

**Henllys Village Nursery**

**The Old School  
Henllys  
Cwmbran  
NP44 6HU**

**Date of inspection: March 2023**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Henllys Village Nursery

Name of setting	Henllys Village Nursery
Category of care provided	Full Day Care
Registered person(s)	Melanie Baxter, Jason Baxter, Abigail-Baxter Williams
Responsible individual (if applicable)	Not applicable
Person in charge	Rhiannon Carter
Number of places	74
Age range of children	0 - 12 years
Number of 3 and 4 year old children	24
Number of children who receive funding for early education	24
Opening days / times	Monday – Friday, 07.30 – 18.30
Flying start service	No
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	21/03/2019
Date of previous Estyn inspection	March 2015
Dates of this inspection visit(s)	15/03/2023
No children speak English as an additional language.	

## 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>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>Adequate</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

**We notified the provider of Areas for Improvement where the setting was not compliant with regulations. A notice was not issued, but this is identified as an area for improvement, and the Registered Person must address this. Information on all non-compliance will be included in an Action Improvement Summary which will be published on CIW's website only.**

## **Recommendations**

- R1 Ensure that children have opportunities for sustained periods of play and exploration during which they are well supported by adults
- R2 Provide more opportunities for children to develop their knowledge of the Welsh language
- R3 Introduce a wider range of toys and play materials to enhance role-play opportunities for younger children
- R4 Address the areas of non-compliance identified during the inspection

## **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 express their feelings clearly and make confident choices and decisions about the resources they want to use and who they want to play with. For example, they choose to play with toy vehicles rather than engaging in a song time activity. Children have a strong voice and know they will be listened to. For example, when they show an interest in activities and enjoy engaging with resources, practitioners promptly add them to planning. Most children are confident to make requests, such as asking to sing their favourite songs, and express their views and opinions on the setting through the completion of regular age-friendly questionnaires.

Nearly all children are happy and settled. They cope well when they separate from their parents and carers and feel safe in their environment. They greet each other in a friendly manner and immediately play together in areas of their choice.

They develop close relationships with practitioners and other children. For example, they approach staff readily for reassurance and support, or just for cuddles. Nearly all children are familiar with routines, creating a sense of security.

Most children have positive interactions with practitioners and one another. They chat confidently to practitioners, ask for help or invite them into their play. Most children co-operate and share resources happily and are learning to manage their behaviour with gentle verbal reminders. They work well together to solve problems and involve others in their play. For example, two children work together helping one another to stack blocks to make a large tower. They are becoming sensitive to the emotions of others. For example, a younger child approaches another to give them a hug when they see that they are upset.

Nearly all children are enthusiastic when learning new skills and experiment with a good variety of interesting play opportunities. They move from one activity to the next excitedly and choose activities that stimulate them. For example, babies express enjoyment as they use various sensory items to make different sounds. They are keen to join in and contribute to adult led activities such as song time or circle time. They join in enthusiastically with action and movement songs as they sing about a busy day on the farm. Nearly all children show great enjoyment when playing outdoors.

Most children develop a good range of skills to help them become independent.

For example, they learn to put on their coats to go outdoors. They persevere well in learning to do things for themselves. For example, nearly all children eat food with appropriate cutlery successfully. During snack time, older children pour their own drinks and select their own fruit using tongs. Most children access the toilet and wash their hands independently, asking for help with confidence when they need it. Nearly all children help to tidy up after play and put resources away.

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

Many children are happy and curious and engage well with the learning opportunities available to them. They make good progress from their individual starting points, particularly in developing their communication and personal and social skills. For example, they co-operate with one another successfully when they pretend to make meals in the role-play area.

Most children are confident communicators and share their ideas and opinions with adults and one another effectively. They ask questions to clarify their understanding and talk to one another during their collaborative play, such as when making a castle from blocks and crates. Many children enjoy singing familiar songs and rhymes and join in with accompanying actions readily. They enjoy stories, look at books, and turn pages enthusiastically, retelling their favourite stories using the illustrations. They are adept at using props to devise their own stories with familiar characters. Many children develop their mark making skills appropriately in both the indoor and outdoor areas. For example, they take clipboards and paper to draw what they see through windows. They enjoy painting flowers seen in a vase and pictures for their families. A few children are interested in their names and, with support, are beginning to write the first few letters.

Many children use information and communication technology (ICT) skills well in their play and exploration. For example, they use digital cameras to photograph one another and when looking for birds in the natural environment.

Many children use mathematical language appropriately in their play. They recognise long and short flower stems when modelling with play dough and name circles and squares in the learning environment effectively. Many children count reliably to ten, for example when putting scoops of sand into tubs. A few name amounts of money competently, when taking the part of shopkeepers in role play.

Many children solve problems successfully when playing and show perseverance during activities. For example, they look for and find items to shape play dough and explore ways to pick small items from a water tray.

