



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

**A report on**

**Sunshine's Pre-School**

**Llanfoist Primary School  
School Way  
Abergavenny  
NP7 9LS**

**Date of inspection: June 2023**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Sunshine's Pre-School

Name of setting	Sunshine's Pre-School
Category of care provided	Sessional Day Care
Registered person(s)	The Committee of Sunshine's Pre-School
Responsible individual (if applicable)	Claire Childs
Person in charge	Claire Childs
Number of places	26 Morning session 18 Afternoon session
Age range of children	2 - 4 years
Number of 3 and 4 year old children	30
Number of children who receive funding for early education	30
Opening days / times	09:00 – 12:00 (Monday – Friday) 09:00 – 14.45 (Tuesday, Wednesday and Thursday)
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	29th January 2020
Date of previous Estyn inspection	October 2015
Dates of this inspection visit(s)	20/06/2023
The setting states that there are currently no children attending who speak Welsh at home.	

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Well-being</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>Poor</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>Excellent</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate</b>

## **Non-compliance**

**We identified non-compliance in relation to Care and development and we have issued a priority action notice to the provider.**

The provider must take immediate steps to address this and make improvements.

**Information on all non-compliance is included in the Action and Improvement Summary report, which will be sent separate to the report by CIW.**

## **Recommendations**

R1 Improve children's Welsh language skills

R2 Address the areas of non-compliance identified during the inspection

R3 Ensure leaders review policies and procedures regularly and maintain all records appropriately

## **What happens next**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## **Main findings**

### **Well-being: Good**

Nearly all children settle quickly upon arrival at the setting and engage in tasks promptly, demonstrating a willingness to play and learn. They show clear emotional attachment to practitioners and reach out to them for comfort when upset.

Nearly all children confidently communicate their needs and opinions. They share their opinions during circle time, for example when discussing how well their potato plants have grown at home. Nearly all children make choices freely as they move around the setting deciding where and how to play.

Nearly all children are familiar with the routines of the session. They value the opportunity to choose when they eat their snack. They independently wash their hands before eating and toothbrushing. During snack time they talk naturally to their friends about matters such as the photographs of their family on the nearby display.

Nearly all children are polite and considerate towards their friends and staff. Most children respond appropriately to questions from staff and readily ask them for support when needed. Nearly all children are willing to share appropriately. For example, they pass bricks to each other when building and share buckets of water when painting. Most children show consideration for the feelings of others, such as when asking friends if they would like to play with the dough.

Nearly all children are enthusiastic when they learn new skills and they engage with a good variety of interesting play opportunities, choosing activities that interest and stimulate them. Nearly all use the available resources effectively in both the indoor and outdoor areas, confidently moving between the two spaces. Nearly all children experiment and use resources creatively. For example, they roll cars through large tubes before looking through them and making noises into them for their friends to hear. Many children enjoy problem-solving in the outdoor area. They discuss ways of balancing a wooden structure so that it doesn't hit the fabric above and they investigate the environment with binoculars.

Nearly all children develop their self-help skills effectively through self-registration, hand washing and pouring their own drinks. They enjoy opportunities to develop their skills through a range of learning opportunities. A very few are proud of receiving stickers for speaking Welsh.

Nearly all children express their views confidently and contribute their ideas with enthusiasm, knowing that they will be listened to by skilful practitioners. Children choose books from the setting's library to take home and share with their parents and give their reasons for selecting that book.

Nearly all children demonstrate enthusiasm in exciting activities and are resilient when the outcome is different to what was expected. For example, when following a recipe to create dough, the result was sticky and needed further work. The children delighted in solving the problem by adding flour to be able to change the dough and use it appropriately.

Nearly all children are beginning to develop a sense of right and wrong and are learning to manage their behaviour positively. They interact with their peers politely and in an engaging way.

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

Nearly all children, including children with additional learning needs make good progress from their starting points.

