



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

**A report on**

**Burleigh House  
25 Bryngwyn Rd  
Newport  
NP20 4JS**

**Date of inspection: April 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Burleigh House

Name of setting	Burleigh House
Category of care provided	Full day care
Registered person(s)	Sara Evans
Responsible individual (if applicable)	N/A
Person in charge	Dawn Cromwell
Number of places	44
Age range of children	0 to 5 years
Number of children funded for up to two terms	6
Number of children funded for up to five terms	9
Opening days / times	Monday to Friday from 8.00am to 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 the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	13/09/2017

A report on Burleigh House  
April 2019

Date of previous Estyn inspection	01/02/2015
Dates of this inspection visit(s)	02/04/2019
Additional information	
Nearly all children speak English as their first language.	

## Summary

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

## **Non-compliance**

**No non-compliance was identified during this inspection.**

## **Recommendations**

- R1 Improve opportunities for children to explore, try things out and solve problems consistently and successfully
- R2 Improve children's access to resources in the toddler room to extend their play choices and independence

## **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. They communicate their needs with confidence. Very young children use eye contact successfully to communicate their needs, for example when letting practitioners know that they would like more fruit.

Most children contribute beneficially to themes and ideas. They make choices about their play confidently. For example, toddlers place star stickers on pictures to identify the activities and toys they like best. This information is then used to plan activities based around children's preferred play choices.

Nearly all children are secure and settled. They cope well with separation from their parents and carers. Nearly all children form bonds of affection with practitioners successfully. For example, they approach practitioners for reassurance and comfort which they receive promptly. This makes them feel secure, happy and relaxed.

Most children behave well and are learning to share in line with their age and stage of development. Younger children play happily alongside each other and most share resources and engage in group activities well. Older children are learning to negotiate and work together successfully. For example, they share resources as they use water to paint the outdoor play equipment with their friends. Most children cope well with group activities and play alongside each other happily for suitable periods of time.

Most children are curious and interested in their play and learning. Non mobile children explore their environment with confidence and seek out toys of their choice. Children of all ages are motivated and engage well in activities. This supports their learning effectively. Most children respond with enthusiasm when involved in singing and dance activities. For example, they clap their hands and stamp their feet energetically. Many children enjoy role play, messy play and a range of outdoor activities available. This promotes their physical development effectively.

Nearly all children develop a good range of skills during their time in the setting and are becoming increasingly independent in line with their stage of development. Most develop a good range of self-help skills and explore the environment freely. For example, pre-school children use a safety knife well to cut strawberries for their fruit kebabs. Most older children are becoming increasingly independent at meal times and use the toilet facilities without the need for adult assistance.

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

Most children make good progress from their individual starting points, particularly in the development of their communication and personal and social skills. For example,

they show kindness as they give a friend a box of 'jewels' and say, "This is for you". A majority of children are beginning to co-operate with each other successfully as they share a trike or pretend to be rabbits hiding in a 'rabbit house' together.

Most children develop their communication skills effectively. They listen attentively, and many speak clearly with confidence. For example, they chat happily about their observations of a hailstone shower and family events such as their mummy's birthday. A few children give simple instructions and explanations to friends well such as when playing a target ball game.

During group time, nearly all children pay close attention to a story and most join in with songs and rhymes enthusiastically. Most children recognise their name confidently as they find their place mat at lunch time. They develop their mark making skills successfully and enjoy using paint and water on a large scale. A few children type their name into a keyboard in the role-play area accurately as they explain that they are 'doing work'.

Most children develop their physical skills successfully. They run, climb and balance well in the outdoor area. A minority throw balls at a target with developing control. Many improve their coordination as they use a range of tools such as brushes, rollers and toy hammers successfully.

Most children develop their numeracy skills effectively. They say numbers in order beyond ten and many count objects to five accurately. A minority of children make good use of mathematical vocabulary. For example, they tell a friend their age or explain that they have 'lots' of money when playing in the role-play shop. A few children continue repeating patterns well as they use green and black grapes to make a caterpillar fruit kebab.

Most children develop their creative skills through activities such as painting and playing instruments appropriately and a very few children are beginning to develop their problem-solving skills when building with recycled materials. Overall, however, children's problem-solving skills are underdeveloped

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 swipe images confidently. Many use battery operated toys successfully to enhance their play such as a toy till and microphones.

Most children develop their Welsh language skills effectively. They respond to a range of Welsh words and phrases positively and join in with songs and rhymes well. Most children use Welsh words such as colours and numbers confidently. A minority are beginning to use simple phrases when encouraged. For example, they ask a friend how they are feeling.

### **Care and development: Good**

The setting promotes children's health and wellbeing effectively. A range of useful policies and procedures support a safe environment for children. There are clear procedures in place in relation to safeguarding children. Practitioners have a good understanding of the setting's policies and procedures and follow these consistently

in their daily routines. Leaders ensure that practitioners have appropriate paediatric first aid training. Practitioners follow the setting's procedures for the administering of medication consistently and complete records effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

There are effective procedures and working practices in relation to keeping children healthy. Practitioners ensure that children wash their hands regularly. They use appropriate equipment when preparing and serving food and when undertaking intimate care tasks. The setting promotes healthy eating and drinking effectively. For example, the cook prepares nutritional, balanced and varied meals on the premises. Practitioners provide children with regular opportunities for physical exercise in the outdoor area successfully. For example, children of all ages enjoy the challenge of climbing on a pirate ship.