Many children are developing their physical skills well. They are agile and enjoy running, jumping, and hopping outside. They use a water pump efficiently to move water through a tube in the garden and move large blocks to build castles and houses successfully.

A few children use Welsh to count items and sing a welcome song at circle time. However, there is very little opportunity for children to use incidental Welsh during their play. As a result, children's Welsh language skills are underdeveloped.

Many children's creative skills are developing effectively. They play imaginatively and make buildings from recycled materials for princesses to live in and vehicles for their friends to travel in. Many children enjoy painting and select colours that match flowers they observe in vases with much enjoyment.

## Care and development: Good

Practitioners follow robust procedures to ensure children's health and safety. They keep thorough records of any accidents and incidents and keep parents fully informed. Leaders regularly monitor these records to identify emerging trends and eliminate any possible risks to children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have a sound understanding of child protection procedures and are fully aware of their responsibilities. Nearly all practitioners hold up to date first aid certificates and deal with minor accidents confidently. They follow effective systems to record the safe administration of prescribed medication, and parents sign records appropriately.

Practitioners implement hygiene control procedures effectively, completing daily checks and following thorough cleaning schedules to reduce risks. For example, they wipe tables before food is served and wear the appropriate protective equipment, such as disposable gloves and aprons. They promote good hygiene routines with children by encouraging them to wash their hands regularly. A cook prepares and provides fresh, healthy and nutritious food to children. All practitioners hold food hygiene certificates and consistently promote healthy eating habits that include eating fresh fruit and drinking milk and water. They follow clear procedures to manage any food allergies and individual dietary requirements effectively. Practitioners ensure that children have access to regular outdoor play experiences, offering them the benefits of physical exercise and fresh air.

Practitioners develop warm relationships with children and interact in a kind, caring and patient manner. They are responsive and nurturing to children's needs and, as a result, nearly all children approach them with ease. Many practitioners have a suitable understanding of the behaviour management policy and implement this effectively, using positive praise to enhance children's sense of achievement and self-confidence. They manage children's behaviour well and use verbal reminders for children to share toys and be kind to others. Most practitioners use good eye contact and calming and soft tones when speaking with children, creating a relaxed atmosphere.

Practitioners have a good knowledge of children's individual needs and preferences, making good use of the key worker system. They carry out observations regularly and use the information gathered to inform their planning and the next steps in children's individual learning. They follow the Curriculum for Wales and use responsive planning to pursue children's interests effectively. They are sensitive to children who choose not to engage with specific tasks by letting them choose their own path. They support children during play and facilitate learning by asking appropriate questions to help extend their learning. For example, they talk about different types of vehicles as children race trains and cars down ramps.

Practitioners have a good understanding of those children with emerging additional learning needs. They make good use of the specialist services including the Early Years Additional Learning Needs Lead Officer and speech and language professionals.

Practitioners promote equality and diversity by celebrating a suitable range of cultural and seasonal festivals such as Chinese New Year, Diwali and Easter.

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

Many practitioners have a suitable understanding of how children learn through play and exploration. They provide children with access to a wide range of accessible and stimulating resources in the indoor and outdoor areas. Practitioners ensure that children can make choices about what to play with and where they would like to play. However, there are regular adult-led whole-group sessions and time spent queuing and waiting that prevent children from having sufficient periods of uninterrupted play, where they can become fully engrossed in an activity. As a result, practitioners do not always fully support children as they explore and do not maximise to extend children's thinking and learning.

Practitioners notice what captures children's interests effectively and they respond by ensuring relevant resources are available to them. For example, after a frosty night, they provided children with activities to explore ice. This ensures that children have first-hand experiences that allow them to develop knowledge and skills appropriately.

Practitioners provide suitable activities that develop children's understanding of the natural world and how to care for it. They encourage children to plant seeds and recall what they need to grow. They promote children's observational skills by encouraging them to look for and name British birds in the garden.

Practitioners support children to develop their communication skills appropriately. They encourage children to respond to open-ended questions and introduce them to new vocabulary during their play. They provide children with indoor and outdoor cosy reading areas, where they can relax and develop their knowledge of story books. There are regular opportunities for children to engage in mark making activities and there are meaningful ICT resources for children to use in their exploration.

Practitioners ensure that there are suitable mathematical resources in many areas in the learning environments to support children's understanding of mathematical language. For example, there are natural number lines for counting and different sizes of blocks for building and exploration.

Practitioners plan activities that promote the cultural heritage of Wales well by celebrating St David's Day and St Dwynwen's Day. They provide resources such as costumes and books in the learning environment. However, practitioners do not promote Welsh well enough during sessions and, as a result, there are limited opportunities for children to develop their Welsh language skills.

The setting provides children with appropriate opportunities to become familiar with other cultures and beliefs, through stories, food and costumes.

Practitioners conduct observational assessments of children regularly and use these appropriately to plan the next steps in children's learning and development and to record and respond to the things that interest them. The setting has effective arrangements to track the progress of children. Practitioners keep parents and carers well informed about their child's progress through informal and formal meetings and through a comprehensive termly written report.



