



Arolygiaeth Gofal  
**Cymru**  
Care Inspectorate  
**Wales**



**Estyn**

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

**A report on**

**Nevill Hall Creche**

**Lower Ground Floor  
Bron Haul  
Nevill Hall Hops  
Abergavenny  
Mon mouthshire  
NP7 7EG**

**Date of inspection: May 2023**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Nevill Hall Creche

Name of setting	Neville Hall Creche
Category of care provided	Full Day Care
Registered person(s)	Neville Hall Creche Association
Responsible individual (if applicable)	Diane White
Person in charge	Diane White
Number of places	53
Age range of children	0 – 8 years
Number of 3 and 4 year old children	28
Number of children who receive funding for early education	28
Opening days / times	Monday to Friday 8.00 – 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 the service. We recommend that the service provider considers the Welsh Government’s “More Than Just words follow on strategic guidance for Welsh language social care.”
Date of previous CIW inspection	August 2018
Date of previous Estyn inspection	20/01/2015
Dates of this inspection visit(s)	23/05/2023
No children speak Welsh at home.	

## Summary

Theme	Judgement
<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>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 practitioners' use of Welsh to provide consistent effective opportunities to develop children's Welsh language skills

R2 Provide further opportunities to develop children's numeracy and mathematical problem-solving skills

## **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**

Most children make appropriate choices and decisions about their play. They move freely around the areas of the setting, choosing where and what to play with confidently. For example, they move between playing in the sand to relaxing and looking at books in the outside 'snug' area. Children who choose not to join their peers on the mat for song time are not obliged to do so and happily observe from afar. Most children sustain interest in activities for extended periods of time.

Most children express themselves well and communicate appropriately with practitioners and other adults around them, for example when asking for help with getting the playdough off their hands. Children know that practitioners will listen to their views and respect their attempts at communication. A few younger children express their wishes through gestures and facial expressions and their requests are responded to. For example, when children are upset and reach out towards a practitioner, they are comforted and reassured. Children smile with pride when they receive praise for their efforts.

Children settle quickly on arrival. They cope well with separating from their parents and carers and enjoy attending. Children are very familiar with the routines of the setting and feel safe and valued in the care of practitioners with whom they have positive relationships. They develop confidence through opportunities available to them, which enable them to make their own decisions about the toys they want to play with and the activities they want to join.

Most children communicate positively and confidently and behave very well. They enjoy joining in with group activities such as water play, teddy bear's picnic and listening to stories. Most children are beginning to understand the needs of others, co-operate well in their play and share resources appropriately. For example, when two children want the same doll, one passes it to the other. Children approach practitioners with ease and confidence for a cuddle when feeling tired.

Most children explore their environment enthusiastically. They engage well in activities and express their enjoyment. For example, they smile and shriek with excitement as they are chased outdoors by a Gruffalo.

Children enjoy good opportunities to develop independence, enabling them to do things for themselves successfully and in their own time. For example, most children take off their shoes before going into the sand and put them back on when they come out. However, there are not enough opportunities for older children to develop their independence skills during snack time.

### **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 during their time at the setting. They show enjoyment and enthusiasm during their play and speak and listen well. Most children's communications skills are developing

effectively. They speak confidently and chat freely with their peers, practitioners and visitors. Most children make themselves understood and follow instructions well. For example, when on a walk, they follow the rules to keep themselves safe when crossing the roads.

Most children engage well in role play activities. In the home corner they cook and serve meals to each other and they use bandages and medical kits appropriately in the doctor's surgery. Most children enjoy talking about things that interest them. For example, when using the small blocks, they explained they were building a tower for Rapunzel to keep the witch out.

Many children enjoy books being read to them. They listen attentively and ask and answer questions about the stories with confidence. A few children find their names successfully when using the self-registration stones to check in.

Overall, children make purposeful choices about where they want to play and they use mark making tools well to support their play. For example, children use mark making tools to write doctor's notes in the role play area. A few children copy their names using name cards.

A few children use Welsh to count to 5 and to name colours and farm animals, but there is little opportunity for them to use their Welsh language skills during the session. As a result, children's Welsh language skills are underdeveloped.