Most children listen attentively to instructions and act on them sensibly. They communicate purposefully during spontaneous and structured play. For example, they explain how there are no longer dinosaurs because of an asteroid arriving on earth. They respond to discussions and practitioners' questions knowledgeably, especially when speaking about their bug hunt, what bugs look like and where to find them.

Most children enjoy listening to stories together, laughing at the content and illustrations. They are eager to explore books independently or with a friend, handling books as a reader and talking enthusiastically about the content.

Many children experiment with mark-making opportunities very effectively. They use a variety of media such as wipeable markers, pencils and chalk appropriately. They take part in different writing experiences to record information and ideas effectively in the outdoor environment. They hold mark making tools appropriately and generally their pencil control is good.

Many children show enjoyment when joining-in with Welsh songs. All children hear some Welsh counting and simple language during the session. However, very few use Welsh spontaneously in their play; those who do show great pride when rewarded with stickers.

Nearly all children develop valuable physical skills during movement sessions as well as during independent play. For example, they use large play equipment with great enthusiasm, navigate grassy slopes with confidence or have great fun developing their balancing skills when foot-printing on large sheets of fabric.

Many children use mathematical language purposefully. For example, they use a sand timer when cooking dough, and tape measures to identify longer and shorter items. They have good numeracy skills and can identify numbers in and out of context. They work collaboratively to sequence numbers. Many children count to 10 and back and join in with Welsh counting songs.

Nearly all children select activities and resources independently. They make decisions about what to use and talk excitedly about what they are doing. Nearly all use a range of different materials and resources effectively, persevering with their task. They willingly seek help if necessary.

Many children express themselves through a variety of media such as art, music, dance and movement. They explore different large and small movements, move in different ways and enjoy experimenting with colour when painting with brushes and their feet. Nearly all children make choices about how to present their ideas positively. For example, they decorate the outside house with chalk to create an ice-cream shop and create a bridge using large blocks.

Nearly all children use the digital camera well to express themselves creatively. For example, they use the camera at the setting and at home to photograph what is important to them.

### **Care and development: Poor**

Practitioners have a good understanding of their roles and responsibilities in promoting children's well-being and keeping them healthy. However, they do not fully implement the setting's safeguarding procedures. The setting's arrangements for safeguarding children do not meet requirements and give cause for concern.

Practitioners undertake effective infection control procedures including regular handwashing and wiping tables. They follow appropriate procedures for nappy and clothes changing and record these suitably. They manage allergies and medical needs effectively and record the administration of medicine appropriately. All practitioners have completed paediatric first aid training, which prepares them to administer appropriate treatment, if necessary. Practitioners record accidents in appropriate detail and leaders analyse these monthly to identify trends and emerging risks. They record incidents appropriately. However, documentation does not reflect that incidents have been shared with parents. Leaders conduct fire drills regularly, although they do not record these in sufficient detail.

Practitioners use effective questioning to ensure that children understand how to keep themselves safe. For example, they ask children to explain why they shouldn't line up close to the door. Practitioners promote effective practices to ensure that children stay healthy. They provide healthy and nutritious food, which is reflected by the setting's Healthy Snack award and involvement in the Healthy Schools initiative.

Practitioners manage interactions effectively. They recognise positive behaviour and achievements, and praise children frequently, which has a positive effect on their self-esteem. Practitioners follow the setting's behaviour management policy and strategies to ensure that they take a consistent approach, for example using sand timers to encourage turn-taking. Practitioners interact positively with children in a manner that promotes understanding and respect. They supervise children appropriately and ensure that ratios are adhered to when using both the outdoor and indoor areas. Practitioners respond to each child in a nurturing and caring manner, ensuring that children feel valued and that all interactions are positive.

Leaders and practitioners work collaboratively to ensure that they have a good knowledge of child development through effective questioning and identifying progress. They understand each child's needs and support their progress through making purposeful observations to identify next steps. They consider these when identifying areas of learning and planning focused tasks. Practitioners are sensitive to children who choose not to engage with a specific activity. They respond quickly to engage the children with an alternative that they feel the child would enjoy. For example, they chat with a child about what they have enjoyed that day while others listen to a story at the end of the session. Practitioners use open questioning to develop children's thoughts and ideas and give them opportunities to discuss, explain and problem-solve.

