



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

A report on

**The Burrows Daycare Nursery (Porthcawl) Ltd
1 The Precinct
Rowan Drive
Porthcawl
CF36 5AT**

Date of inspection: September 2019

by

Care Inspectorate Wales (CIW)

and

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

About The Burrows Daycare Nursery (Porthcawl) Ltd

Name of setting	The Burrows Daycare Nursery (Porthcawl)
Category of care provided	Full Day Care
Registered person(s)	NA
Responsible individual (if applicable)	Julie Eastment and Kimberley Bethell
Person in charge	Jasie Wright
Number of places	61
Age range of children	6 weeks and 12 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	1
Opening days / times	Monday to Friday 7.30 to 18:00
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 setting that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their setting. This may be because the setting is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service. We recommend that the setting provider considers Welsh Government's 'More Than Just Words' follow on strategic

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	guidance for Welsh language in social care'.
Date of previous CIW inspection	05/09/2017
Date of previous Estyn inspection	01/09/2014
Dates of this inspection visit(s)	25/09/2019
Additional information This is a privately run day care setting offering wrap around care and registered for children up to 12 years of age. All children speak English as a first language and a very few children come from homes where Welsh is spoken.	

Summary

Theme	Judgement
Wellbeing	Adequate
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

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve opportunities for children to make choices and decisions
- R2 Ensure policies match procedures for safeguarding and promoting children's wellbeing
- R3 Improve opportunities to develop children's numeracy skills
- R4 Ensure appropriate resources are available, especially for older children
- R5 Ensure that self-evaluation processes are built on first-hand evidence and the results feed into improvement planning

What happens next

'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.'

Main findings

Wellbeing: Adequate

Most children make choices and decisions about a number of aspects of their care. For example, in the out of school club, children indicate their food preferences so that they can be incorporated in the menu. The 3-year-old children enjoy opportunities to choose whether to play inside or outside. On many occasions, most children make choices regarding their play. However, occasionally, younger children's opportunities are limited, for example, 3-year-old children do not make choices about where to play after lunch and two year olds are restricted because of the room layout in the toddler group.

Nearly all children settle well when they arrive at the setting. Most children form positive attachments with practitioners and other children. For example, children often approach practitioners for reassurance and support, or just for cuddles. Children benefit from opportunities to play with siblings who are cared for in other areas of the setting. One child enjoyed being chosen for 'helpwr heddiw'. However, on very few occasions, some children are insecure when their needs are not met because other care practices, such as supporting younger children to sleep take precedence. Most children transition smoothly through the setting and settle well in their new environment.

Nearly all children behave well in the setting. Most co-operate with each other as they play, such as when they share the toys in the play kitchen or listen to each other at circle time. Nearly all children interact well with each other and many, especially older children, have developed close friendship bonds as they have attended the setting and out of school club for many years. Most children follow the setting's routine well with appropriate support from most practitioners. Many sustain their concentration effectively in group tasks such as playing with the parachute or during circle time. Many children take good care of equipment and engage willingly at tidy up time, for example putting toys away in the correct box for use next time.

Many children show interest in and engage well with the activities provided for them. Most children are happy, smiling and enjoy themselves. They move confidently and happily in their designated areas, and choose what they want to play with from a number of interesting resources. Most children are interested in circle time, although 2-year-old children are learning to sit and take part effectively. In the pre school, children are mostly interested in the good balance of adult led activities and free play. For example, filling containers in the mud kitchen. On a few occasions, a majority of younger children lose interest and do not participate in activities such as song time.

Most children develop a good range of skills to help them become independent. They persevere well in learning to do things for themselves. For example, most children eat food with appropriate cutlery successfully. They develop beneficial skills, such as putting on their own coats and dressing themselves.. At snack times nearly all older children serve themselves confidently from plates of fruit, but younger children do not develop their self-help skills as well as they could.

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 starting points, which are generally at the level expected for their age. As a result, they develop effective personal and social, literacy and Welsh language skills during their time at the setting. For example, they put on their coats independently and play co-operatively when they make Gruffalo crumble in the mud kitchen.

Nearly all listen well to instructions and act on them purposefully. Many children talk confidently to an adult about making food for tea and having a tea party. They develop early reading skills well. For example, they hold the book the right way up, turn the pages and follow stories read to them. Nearly all recognise their name correctly on the registration board and on their pegs. Many enjoy mark making with a range of equipment and a minority are beginning to understand the purpose of writing. For example, they attempt to write a shopping list or an invitation.

