



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

**A report on**

**Daisy Chains at Bodnant  
Bodnant Community School  
Nant Hall Road  
Prestatyn  
LL19 9NW**

**Date of inspection: March 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Daisy Chains at Bodnant

Name of setting	Daisy Chains At Bodnant - Juniors
Category of care provided	Full Day Care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Rebecca Wright
Person in charge	Stacey Owen
Number of places	83
Age range of children	2 years 9 months to 12 years
Number of children funded for up to two terms	14
Number of children funded for up to five terms	None
Opening days / times	07.30 – 18.00 hours, Monday to Friday
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	16/02/2017
Date of previous Estyn inspection	
Dates of this inspection visit(s)	12/03/2019
<p>Additional information</p> <p>This is a service that does not provide an 'Active Offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer a Welsh language service. We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</p>	

## Summary

Theme	Judgement
<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**

We have advised the responsible individual that improvement is needed in relation to the information kept for staff recruitment (regulation 28) in order to fully meet the legal requirements. 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 responsible individual to take action to rectify this and it will be followed up at the next inspection.

## **Recommendations**

- R1 Raise standards in children's Welsh skills
- R2 Practitioners must ensure that they are aware of any side effects of the medication given to children, and parents should sign to acknowledge that medication has been administered to their child
- R3 Ensure that assessments are used effectively to plan the next steps for individual children, especially those who are more able
- R4 Doors must be kept locked at all times in line with the setting's procedures in order to improve security
- R5 Embed the new self-evaluation format and ensure that development plans feed into the appraisal process

## **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

Many children express themselves confidently and know practitioners will respond to their requests positively. For example, children decide what they eat and drink at snack time and when they want to eat. Practitioners support nearly all children to make choices, find solutions and do things for themselves. For example, older children decide to bake cakes for Red Nose Day. They share their idea excitedly with practitioners who agree to purchase the necessary ingredients. Many children are aware of the options open to them, deciding where they want to play and with whom. For example, some children are asked if they would like to play in the garden and unanimously agree.

Many children cope well with separation from their parents. They feel safe and settle quickly into the daily routine. Children attending the breakfast club know they have an opportunity to play outdoors each day before school and eagerly line up to go outside. Many children have bonds of affection with practitioners and as a result they are relaxed and confident. Children feel valued as they have opportunities to celebrate their successes such as displaying their achievements on the 'Wow Tree'. Older children enjoy attending the service and know they can approach junior councillors should they need support. The councillors ask children which resources they would like to purchase and report this to practitioners.

Most children interact and co-operate well and are happy to undertake their roles as 'fish or snail helpers'; proudly showing their badges confirming their daily roles. Nearly all children sustain interest in tasks well and demonstrate resilience and appropriate coping strategies as they understand the rules of play. For example, children know if they can join an activity by the number of allocated bands or jackets available and they wait their turn happily. Nearly all children consistently behave well; they use good manners and share toys with their friends. They take appropriate care of equipment and resources and use them respectfully before putting them away carefully.

Many children are motivated and enthusiastically engage in their play and learning. For example, with support, children enjoy counting up to 10 in Welsh and English and matching the correct numeracy numbers to shapes, smiling as they successfully complete the tasks. Nearly all have opportunities to develop their craft work skills, using different creative materials. One of the older children takes photographs of their friends baking and, with much humour, encourages them to pose for the action shots.

Many children have a good variety of experiences, including freely chosen and self directed play, enabling them to gain a good range of skills and be independent. For example, children are motivated and enthusiastically make up stories while they play and ask us if we would like to join them on their trip to Spain. They particularly like the 'hiding at the bottom of the sea' experience and eagerly tell practitioners what they find. Pictorial evidence shows children persevering making jelly worms, which took nearly a week of experimenting before they produced life-like worms. Nearly all children are successfully developing good personal skills and wash their hands after playing in the garden or using the toilet, and they pour their own drinks at snack time confidently.

**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 different starting points during their time in the setting. They grow in confidence, and develop speaking and listening skills and numeracy skills well. Nearly all children listen carefully during together time. For example, when it was time to leave the carpet they listened to the adult say, "if you are wearing wellies you can go" and those who were wearing wellies left the carpet independently. Many children talk confidently about how they look after the African land snails and they communicate this well. With adult support nearly all children join in singing songs and rhymes in English and Welsh enthusiastically. For example, they sing 'un, dau, tri banana'. With encouragement from adults, many children use mark-making equipment with increasing control. For example, a few children write the letters in their name or use the chalk to draw a picture of their family. Most children enjoy looking at books and choosing stories. Nearly all listen carefully when practitioners read to them.

Most children count to five confidently and many use mathematical language in an appropriate context. For example, when making the den for the dinosaur, children counted the number of blocks and could talk about the blocks being taller than the dinosaur. Many children are beginning to recognise numbers to five and beyond. For example, they find the correct numbered jacket to wear in the play areas. Many children can match objects well, for example when they play a dinosaur matching game or match fruit on the interactive table.

