



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

**Report following monitoring
Level of follow-up: Focused Improvement**

**Y Bont Nursery
Ewenny Road
Bridgend
CF31 3HT**

Date of visit: July 2021

by

Care Inspectorate Wales (CIW)

and

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

Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection and CIW is satisfied that the actions taken to address the non-compliance have resulted in the setting being compliant with regulatory requirements.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement and CIW is bringing to an end its compliance process.

Progress since the last inspection

R1. Strengthen children's voice to ensure that they are able to follow personal interests effectively and that practitioners respond to all their communications appropriately

Since the core inspection, practitioners have altered the daily routine to allow more opportunities for children to explore their environment freely, choose where they want to play and select the resources they want to use. For example, a child chose alternative resources such as cutters and rollers independently from the cupboard to make shapes in the dough. Practitioners support children effectively to develop their skills while they play with familiar resources, taking account of their personal interests. Most practitioners have an appropriate understanding of how children develop their communication skills and know when and how to respond sensitively and appropriately, for example when offering choices to children during snack time.

Practitioners have developed the use of visual picture aids successfully to help children to become familiar with routines and the choices available to them. During sessions, practitioners give most children sufficient time to prepare for changes to activities using resources such as sand timers and 'now' and 'next' cards. They recognise when children are deeply involved in their play and adapt their expectations appropriately. Occasionally, practitioners do not give enough notice to a very few children before a change in activity. This can impede a smooth transition into that activity.

Practitioners have considered children's interests purposefully during the refurbishment of the main playroom and soft-play area. They completed worthwhile observations of children's engagement in activities, which helped them to identify and implement appropriate environmental changes that reflect the children's interests. For example, they introduced interactive sensory pads and muted colours in the hallway to enhance children's experiences on arrival and while moving through the setting. They sent questionnaires to parents and shared photographs with children to develop their understanding of children's preferences. This has strengthened children's voice in the setting.

R2. Ensure that children develop their skills progressively and systematically across the curriculum

Practitioners have improved the layout of the indoor learning environment since the core inspection. They focus appropriately on providing continuity and consistency in

day-to-day experiences and activities to meet children's needs. Areas of learning are defined clearly and positioned appropriately to attract children and enable them to use these more purposefully. However, practitioners do not always use the outdoor areas regularly enough during free choice activities to allow children to explore and develop their skills. Throughout the pandemic, practitioners have adapted provision effectively to make it safe for children, but also to give them choice and independence in activities, for example by providing individual packs of dough for manipulative activities. Practitioners plan interesting activities that extend children's experiences and attract their interest, for example when using egg boxes to make model ants.

Most practitioners have developed a good understanding of individual children's needs. Through the key worker system, practitioners gather useful information about children's specific needs and interests. The planning co-ordinator uses this information, the foundation phase profile, and a suitable early skills tracker to identify the next steps in learning appropriately. She combines this information with ideas from practitioners suitably to plan a range of interesting activities that generally develop children's skills progressively across all of areas of learning. However, the planning and evaluation process is onerous and does not always break down learning objectives into small enough steps to meet the complex needs of the children.

Practitioners work effectively alongside children to support their very early communication and numeracy skills development. They make beneficial use of songs and actions to develop children's communication and physical skills, for example when marching along to the ant song. They model language purposefully as children play, such as repeating 'up' and 'down' clearly while demonstrating the action with a hula-hoop. They model counting well, for example when playing alongside children in the small world area, and name shapes appropriately. Occasionally, a few practitioners do not allow enough time for children who are able to speak to repeat new vocabulary.

R3. Ensure that children make good progress towards meeting effective targets that support their individual areas of need consistently well

Practitioners use the foundation phase profile, the setting's development journal and a language-screening tool to identify children's individual starting points and appropriate development targets, linked to both behaviour and skill development. They incorporate these beneficially into individual play plans that include suitable actions to support progress. Practitioners evaluate progress regularly and identify the next steps in children's learning and development clearly. Individual targets are specific to individual children's needs and set out appropriately what they will be able to do when they have achieved the target. Practitioners carry out useful risk assessments for individual children that help them understand and manage each child's specific needs appropriately.