Most children use mathematical language confidently during their play and while exploring. For example, they discuss the height of Rapunzel's tower and use positional language when playing with the outdoor blocks. Most children count reliably to 5 and show these numbers using their fingers. A few can identify quantities without counting.

Many children develop their thinking skills well and solve issues that occur naturally in their play. For example, when a model they made out of blocks fell and broke they worked together to re build it.

Most children develop suitable fine and gross motor skills. They are agile and move around the setting with confidence. For example, children navigate the wooden stepping stones on the tyres in the outdoor area and ride bikes with confidence. Most children are beginning to jump, skip, and move around avoiding each other during the music and movement session. Many children use their fine motor skills successfully to complete jigsaws confidently, manipulate small pegs into the peg boards to create patterns and stir ingredients to make play dough.

Most children use information and communication technology (ICT) resources confidently. For example, they use cameras to take photos on a sensory walk and record their voices use electronic binoculars and magnifying glasses to capture what they have discovered. Children develop strong interests and curiosity about their environment. For example, children enjoy talking about their visit to the farm. Most children develop independent skills well. For example, they put on their own jumpers and shoes and print their own photos from their walk around the local area.

## **Care and development: Good**

Practitioners communicate with children in a warm, friendly manner and interact well with them during their play activities. They are positive role models for example, when playing alongside children, practitioners model and explain the importance of sharing. They provide meaningful opportunities for children to develop their social and communication skills. For example, practitioners sit and chat with children during snack time and when appropriate they become actively involved in children's free play. Practitioners are sensitive to the needs of children and intervene effectively to prevent any minor disagreements. They give plenty of encouragement and ensure that praise is used meaningfully when children are kind, share resources and take turns. For example, when a child agrees to pass a doll to another child who wants it too, they give praise for co-operating and thinking of others. Practitioners encourage children to develop a sense of pride in their achievements.

Practitioners have suitable arrangements to keep children healthy. They offer healthy snacks, milk or water to drink and encourage children to wash their hands, helping to develop their personal hygiene practice well. Practitioners clean surfaces before and after use following good infection control procedures. They encourage children to be active and to play outdoors in the fresh air.

Practitioners keep children safe through implementing suitable procedures such as completing daily checks of the environment, accident logs and administering first aid. They conduct fire drills, which help children and practitioners to become familiar with the procedure to follow if they have to evacuate the premises. The setting's arrangements to safeguard children meet requirements and give no cause for concern.

Practitioners are caring and kind towards the children and help them to feel valued. They meet children's individual needs effectively, including those identified as having additional learning needs. Practitioners have an effective working relationship with outside agencies to offer support to help children develop and learn to the best of their abilities. Practitioners know the children exceptionally well and share information suitably about their likes, dislikes and any behaviours that are out of character for a particular child.

Practitioners provide appropriate resources and free choice activities that promote children's all-round development. They organise interesting activities, which are led by the children's choices and interests. For example, the beauty salon role play area has remained in place as children are showing enjoyment and spending a lot of time playing there.

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

Most practitioners have a good understanding of the requirements of the Curriculum for Wales and how children learn through play and exploration. Practitioners make good use of the space available and provide children with access to a wide range of engaging activities and authentic resources in the indoor and outdoor areas to support children's learning and develop children's skills. For example, they provide real cauliflowers, carrots and potatoes in the mud kitchen for children to

make cauliflower cheese and vegetable soup and gingerbread playdough after reading The Gingerbread Man story.

Practitioners understand the importance of encouraging and allowing children to take risks. For example, on walks around the local area, practitioners encourage the children to explore their surroundings and intervene when necessary to ask and answer questions about what the children have discovered.

Practitioners have developed effective ways to observe children and to use their observation to plan activities to engage the children's interests. However, they do not always use the information from observations of children's learning and play to plan numeracy activities to develop children's mathematical problem-solving skills.

Practitioners plan interesting activities to develop children's communication and ICT skills. For example, they provide walkie talkies for children to talk to their friends and encourage children to use cameras to take photos on trips and sensory walks around the local area. Practitioners use the photos back at the setting effectively to discuss what they have seen to develop children's language and communication skills.

