



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

A report on

**Sennybridge Nursery/Meithrinfa Pontsenni
Sennybridge CP School
Defynnog Road
Sennybridge
Brecon
Powys
LD3 8RS**

Date of inspection: September 2019

by

Care Inspectorate Wales (CIW)

and

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

About Sennybridge Nursery/Meithrinfa Pontsenni

Name of setting	Sennybridge Nursery/Meithrinfa Pontsenni
Category of care provided	Full Day Care
Registered person(s)	Not Applicable
Responsible individual (if applicable)	Graeme Robson/ Sara Davies
Person in charge	Diane Richards
Number of places	Registered for a maximum of 19 children
Age range of children	3 to 4 years of age
Number of children funded for up to two terms	0
Number of children funded for up to five terms	19
Opening days / times	The sessions run from 9.15am to 11.15 am (English session) and from 13.15pm to 15.15pm (Welsh session).
Flying Start service	No
Language of the setting	Bilingual
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use, or may use the service.
Date of previous CIW inspection	09/04/2018
Date of previous Estyn inspection	First Estyn Inspection following registration
Dates of this inspection visit(s)	24/09/2019
Additional information	
Very few children children speak Welsh at home. However, most attend both the Welsh and English medium sessions at the setting.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
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)	Adequate
Environment	Good
Leadership and management	Adequate

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that the provision in the Welsh-medium sessions provides children with purposeful opportunities to develop their language skills
- R2 Develop a strong and stable team that have clear roles and responsibilities to deliver an effective provision for all children
- R3 Ensure that self-evaluation procedures evaluate the work of the whole setting

What happens next

The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Good

Nearly all children make effective choices. Children are confident that practitioners listen to them and respect their choices. Most children engage positively in their choices of activities and show a suitable level of motivation and perseverance when working independently and with peers during a free play period. Children have plenty of choices available to them. For example, almost all children choose where they play during free play, whether they want milk or water to drink and whether they want more food at snack time.

Nearly all the children arrive happily and cope well with separation from their parents and carers. For example, they smile and laugh as they wave goodbye. Children settle quickly and go directly to the free play activities of their choice. They form positive attachments with the practitioners and confidently approach them for cuddles. They develop a good sense of belonging and know the routine well.

Nearly all children interact well together and are developing friendships. They co-operate and are beginning to be considerate to each other, such as saying please and thank you at snack time. They are starting to take turns and share with their friends. For example, waiting patiently to use the ride on toys. Whilst two children are cooking in the woodland mud kitchen another child joins in and asks 'do you need flour' and puts leaves she had picked into the mix.

Most behave well and show respect for others. All children follow instructions from practitioners confidently, such as tidying, handwashing and sitting at the table.

Nearly all the children enjoy their play and learning. They engage well and show great interest in the activities on offer. They sustain concentration for appropriate amounts of time in focused activities. They move around the indoor and outdoor area freely and are excited about their free play activities. For example, they go on a bug hunt with magnifying glasses in the woodland and are enthusiastic to discover spiders' webs, which are wet from the rain. Children are confident to initiate their own play and become engrossed in their activities. For example, two children during outdoor play in the woodland mud kitchen thoroughly enjoy making a 'chocolate cake'.

Most children are developing and learning well. During a carpet time session, children demonstrate successfully that they know colours and can count up to ten. Many are becoming independent. For example, they wash and dry their hands with minimal support. Nearly all children develop independence skills at snack time as they confidently choose their own fruits and flapjacks, use small tongs successfully and try to pour their own drinks. Children attempt independently to put on waterproofs, coats and wellies for outdoor play.

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

Most children at the setting make good progress from their starting points and develop positive attitudes to learning. They have sound listening skills and show an increasing interest in and understanding of familiar instructions and questions. Soon

after starting, most join in a wide variety of songs and actions during their daily routines. They listen with interest to stories and are eager to answer questions and share their ideas with practitioners. Although most children who attend the Welsh-medium sessions listen appropriately to instructions and join in when singing familiar songs and rhymes, they do not make sufficient progress in developing their Welsh oracy skills. They are beginning to answer basic questions with support but their responses are very limited and most readily turn to English. This inhibits their ability to share their ideas and opinions during these sessions, which has a negative impact on their learning.