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

Practitioners work diligently for the benefit of the children. Their genuine interest in each child is clear and this ensures that they meet the needs of individual children effectively. They respond to children's interests and fascinations well and know when to stand back and when to intervene to extend their learning. Practitioners provide purposeful learning opportunities to ensure that children make effective progress from their starting points through highly effective practitioner input.

They deliver high quality learning experiences to encourage and promote children's all-round development and progress. They develop children's communication skills and confidence expertly in a language rich environment.

Practitioners build on children's existing skills and develop their independence, problem-solving and thinking skills very effectively. Nearly all use basic Welsh vocabulary and phrases during the session to develop children's communication skills in Welsh. They encourage children to use Welsh in their play. However, this is not delivered consistently across the setting.

Practitioners provide excellent opportunities for children to take risks and become confident explorers and independent learners through exciting and motivating activities. For example, they provide wood-working sessions, den building and opportunities for children to navigate the slopes of the outdoor space on bikes and scooters. As a result, there are excellent opportunities for children to take risks and become confident explorers and independent learners through exciting and motivating activities.

Practitioners plan flexible and innovative authentic activities that promote life skills. They develop children's understanding of the world in which they live and how to care for it very effectively. They provide opportunities for children to grow their own foods for snack time and to learn how to care for animals.

An outstanding feature of the teaching is the interaction between practitioner and child. For example, practitioners intervene sensibly during activities, motivating children to try things for themselves and to think through strategies for problem solving. The highly effective questioning and discussions used by practitioners enable children to make effective progress from their starting points in physical, thinking and creative skills. While engaging with children in their play, practitioners make very effective assessments to identify the next steps in each child's learning.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St David's Day, tasting Welsh foods and learning about the local area. They celebrate diversity by learning about Chinese New Year and sharing interesting stories from different cultures.

Practitioners foster children's social skills masterfully. They are highly effective at promoting principles that distinguish right from wrong, through positive interactions and calm discussions. Practitioners encourage children to take responsibility and share with others, for example when using large blocks to build a bridge or preparing snacks in readiness for snack time.

Practitioners listen particularly well to the needs of the children. They respect and value their contributions and their decisions. For example, all accessible areas are organised in a way that ensures children select their own resources when completing self-chosen tasks or spontaneous play.

Practitioners are highly skilled in developing and extending vocabulary. They intervene subtly but effectively to enrich children's language, for example when



talking about different insects, developing discussion in relation to lived experiences and promoting imagination.

Practitioners have a very good understanding of child development and have high expectations for all. This enables them to identify strategies to support children at various stages of their learning. They work collaboratively to incorporate the curriculum, ensuring a positive impact on child development.

Practitioners provide a broad and balanced curriculum, with an intelligent willingness to pursue children's suggestions and interests. They are highly skilful at actively engaging children in play activities and promoting active involvement in authentic contexts, for example washing clothes and cutting up fruit and vegetables. Practitioners use visitors well to enhance children's learning and experiences, for example through opportunities to learn about first aid, cooking together and exploring different types of music.

Practitioners assess children effectively through frequent observations. They work well with parents to promote children's development, for example through using the setting's book library to encourage reading at home.

### **Environment: Good**

Leaders have effective systems and procedures to ensure that the environment is safe and secure. Leaders and practitioners monitor entry to the building and all visitors sign in and out. Comprehensive risk assessments identify, reduce, and prevent the risk to children.

The environment is welcoming and stimulating, with attractive displays that reflect children's work, learning and interests, for example, photographs taken by the children around nursery and self-portraits framed with twigs. Leaders ensure that the children independently access a broad variety of good quality, age-appropriate furniture, toys and equipment indoors. They choose what they want to play with freely because all resources are stored at an appropriate height for them to access.