Since the core inspection, practitioners have taken a more flexible approach to the schedule for the day that allows children more opportunities to follow their own interests. For example, they work alongside children in the continuous and enhanced provision to support their progress towards development targets. Generally, practitioners have a good understanding of children's individual targets

and how to achieve these. Practitioners incorporate useful activities that support children's learning appropriately into regular routines, such as encouraging children to choose between a range of food during snack time.

Recently, practitioners have displayed portraits of each child that demonstrate their likes, dislikes, and specific needs. This has helped all practitioners develop a better understanding of the needs of all children in the setting and how to support them in their learning.

R4. Work in close partnership with parents to ensure that children's individual learning and development needs are met fully

Since the core inspection, the setting has improved partnership working with parents. Before the pandemic, practitioners held a parents' evening where they shared children's progress against the targets in the individual play plans. They had to stop this during the pandemic and have adapted the provision appropriately, either meeting parents outdoors at collection time or phoning them to discuss individual play plans.

Leaders have continued to develop partnership working with parents throughout the pandemic. They make effective use of an online application to share children's learning experiences with parents as well as to receive feedback. This provides useful opportunities for practitioners and parents to share children's achievements and support their learning and development appropriately. Leaders have also ensured that children have had access to good quality provision when children have not been able to attend the setting during the pandemic. For example, they have sent resources home to enable children to participate in activities that were broadcast through online applications.

R5. Ensure that all practitioners develop their knowledge and skills in supporting children's individual needs with a particular focus on early communication skills

Leaders have established a suitable appraisal and supervision cycle for all practitioners. As a result, they set relevant personal objectives for individuals and identify professional development needs through a review of practitioners' skills. Practitioners have benefited from a range of training opportunities, such as to improve their Welsh language skills. They have used this training to improve their teaching, using more incidental Welsh throughout the day when working with children. Consequently, children are beginning to follow simple instructions in Welsh.

Practitioners appreciate opportunities to attend training. They have found training providing practical advice and modelling about how to support children to move from one activity to another using visual prompts useful. Leaders have continued to arrange a wide range of training throughout the pandemic, including sessions on how to use visual cues to improve communication with children. Practitioners have used this knowledge well to develop picture cards that they use to communicate with children during daily routines. This has had a positive effect on children's communication skills.

Due to the pandemic, there have been very few opportunities for leaders and practitioners to benefit from visits to other settings.

R6. Improve monitoring procedures to ensure that all policies and procedures are followed effectively and consistently

Following the core inspection, the Operations Manager completed a worthwhile review of all monitoring processes for the setting. She worked effectively alongside practitioners and the governing board to update all policies and procedures appropriately. For example, they have reviewed and updated the safeguarding policy and all associated documentation, and provided a flowchart outlining child protection procedures clearly for practitioners. All practitioners have attended safeguarding training to refresh their understanding. Practitioners have reviewed the policy in detail during staff meetings, and leaders use quizzes effectively to assess their knowledge and understanding of the procedures.

Leaders have established a suitable schedule for monitoring a variety of key areas in the setting, and they provide a monthly report to the board of governors. For example, they audit records of accidents and incidents weekly, to identify any trends and patterns. The Operations Manager is in the early stages of monitoring the impact of training on children's experiences and on raising standards.

Leaders have introduced beneficial systems to ensure that all practitioners read and understand all policies. They ensure that practitioners sign and date to confirm that they have read policies. During the pandemic, leaders adapted the local authority risk assessment appropriately to the needs of the setting. They communicated all new policies and procedures appropriately with staff and with parents through social media, email and through their communication application.

R7. The registered person must address all non-compliance identified during the inspection

During the focused inspection carried out by Care Inspectorate Wales (CIW) in November 2019, the Responsible Individual evidenced that all areas of non-compliance identified during the core inspection in April 2019 had been addressed appropriately and CIW confirmed that compliance has been achieved. At this follow up inspection, the Registered Individual provided evidence to show that compliance has been sustained.

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