## **Environment: Good**

Practitioners ensure that children are supervised carefully in a safe environment. They follow a good range of clear and comprehensive policies and, as a result, promote the safety and welfare of children. They ensure that only authorised persons have entry to the setting and maintain a log of all visitors. Registers record the time that children and practitioners arrive and leave the premises. There is a broad range of comprehensive risk assessments, which practitioners implement effectively to support the safe and smooth running of the setting. Practitioners are pro-active in undertaking daily safety checks of the environment and specific activities, ensuring that risks are minimised.

The setting is clean and well maintained. Practitioners follow effective procedures to keep the environment and equipment clean and in an appropriate condition. They hold regular fire drills, allowing children to familiarise themselves with what to do in an emergency. Leaders ensure that routine maintenance checks for the building and all appliances are undertaken, and relevant certificates are held.

The environment is welcoming and celebrates children's creativity and successes through displays of their work and photographs of them in their play. This promotes a sense of belonging amongst the children. Practitioners arrange rooms effectively to provide calm and relaxing sleep spaces alongside stimulating play and learning areas. Practitioners keep resources at a low level to enable children to choose independently and pursue their individual interests. As a result, many children are completely familiar with gathering and returning equipment to the appropriate places.

Children have access to a well-developed serene outside area that enables them to experience nature. The large areas offer exciting opportunities for children to spend time playing, learning and relaxing. There is also a large, decked area, which allows children to play outside in all weathers. Children develop physically through use of large climbing and play equipment. They have access to a forest and planting areas where they are provided with opportunities to learn about the natural environment and deepen their knowledge and understanding of the world.

Overall, leaders provide a wide range of good quality resources, which suit the age of the children and help to provide meaningful play opportunities. However, younger children do not have a wide enough variety of toys and play materials to enhance their role-play. Nearly all rooms include equipment that children can use to relax, for example settees and soft cushions. Pre-school children enjoy junk modelling and use a wide range of recyclable materials, promoting an ethos of sustainability.

There is a good range of resources to promote multicultural awareness. Practitioners monitor resources to ensure that they are of good quality and relevant to children's learning and regularly rotate them to provide further variety for children.

## **Leadership and management: Good**

Leaders have a clear vision for the setting that is based around ensuring that children are happy, well cared for and have a good start to becoming lifelong learners. This vision is shared effectively with parents, carers, and staff. There is a positive ethos

where all practitioners feel comfortable to approach managers with concerns and ideas to improve the setting.

Leaders follow safe recruitment procedures to employ suitably qualified practitioners. They ensure that practitioners have up-to-date job descriptions, which include clear information about their roles and responsibilities. Leaders follow beneficial induction processes to help new practitioners become part of the team.

The setting has an effective system for practitioners' supervision and appraisal, which focuses on practitioner well-being, improving performance and identifying future training needs effectively, leading to agreed targets. Leaders provide staff access to useful professional development opportunities. For example, practitioners have recently attended training for the Curriculum for Wales. Leaders also told us of plans for practitioners to attend an upcoming course to ensure that they have up-to-date knowledge and can further support children with additional learning needs. Leaders ensure that there is a positive sense of teamwork throughout the setting. However, the registered person has not informed CIW about numerous staff changes at the setting, which is a regulatory requirement.

The setting has a clear statement of purpose that provides an accurate picture and leaders ensure that a comprehensive range of relevant policies and procedures are in place. Appropriate information is obtained about children as part of the admissions process and there are suitable record keeping systems in place for children's contracts.

Leaders make effective use of grants and other funding to develop the provision at the setting and to provide more learning opportunities for children. For example, they have purchased resources to provide a mud kitchen for the garden.

Leaders have worthwhile self-evaluation processes that feed into the setting's improvement plans effectively. These plans identify the setting's strengths and areas for improvement clearly. Leaders set appropriate actions that bring about the desired improvements. For example, the setting has developed the outside space to provide further opportunities for children to learn more about gardening and how plants and seeds grow. This contributes to children's understanding of the natural world around them and how to care for it.

The setting has close relationships with parents and carers. As children start at the setting, leaders consult with parents and carers to identify children's needs. They inform them about their child's well-being and development effectively through informal daily conversations, newsletters, and formal consultations throughout the year.

The setting has strong links with the local authority and take on board advice and guidance from the link teacher, who is helping the setting to establish more responsive planning. Leaders attend cluster meetings and practitioners visit other settings to learn about and implement good practice. There are useful transition arrangements with local schools to ensure that children move confidently to the next stage of their education.

Leaders ensure that there are regular visitors to the setting to enrich children's learning. Recent visitors have included personnel from the fire and police services.

## 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
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31	The registered person (RP) must notify 'Care Inspectorate Wales' of staff changes as soon as possible but no later than 14 days after changes take effect.	New
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<b>Ratings</b>	<b>What the ratings mean</b>
<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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