Leaders ensure that the room layout encourages children to move around independently and to make effective choices regarding their play, such as when to work on their own or with others. They provide children with valuable opportunities to relax in comfortable and quiet areas and with spaces to move freely and safely in both the indoor and outdoor areas.

The outdoor area has been developed thoughtfully to provide opportunities for appropriate challenge, risk taking, creative and active play. For example, a visiting artist has worked with children to develop the area, building a range of structures including a bean tunnel. Practitioners develop children's interest in gardening through the provision of raised planters to grow flowers and vegetables. Additionally, they encourage children to run up grassy banks, to create recipes in the mud kitchen, to construct objects with crates and blocks and to develop their gross motor skills effectively on bikes and outdoor adventurous equipment.

Practitioners utilise natural resources and materials effectively to enable children to experiment and discover. Leaders ensure that there are good opportunities for children to learn about the world around them. For example, they plant flowers and grow their own vegetables. They provide a good range of resources to promote children's awareness of different cultures, such as books, dolls and displays. There are a few resources that promote cultural awareness, diversity and the Welsh language.

### **Leadership and management: Adequate**

Leaders ensure that practitioners co-operate well to improve children's outcomes, through high quality teaching and provision within the setting. The leaders' strong vision focuses on providing enjoyable experiences and learning opportunities to impact on children's learning and well-being. She ensures that the setting offers a consistent quality of provision, which stimulates the children's motivation to learn. As a result, the established teaching and care practices focus firmly on meeting the children's needs.

Leaders and practitioners do not ensure safeguarding procedures are followed fully in line with their policy to ensure that relevant information is shared with appropriate agencies. However, they promote safe practices within the setting in relation to the suitability of resources, ensuring a safe environment and following health and safety procedures.

The setting's statement of purpose is clear and provides a generally accurate picture of what the setting has to offer. Leaders ensure that a suitable range of relevant policies and procedures are in place. However, some policies need amendments to ensure that they reference the latest guidance and legislation.

There are suitable links between the leader and the management committee, through committee meetings, attendance at employment interviews and involvement in annual appraisals. However, staff appraisals need to be consistently carried out annually and recorded in staff files. Leaders ensure that mandatory training is in place. However, the setting has not ensured that all the necessary regulatory documents have been obtained. Therefore, an area for improvement has been identified and this will be followed up at the next inspection.

Leaders consult with parents effectively to gain their views on the setting and what needs to improve. They use this information beneficially to plan for improvement. For example, parents requested more details regarding their child's day. As a result, the setting introduced a book for parents to view, which shares activities and events from the day.

The leaders are highly effective in creating a positive ethos ensuring that children and staff feel valued. This is done through the engagement of staff who are highly committed to the vision of the setting and are able to offer a wealth of experience and empathy to one another and the children.

The setting uses self-evaluation procedures effectively and analyses findings to identify areas for improvement. They are pro-active in seeking and securing funding

to enable positive experiences for the children, impacting on skills development in interesting and fun ways. The setting acts appropriately on any findings, such as advice from local authority officers. The use of the budget and grants prioritises expenditure against the setting's targets intelligently, by funding useful resources and inviting visitors to the setting to enhance the authentic learning opportunities for the children.

Leaders have developed successful links with the primary school they share the site with to effectively aid transition for pupils to the next stage in their education. Children visit the school weekly for movement sessions and lunch. The reception class teacher visits the setting to meet the children and share stories with them.

A particular strength of the leadership is the clear focus on providing high quality professional development for all practitioners. Leaders and practitioners collaborate effectively to enhance their professional knowledge. They encourage practitioners to reflect on their own learning and how their practice impacts children's learning.

## 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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### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
20	The provider must ensure that safeguarding records are stored appropriately and referrals are made in a timely manner.	New
	The registered person must make proper provision for the supervision of children.	Achieved

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

**Area(s) for Improvement**

Regulation	Summary	Status
28	The provider must ensure that all required information is obtained for all members of staff.	New

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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