Many children make good progress in developing their numeracy skills and use mathematical language regularly in their play. For example, they describe the leaves as 'big' or 'small'. Most children recite numbers in English and Welsh to at least 5. For example, when counting their fingers to represent apples or leaves in a song. Nearly all recognise and name two-dimensional shapes correctly at large group time before attempting to draw the shapes in the air.

Most children's physical skills are developing well. They pedal and balance successfully when playing on the selection of wheeled toys. Many children develop good fine motor skills. They use a range of tools, such as scissors and hole punchers before threading leaves onto string. Many children enjoy being creative, for example, when making a snake using dough and decorative materials.

Many children use a variety of information, communication technology (ICT) resources successfully. For example, they programme a toy to move backwards, forwards and to turn. Nearly all children use battery operated toys effectively to enhance their play. For example, a minority listen to and record simple phrases linked to a story. Most children's problem solving skills are developing successfully. They confidently choose where to play and which resources to use. A majority of children persevere to move water and balls successfully down the guttering in the outdoor area.

Most children's Welsh skills are developing well. Nearly all join in enthusiastically with familiar Welsh songs. They use simple Welsh words accurately at registration and snack time. Many express how they are feeling using the Welsh words for sad or happy.

Care and development: Adequate

Nearly all practitioners promote children's health and wellbeing effectively. They offer healthy, nutritious snacks and meals including fresh fruit and vegetables. Practitioners provide children with good opportunities to develop healthy lifestyles through daily routines. For example, exercising, tooth brushing and handwashing. Nearly all practitioners understand how to respond to child protection issues and there are appropriate policies and information in place to support this. However, the setting's arrangements for safeguarding children do not meet requirements and give cause for concern. For example, the setting does not have a strong enough policy for managing allergies or ensuring that sleep facilities are appropriate. Risk assessments are not robust for all areas and activities of the setting.

Nearly all practitioners manage children's behaviour well. They use praise and encouragement effectively to help children understand what is acceptable. Nearly all practitioners take appropriate action to deal with any unwanted behaviour and are good role models. They remind children to share toys and 'use kind hands'. Most practitioners use eye contact and calming, soft tones when speaking with children, creating a relaxed atmosphere. However, the setting's policies do not always underpin practice. For example, how practitioners manage incidents of children biting or any need to use restraint.

Most practitioners know the children well and respond effectively to their individual needs through appropriate use of the key worker system. The setting promotes children's development well overall. For example, practitioners maintain individual records of development and use the assessment and intervention toolkit effectively to support and develop children's speech and language.

Practitioners ensure that nearly all children have suitable access to all areas of learning. This is particularly evident in the area for three and four-year-olds. There are appropriate procedures to help children with special educational needs and those who require extra support. Practitioners act on advice and guidance from outside agencies to ensure that children's needs are addressed effectively. Many practitioners promote the Welsh language effectively and use Welsh words and phrases frequently for daily routines.. For example, at circle time, during tidying up and mealtimes.

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

Practitioners plan a worthwhile range of experiences that cover all areas of learning effectively over time. They have a good understanding of the foundation phase curriculum. Practitioners model activities and support children's free play well. As a result, children sustain interest in tasks for significant periods. They make valuable use of indoor and outdoor resources to support learning and ensure a successful balance between activities directed by an adult and those initiated by children.

Overall, provision to support children's literacy skills is effective. The cosy story area is inviting and well resourced with a range of reading materials, puppets and

cushions. Practitioners provide useful opportunities for children to develop an understanding of writing for different purposes. For example, they provide pencils and paper in the construction area and mark making activities, such as drawing with glitter and chalk.

The provision to support children's numeracy skills is appropriate. For example, practitioners encourage children to count and recognise two dimensional shapes. However, opportunities for children to develop wider mathematical skills, such as learning about money and measure are less established.

The provision to support children's ICT skills is purposeful. For example, using programmable toys and speaking into recording devices.

The setting supports children's Welsh language development purposefully. Practitioners are consistently good in modelling Welsh through singing songs and using simple words, phrases and questions to develop children's skills. Children have worthwhile opportunities to learn about their Welsh heritage. For example, they celebrate St David's Day and there is a Welsh area that includes Welsh books and artefacts which promote an understanding of a Welsh identity.