Many children find their own names in written form successfully when they register themselves at the beginning of the session and when finding their placemat during snack time. They are beginning to demonstrate a suitable understanding of the purpose of writing and create marks in a variety of situations successfully. For example, they use their early writing skills to copy patterns and to draw pictures of their faces. Many children develop their numeracy skills well through the practical use of numbers, for example when counting the number of children present and the number of fingers they have on both hands when making hands imprints. The older children count numbers up to 20 and work out how many more is required to make the total. Many are beginning to develop a suitable understanding of measure and use their problem solving skills appropriately, for example when estimating how many water cans and containers are required to carry water to and from the water wall.

A minority of children have appropriate information and communication technology (ICT) skills. They control a programmable toy using basic instructions and access apps appropriately to support their learning experiences. Most children understand the purpose of technological equipment well as they role-play, for example when preparing food using toys such as a toaster and kettle.

Nearly all children enjoy taking part in regular physical activity sessions and most display good physical skills while playing in the outdoor areas. They show good balance and coordination when walking along planks, using the hoola hoops and when throwing and catching a football. Their fine motor skills develop successfully, for example when using small tongs to grab pieces of fruit and vegetables during snack time. Many develop their creative skills suitably as they play with musical instruments during their daily routines as well as in the outdoor learning area.

Care and development: Good

Practitioners promote a healthy lifestyle by providing children with daily nutritious snacks and drinks such as fruit and vegetables and milk or water. They encourage children effectively to follow safe hygiene processes, such as washing hands. Children have access to regular interesting outdoor play.

The setting has a range of policies and procedures to support a safe childcare service. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have a good understanding of the setting's child protection policy and are aware of the procedure to follow if they have any concerns. Nearly all practitioners have completed first aid training, including record keeping such as accident and incident records. They practise good hygiene procedures effectively, such as wearing protective clothing during nappy changing

and snack time. There are suitable daily opening and closing risk assessment checks in place as well as more comprehensive risk assessments which include outings and activities. The setting promotes fire safety appropriately by carrying out a fire drill on a monthly basis.

Most practitioners manage children's behaviour effectively. They are good role models and consistently remind children to share toys and be kind to each other. They promote positive behaviour well through a kind and consistent approach, providing children with a lot of praise, and managing negative behaviours effectively. For example, when a child throws an item on the floor. All practitioners are approachable, they know the children well and show sensitivity to their individual needs. Practitioners deliver the care in a nurturing and caring manner and offer plenty of affection and reassurance to the children. For example they cuddle and reassure a child who felt sad after a parent had dropped them off at the setting in the morning.

Practitioners seek appropriate basic information about children's needs as they begin at the setting to enable them to provide responsive care, which meets the children's individual needs. They operate an effective key worker system. Nearly all children have worthwhile opportunities for adult led and free play activities, which are mostly developmentally appropriate.

Practitioners track the children's progress appropriately and use the information from observations and assessments successfully to help children move forward with their learning. However, practitioners do not always identify children's interests in their focused planning of activities; but they do consider their interests when setting up free play activities. Practitioners are proactive in ensuring that the children with special educational needs receive the support they require, for example implementing individual play plans.

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

Practitioners plan a wide range of interesting learning experiences that engage nearly all children's interest successfully. They are beginning to use children's ideas appropriately to plan activities that reflect their interests and build on what they know. A strong feature of provision is the effective use that is made of the outdoor learning areas to develop children's physical and creative skills. For example, practitioners provide a range of equipment in the wooded area including old musical instruments, which allows children to experiment with the different sounds that they make. The acting leader and practitioners plan a range of suitable learning experiences, which build on previous learning well. They make appropriate use of initial assessments, the foundation phase framework and observations from children's learning to plan the next steps in their learning. This ensures that they plan a range of learning experiences that develop children's skills systematically across the learning areas. However, practitioners do not plan sufficiently for the development of children's language skills in the Welsh-medium sessions. As a result, practitioners are not always clear of which language patterns or vocabulary they should develop during the session.

Nearly all practitioners have an excellent working relationship with children, and know when to intervene and when to let them investigate and discover for themselves. They model spoken language well during the English-medium sessions and use very good questioning techniques to extend the children's responses. This also helps children to develop their thinking skills and understanding successfully. They use incidental Welsh well throughout the session to develop the children's language skills and reinforce basic vocabulary. This, in addition to activities that promote the Welsh dimension, ensures that children become familiar with Welsh language and culture. Although most practitioners use the Welsh language appropriately during Welsh-medium sessions, they do not model the language consistently enough or provide suitable opportunities to develop children's oracy skills further, for example by asking appropriate questions during learning activities to encourage children to answer in Welsh. Practitioners do not have high enough expectations of what children are able to achieve during these sessions and do not reinforce language patterns or vocabulary effectively enough. As a result, children's standards of Welsh oracy are not developing soundly enough.

