understanding of how to develop children's numeracy skills through block play.

The setting makes good use of practitioners and resources to support children's wellbeing, play and learning effectively. Leaders make sure that the setting exceeds required numbers of suitably qualified practitioners across all provisions. Resources are plentiful and of good quality.

The setting's appraisal and supervision systems successfully communicate high standards and review the performance of most practitioners well. Most practitioners have good opportunities to discuss and reflect on the quality of their work and are clear about their targets for improvement. Leaders use induction procedures to ensure that permanent members of staff understand the setting's policies and procedures effectively. However, the induction procedures for long-term agency staff do not ensure that they understand all important policies and procedures well enough.

Overall, the setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. Practitioners keep parents and carers of pre-school children informed about what their children are learning and how well they are progressing effectively. However, across the setting, sharing information with parents about their child's care and development is inconsistent.

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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