Practitioners make beneficial use of visits into the community to enhance children's learning experiences. For example, children have enjoyed visits to the beach and local parks to improve their knowledge of the local area. Children celebrate and learn about other cultures, which develops their understanding of the traditions of others. For example, they celebrate Chinese New Year by attempting to write Chinese letters. The setting promotes children's spiritual, moral, social and cultural development well. There are valuable opportunities to learn about and care for living things. For example, children plant bulbs and seeds and experience looking after different animals.

The setting has useful assessment procedures. Practitioners observe and identify what children can already do during their first few weeks at the setting. They also record valuable observations to show children's progress and their responses to planned activities. They use assessments appropriately to plan the next steps in children's learning. The recording of progress in play that is initiated by the children is in the early stages of development.

Environment: Adequate

Leaders ensure that children are cared for in a generally safe, clean and secure environment. There is a suitable system to manage access to the main building, and visitors are recorded consistently. The setting is well maintained and there are regular checks on electrical and fire systems. Practitioners carry out daily checks to keep children safe, such as monitoring the room temperature. However, there are not robust risk assessments to cover all areas of the building and activities. For example, there is no risk assessment covering the security of the 'club house', safety of radiators in all areas and the use of sleep equipment.

Nearly all rooms are welcoming and include attractive displays of children's artwork and colourful murals. Practitioners ensure that children have regular access to the outdoor space, which comprises two covered terrace areas with a number of interesting activities for children to engage in. The indoor area provides generally suitable facilities to meet children's needs appropriately, for example child sized toilets. However, the location of the nappy changing area does not promote children's privacy effectively enough. Also, facilities do not always provide children with an inviting place to sleep, especially in the baby room. There is a large, well equipped kitchen and a conveniently located office at the main entrance to the setting.

The room for three and four-year-olds provide children with good facilities to learn and develop skills. Leaders ensure that resources, both inside and outside, are interesting, plentiful, safe and clean. All parts of the setting provide a quiet area with cushions where children can relax or look at books. However, not all areas fully support children to make worthwhile choices. For example, the division of the toddler room into two areas, means that occasionally, children's access to activities that sustain their interest is more limited. The after school and holiday club children mainly use the foundation phase facilities in the 'club house'. This limits their free access to more age appropriate facilities. Leaders are in the process of developing an additional area for older children. In all areas, there are resources to reflect cultural diversity.

Leadership and management: Adequate

Leaders have established a positive ethos for children, parents and staff at the setting. They work appropriately 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. For example, there are regular practitioner meetings to discuss children's progress, recent training and setting updates. However, there are no records of who is responsible for actions or when they are expected to be completed.

The setting's statement of purpose provides an accurate picture of the setting. There is a range of useful policies and procedures. However, leaders do not monitor how effectively practitioners follow policies and procedures or evaluate outcomes for children consistently enough. The setting has safe and appropriate processes for recruitment and deployment of staff. Leaders carry out regular staff appraisal and supervisions. This ensures that mandatory training needs are addressed and the wellbeing of practitioners is high.

The setting's self-evaluation processes are, on the whole, appropriate and all practitioners are committed to improving quality. The leaders, under the guidance of the local authority, have identified suitable areas to develop, such as improving the assessment and recording process for the whole setting. However, systems for gathering accurate, regular first-hand evidence and prioritising actions are less established. As a result, the setting is slow to address important areas in a timely manner.

Overall, the setting makes appropriate use of practitioners and resources to support children's wellbeing, learning and play. All practitioners are well qualified and deployed appropriately. A minority are currently extending their knowledge as they work towards further qualifications. They welcome advice from the local authority advisory teacher and act on suggestions to improve the quality of teaching and learning. For example, this has improved practitioners use of observations to inform future learning experiences. Practitioners benefit from training such as, speech and language development to support children's communication skills.

Practitioners build strong links with parents and share information with them purposefully. Parents and carers feel welcome at the setting and value the regular exchange of information they receive about their child through day-to-day contact and via social media. They feel confident that if they approach practitioners with a concern, it will be resolved appropriately.

There are positive links with local schools, which benefit children's transition to the next stage in their education. The setting is beginning to establish close links with other settings, for example, sharing effective practice through visits.

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

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