Many children use a variety of information and communication technology (ICT) role-play equipment skilfully. For example, children use the telephone to phone a friend and they take photographs for their selfie wall. Many children use the interactive table independently to play matching games and mark make.

Many children develop good fine motor skills. They use the woodworking equipment to hammer nails and use a knife safely with control to cut bananas for snack time. Nearly all children demonstrate good gross motor skills. For example, they can move safely around the outdoor area and balance on the obstacle course.

Most children's Welsh language skills are developing satisfactorily. For example, with adult support they respond appropriately to simple instructions given in Welsh. However, children do not use Welsh spontaneously to respond to familiar routines, such as to say thank you when given an object.

**Care and development: Good**

Practitioners understand and follow a good range of policies and procedures to keep children safe and healthy. Practitioners know what to do should they have concerns about a child and the setting's child protection arrangements generally meet requirements. Nearly all practitioners have completed first aid courses and know what to do in an emergency. They record accidents and incidents appropriately, making sure that parents sign the records to acknowledge being informed. However, some improvement is required when recording the administration of medication to ensure practitioners keep a record of any side effects and request the parents to sign all entries. Practitioners understand the importance of good health and prepare

nutritious snacks and meals for the children, which includes taking the levels of sugar, fat and salt into account. Nearly all practitioners follow good hygiene procedures. For example, nappy changing procedures are appropriate and they make sure that children handling the African snails and those who bake wear disposable gloves.

Nearly all practitioners manage interactions effectively, although there is no key worker system in place. Nearly all practitioners are familiar with the children's individual needs and know them well as the setting's settling in process allows parents and practitioners to share information before their child starts. Nearly all practitioners acknowledge children who show kindness or good manners, making sure that they praise the children effectively. Practitioners encourage children to contribute to ideas and make decisions, which in turn makes them feel valued and provides them with valuable learning opportunities. For example, photographs and children's responses to finding a dead bird outdoors are captured in an album. The story of finding the bird and the decisions made by the children following the discovery, including phoning the vet for advice, are clearly documented. This demonstrates how practitioners give the children extensive time and support to reach a final and agreed solution. Nearly all practitioners are kind and gentle in their approach, model positive behaviour exceptionally well and manage children's behaviour effectively.

Practitioners promote children's play, learning and development successfully through planning interesting activities they know the children like. They make sure that there is plenty for the children to do by providing them with a good range of activities that sustain their interest and keep them busy. For example, the current dinosaur theme appeals to the children, with interesting activities, such as creating and decorating clay dinosaurs. Practitioners show a genuine interest in the children's choice of activities and sit alongside them to offer support and guidance when required. Many practitioners understand and follow the foundation phase principles and make sure that children have opportunities to participate in a broad range of activities to promote their all round development. They record some of the children's development in detail. However, this is not the case for all children. There are suitable opportunities for children to experience the Welsh language and develop an awareness of Welsh traditions and culture. For example, there is a Welsh activity corner with Welsh costumes for dressing up and books to read. Nearly all practitioners are happy, confident and relaxed; they work well as a team and provide positive outcomes for children successfully.

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

All staff have a good understanding of child development. They use consistent strategies to support children to achieve, such as effective questioning to extend children's learning. They are aware of children who need extra support and position themselves strategically to intervene when needed. For example, during together time they sit with children to help them to focus and sustain attention.

Practitioners model language well and encourage children to use the correct vocabulary for tasks. For example, they model words like big and small in relation to dinosaur activity. They teach children to value what they do and to carry on if they make mistakes, for example when drawing a picture or making a card for a friend.

Practitioners plan valuable learning experiences that meet the needs of many children. They ensure that exciting and engaging activities support many children to build on existing knowledge and skills well. Practitioners ensure regular opportunities to develop children's literacy skills. There are good opportunities for children to become familiar with an exciting range of ICT resources in the continuous provision. For example, an interactive table provides children with opportunities to play maths games and mark make. However, practitioners do not always plan the next steps to support children who are more able well enough.

The setting is well resourced with Welsh books, and there is a Welsh area which celebrates identity. This area is utilised by staff to play Welsh games beneficially. However, planning for Welsh is not always systematic. For example, the setting does not plan to introduce Welsh words or phrases well enough. As a result, children do not always respond to Welsh independently.

Practitioners support children successfully to become confident explorers and independent learners. Children have valuable experiences outdoors to learn about the seasons and to take measured risks. For example, children use different fabrics to see how the wind makes them move. These activities support children to develop positive attitudes to learning, form strong relationships with each other, and learn to respect each other's opinions.

Visits to the library support children's understanding of their community and enrich their learning experiences successfully. Practitioners provide practical opportunities for children to learn about sustainability. For example, they compost food waste after snack time. Children celebrate and engage in Welsh festivals and they learn about other cultures, which develops their understanding and respect of the traditions of others. For example, they celebrate Chinese New Year by making dragons.