Practitioners promote children's personal and social development effectively. They follow the behaviour management policy consistently, which sets realistic and clear boundaries for children. They are kind and gentle when speaking to children and act as positive role models, treating all children respectfully. Nearly all practitioners acknowledge children's efforts and accomplishments and use praise effectively to promote children's self-esteem and confidence, for example when praising older children for tidying the carpet area before group time. This contributes to a relaxed and nurturing atmosphere where nearly all children behave well.

Practitioners track children's progress appropriately and use information from observations and assessments effectively to help children move forward with their learning. They plan a good range of play and learning opportunities, identify children's learning needs and plan for the next step in their development well.

The setting has suitable systems in place to support children with additional learning needs. Individual learning plans provide targeted and specific support to meet children's needs effectively where required.

**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 well. Nearly all practitioners support children to develop their personal and social skills successfully. For example, they encourage children to take turns on the trikes and to tidy up at the end of the session.

A range of learning experiences promote children's moral, spiritual and cultural development well. For example, practitioners foster a sense of awe and wonder successfully when they encourage children to plant carrots and observe them as they grow. Practitioners provide effective opportunities for children to learn about and care for living things such as when they support children to take left-over snack into the outdoor area to feed the birds.

Practitioners provide a range of opportunities for children to develop their communication, literacy, numeracy and ICT skills progressively. For example, they support children to join in with conversations and ask appropriate questions



successfully. They use books to support children's learning effectively, such as using a well-known story to stimulate children's interest in caterpillars and fruit before they make their own fruit caterpillar. Practitioners develop numeracy skills effectively by using resources imaginatively such as a collection of small boxes and gems which encourage children to count, make comparisons and recognise shapes successfully.

The setting provides useful opportunities for children to develop their physical skills including developing their grip using tweezers, chopsticks and puzzles. There are worthwhile opportunities for children to develop large-scale physical skills in the outdoor area. A creative area provides valuable opportunities for children to explore their ideas and try things out. However, provision to support problem-solving skills is limited.

Practitioners support children's Welsh language development effectively throughout the session. They model Welsh through singing songs, counting and using a few Welsh words and phrases well.

Nearly all practitioners have a good understanding of foundation phase practice. They explain things clearly, model activities well and combine focused tasks with children's free play successfully. As a result, children sustain interest in tasks and enjoy periods of uninterrupted learning. Nearly all practitioners are positive language role-models and many question children effectively. For example, they ask children to think about what the inside of an avocado may look like.

The setting has effective assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks in the setting. They record useful observations to show children's progress and use the information suitably to identify next steps in their learning.

### **Environment: Good**

Leaders ensure that the setting is a secure and safe environment for children. The premises are welcoming, and create a comfortable, clean and well-maintained environment for children to learn and play. Leaders have established clear systems, policies and procedures to achieve this such as creating a robust system for managing access to the premises and maintaining an effective record of visitors. Leaders make regular safety checks of the building and practitioners complete useful risk assessments and daily safety checks of the environment to ensure it is safe for children.

The outdoor area offers an interesting and challenging environment for children's play and learning. Practitioners make regular use of the area and plan good opportunities for children's physical play such as opportunities to use the slide and climbing apparatus. Internally, the displays of children's artwork promote their sense of belonging effectively. Messy rooms provide worthwhile opportunities for children to explore and use different materials, such as paints and art and crafts. This develops their creative skills well.

The layout of the pre-school room provides children with beneficial opportunities to make choices about their play through a range of learning areas. Practitioners ensure that children have good access to resources and equipment. This develops

their independence successfully as they follow their own interests and ideas. However, in the toddler room, practitioners do not always store and label resources effectively enough. This makes them difficult for children to access and consequently, this limits their play choices.

The setting has a good selection of outdoor play resources and equipment including robust wooden climbing apparatus, as well as areas for planting and messy play. Practitioners plan effectively to make good use of these resources. There is a range of age appropriate indoor resources including resources that promote children's cultural awareness successfully, such as dolls and books. Furniture is age-appropriate, promoting independence and ensuring that children are comfortable when playing.

### **Leadership and management: Good**

Leaders share a clear vision for the setting to provide a happy, positive environment for children, which allows them to reach their full potential. The manager works closely with the responsible individual and keeps them well informed through regular meetings and updates. She works effectively with practitioners to provide an engaging environment for all children.

There is a strong commitment to teamwork and practitioners feel valued. The setting complies with all relevant regulations and national minimum standards.

The setting has effective arrangements for identifying strengths and areas for improvement and all practitioners are committed to improving the quality of provision and outcomes for children. 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, improvements made to the book area encourage children to look at books independently and improve their early reading skills.

Leaders use the setting's appraisal and supervision systems successfully to communicate high standards and review the performance of practitioners well. They 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 all staff understand the setting's policies and procedures effectively.

Most practitioners 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 use stories to support children's mathematical skills.

The setting makes good use of practitioners and resources to support children's wellbeing, play and learning. Leaders make sure that the setting has an appropriate number of suitably qualified practitioners and deploys them successfully.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. Practitioners keep parents informed about what their children are learning and how well they are progressing effectively. For example, they hold regular meetings to share children's achievements and discuss their progress.

## 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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