Practitioners use Welsh to name items during snack time, to count and identify colours. However, they do not always provide suitable opportunities to develop children's Welsh language skills throughout the session. Very few practitioners are confident in the use of the Welsh language.

Practitioners plan activities to develop children's sense of awe and wonder and develop the importance of looking after things with care and respect. For example, they encourage children to explore the investigation area where caterpillars have created cocoons. Practitioners reiterate the importance of looking after the environment. For example, when the children found litter on the floor this led to a discussion about putting rubbish in the bin to look after our planet.

Practitioners explain things clearly, model activities and allow children time to explore and develop their independent skills. They know when and how to intervene appropriately. Practitioners are good role models and show care and patience to the children. They respond calmly and respectfully, which results in all children displaying very good behaviour and listening well to practitioners' requests.

### **Environment: Good**

Leaders ensure that children are cared for in a safe and secure environment. They have effective safety systems in place, including written risk assessments and daily room checks, which reduce or eliminate potential hazards. Practitioners manage access to the setting well and record details of visitors consistently. The setting is well maintained and clean, with effective routines being followed by practitioners to help prevent cross contamination, for example cleaning and sanitising of the resources and equipment.

Leaders provide children with an attractive, well-decorated environment. There are opportunities for children to be active and independent indoors. The premises are welcoming and friendly, providing suitable space and facilities to meet the needs of children. The environment is decorated with displays, which celebrate children's art



and craft work as well as photographs of children's family members. This gives children a sense of belonging and helps them feel proud of what they have achieved. Leaders provide direct outside access for all age groups, and practitioners use it appropriately, giving children the choice to play outdoors so they can be active. The outdoor environment provides children with a wide range of exciting opportunities that support them to learn about the world around them, for example the garden area where children grow strawberries.

The indoor environment provides children with good quality resources, which support their needs and stage of development well. Leaders provide a suitable range of resources that help children to develop a range of skills. For example, Leaders provide different materials for them to manipulate and use to make different sounds.

Practitioners provide children with a good and varied selection of books, in Welsh and English. Role play areas such as the home corner offer real crockery and cutlery with real fruit and vegetables to promote imaginative play. Practitioners store toys and resources safely and they label drawers clearly. This enables children to choose independently and return items when they have finished playing with them.

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

Leaders are warm and welcoming. They promote a caring and positive ethos and ensure that children are at the centre of decision-making. They work closely with practitioners to ensure that they are supported. Many practitioners have been at the setting for long periods, providing children with stability and leaders support new practitioners to help them to settle quickly. Leaders carry out suitable recruitment checks before appointing practitioners.

Leaders make good use of the funding the setting receives and focus spending on making effective improvements to support children's learning. For example, they have purchased and resourced mud kitchens to provide authentic experiences for the children.

The setting's self-evaluation processes help leaders to identify what works well and what they need to improve. Leaders usefully analyse how the resources have been used and the impact they have made on children's learning. This helps leaders to identify how successful their improvements have been and to monitor children's preferences, so that they can provide and make best use of resources that children respond to positively. The leader works with the setting's committee and other practitioners to set improvement priorities. This helps to ensure that everyone involved with the setting knows what they are working towards and their part in this.

Leaders conduct regular supervisions and annual appraisals with practitioners. This ensures that there are opportunities to share information and leaders identify practitioners training needs and opportunities for continuous professional development effectively. Practitioners are happy and feel supported in their roles.

Leaders have good relationships with support partners, such as the local authority's early years teachers, and identify the setting's strengths and areas for development. For example, they have identified that practitioners need to further develop their use of the Welsh language to improve children's standards.

Leaders support children in developing a strong sense of belonging through links with the local community in particular the Aneurin Bevan Health Board Trust. For example, they receive visits from the ambulance service to support children's learning.

Leaders have established good communication links with parents. Practitioners have daily interactions with the parents during drop off and pick up times. Parents speak positively about their relationships with leaders and practitioners in caring for and supporting their child.

## 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
N/A	No non-compliance of this type was identified at this inspection	N/A

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

N/A	No non-compliance of this type was identified at this inspection	N/A
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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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