There are valuable opportunities to support children's spiritual, personal and cultural development. Practitioners develop children's sense of awe and wonder highly effectively. For example, children show excitement and enthusiasm when they find worms in the garden and when they care for the African land snails. Many children take part in problem solving activities well. For example, when building a dinosaur den they investigate which materials will keep the dinosaur dry.

Practitioners use appropriate procedures to assess children's progress. They use the outcomes of assessments suitably to identify which skills individual children need to develop.

### **Environment: Good**

Leaders ensure the environment is safe and secure most of the time both indoors and outside. Unauthorised access is prevented with established procedures for recording visitors to the service in place, outdoor areas are enclosed and doors secure within the service. Leaders maintain written risk assessments appropriately, which are updated when needed and include risk assessing new activities. For example, children are supervised well and wear protective clothing and goggles to undertake a new wood work activity. Fire drills are undertaken at appropriate intervals, which means that children and staff know what to do should they need to evacuate the building in an emergency. Leaders ensure that children are well supervised with sufficient numbers of staff employed to make sure that children are safe.



Leaders ensure that children have sufficient space indoors and outside to move around and be active. Storage boxes are labelled and resources are well organised and thoughtfully set out to encourage children to be independent and to learn through play. There are comfortable, well-equipped and defined play areas suiting the children's ages and stages of development. Leaders ensure that the environment is light, bright and welcoming. Children's craft work displayed and facilities, such as low level sinks and toilets, are provided to promote the children's independence with quieter areas where children can relax. Leaders ensure that the outdoor areas enable children to develop different skills, for example a flat surface for activities such as ball games and riding bikes, and the enclosed grassed garden enabling children to be more adventurous and imaginative. Both indoor and outdoor areas provide children with a broad range of play and learning experiences, which promote their natural curiosity to play and learn and cater for their all-round development.

Leaders provide a wide range of resources suiting the children's ages and stages of development, which are clean and generally in good repair. The variety available encourages children to follow their interests and develop different skills. For example, outdoors children can learn about gardening, develop their imagination in the well resourced mud kitchen or use the stepping blocks to improve their balancing skills. Furniture throughout the service is provided in appropriate sizes, which enables children to eat comfortably, participate in table top activities or to sit quietly and relax. Leaders provide children with natural, recycled and household items, which promotes an ethos of sustainability within the service.

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

The leader who is also the responsible individual, has a clear vision for improvement and sets high expectations for all practitioners. This ensures that provision has a positive impact on children's progress. The statement of purpose provides an accurate picture of the setting so parents can make an informed choice about using it. Leaders maintain attendance records for children and practitioners suitably. Effective partnership working contributes successfully to a positive ethos where children and practitioners feel valued.

The leader successfully addressed two non compliance issues at inspection in relation to updating a Disclosure and Barring Service certificate and notifying Care Inspectorate Wales (CIW) of practitioner changes and significant events. However, procedures to maintain staff records are not robust enough to meet all requirements. CIW has not issued a non compliance notice on this occasion as there was limited impact on the children, and the leader is well on the way to updating staff files with all the required information.

The person in charge keeps the leader well informed about the setting's progress and activities. The leader, is actively involved in the management of the service and is on hand daily to offer practitioners beneficial advice and support. The leader ensures that practitioners work closely with the nursery class teacher in the school to ensure there is a consistency of approach. For example, practitioners and the nursery teacher attend the same training to ensure that they adopt the same ethos when providing for children's play and learning.

Practitioners identify the setting's strengths and areas for improvement effectively. They have established and completed appropriate self-review and reflection processes to ensure improvement in standards of children's learning and provision. The leader supports practitioners to monitor progress with their improvement plan regularly during staff meetings and discussions. This provides valuable opportunities to evaluate the setting's strengths and identify further areas for development, such as ensuring that policies relate to all the children attending the setting. Practitioners identified that children need to develop oracy skills and, as a result, staff successfully use a range of multi-sensory experiences. For example, they make clay dinosaur models to develop and extend children's expressive vocabulary.

Setting leaders carry out regular effective staff appraisals and informal supervisions and this ensures that the wellbeing of all practitioners is high and they feel supported. Appraisals identify clear improvement objectives and training needs. They provide useful opportunities for practitioners to attend training to develop their professional knowledge and skills. However, the setting does not always link these to their own development plans effectively. There is an appropriate induction process for new practitioners and generally induction records are kept.

The responsible individual and the setting leader have a clear understanding of the setting's finances and prioritise expenditure highly effectively. For example, the setting has purchased a selection of mathematical equipment and, as a result, children are developing their numeracy skills well. They monitor the finances carefully and ensure that accounts are audited regularly. This ensures that children benefit from a well-resourced provision.

The setting has a range of successful and strong partnerships that have a positive effect on provision and children's progress. For example, there is a strong partnership with the school that supports children's transition highly effectively. Partnerships with parents are good. For example, staff are regularly available to speak to parents about their child's progress or their individual needs.

## 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 evaluates 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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Publication date: 17/05/2019