Practitioners plan appropriately to develop children's numeracy skills through practical learning experiences, which encourage them to experiment and discover for themselves. A good example of this is activities such as counting toy bricks to find out how many are required to match their height. Practitioners are beginning to plan suitably to develop children's ICT skills, for example by operating a programmable toy or when using toy kitchen appliances in the role play area. Practitioners make good use of a suitable range of visitors and visits to enhance children's experiences, for example by inviting the local police officers to talk about their work during their road safety week. Practitioners plan suitable experiences to develop children's spiritual, moral, social and cultural skills. They use stories well to reinforce and reflect the importance of inclusion and diversity in our society.

Environment: Good

Leaders ensure that the 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. There are good procedures to ensure that children leave with a recognised parent and carer at the end of the session. All safety checks for the building have been undertaken. Practitioners undertake a daily check of the environment and keep appropriate records.

There is sufficient space and suitable facilities to meet the needs of the children. The indoor learning environment is bright, warm, welcoming and organised appropriately to support children's play and learning. Children have access to resources that are suitable for their needs. Leaders store the toys and resources safely and they label drawers clearly, enabling children to choose independently their resources and toys. There are suitable facilities to store records securely. There is a secure, easily accessible outdoor play space that provides good play opportunities and suitable resources, such as ride on toys, mud kitchen, musical and digging areas and climbing structures. Practitioners use the outdoor areas and resources well to develop the children's skills and enhance their learning.

Practitioners provide children with a worthwhile range of clean, age appropriate resources that are well maintained and stored within easy access for children. For

example, these include small world toys, construction equipment, home corner and books. Furniture is age appropriate, promoting independence and ensuring that all children are comfortable when playing.

Leadership and management: Adequate

The acting leader, who is new to her post, works well alongside the two responsible individuals to ensure that the setting's vision is shared appropriately with all staff and parents. Following a period of instability, leaders and practitioners now work well as a team to ensure a calm, caring and purposeful learning environment for the children. Practitioners work together conscientiously to ensure stimulating experiences for children and are keen to improve the setting. Leaders make good use of regular volunteers, including the suitably qualified responsible individual who assists practitioners well in their daily work. The acting leader manages all practitioners and volunteers efficiently to ensure that the setting runs smoothly, following well established routines. However, the continued uncertainty over the current staffing structure affects the setting's ability to make improvements in its provision, particularly in the delivery of Welsh-medium sessions.

Leaders and practitioners are now more aware of their roles and responsibilities. The setting has suitable arrangements for managing their performance. Practitioners have appropriate opportunities to reflect on their performance and to discuss their work with leaders. They set suitable personal targets for improvement and are keen to develop professionally and take advantage of various training to improve their skills. However, these arrangements do not always take into consideration the needs of the setting nor those of practitioners effectively enough, for example the need to upskill practitioners to improve the Welsh-medium provision.

Leaders use a limited range of self-evaluation processes to identify what is working well and what needs to improve. More recently, they have sought the views of parents and practitioners to support this process appropriately. In addition, they use advice and reports from the local authority's early years advisory teacher to help identify strengths and areas for development. As a result, leaders and practitioners have acted promptly to improve areas of the provision including both the indoor and outdoor learning environments. However, the setting's self-evaluation process is at an early stage of development. Findings do not always reflect accurately the work of the setting nor focus sufficiently on children's outcomes or equity in the quality of the provision across both the Welsh and English-medium sessions. As a result, the setting does not always identify key areas which require improvement to raise standards.

Leaders ensure that the setting is well resourced in terms of equipment and learning resources. For example they have recently purchased outdoor equipment to improve children's physical skills. The setting works well with parents and carers and keeps them informed about the activities that the children engage with. As a result, parents have confidence that the setting will support their child's development and that they will keep them regularly informed of their child's progress. Leaders and practitioners work well with a range of different agencies, such as the local authority's early years advisory teacher and special educational needs specialists to support the work of the setting. They use the advice and support given appropriately to deliver positive outcomes for children.

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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Sennybridge
Brecon
Powys
LD3 8RS

31 March 2021

Sennybridge Nursery

Outcome of Progress Review

Sennybridge Nursery is judged to have made insufficient progress in respect of the key issues for action following the review of progress by CIW and Estyn in Spring 2021.

The setting will remain on the list of settings requiring monitoring and a further review will take place in around 6 months.

Yours sincerely



Kevin Barker
Head of Child Care and Play
Care Inspectorate Wales



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