

Bwnis Borthyn Bunnies



Quality of Care Review 2026

Service Details and Views of Those Who Use Our Service

Methods of Collecting Views

We have conducted questionnaires to collect the views of those who use our service.

We have sought opinions of:

- Children who attend Bwnis Borthyn Bunnies.
- Parents
- School (we are situated in)
- Professionals involved with the setting- 10% teacher.

Numbers of children, parent/carers, school & professionals involved:

We have asked 9 children to give their views.

We have sought the views of 6 parent/carers.

We asked the school to complete a review of Bunnies.

Summary of Responses:

Children Questionnaire:

All children gave 'thumbs up' to all questions we asked them e.g 'Do you feel happy in Bunnies?', 'Do the teachers help you have fun?'

When the children were asked where they like to play in Bunnies they answered; "I love playing in forest school", "I love playing in the pen", "I like the sensory den". The majority of the children stated they enjoy playing in the outside areas.

Parent/Carers Questionnaire:

6/12 responses – All families are happy with the service we provide.

Comments-

Every parent said their children were settled in Bunnies and their children are progressing well.

All Parents stated that they feel very informed on all activities in Bunnies. Also, they all stated they are comfortable to bring up concerns with all staff in the

practice. All children's parents were also positive I stating that Bunnies staff treat their children as individuals.

They all also agree that Borthyn Bunnies is a safe and secure place for children.

1 parent left a final comment stating "All staff are very kind and caring."

Another said that their child was "very happy in Bunnies". Not one parent had anything negative to say about our setting.

Ysgol Borthyn staff response:

Ysgol Borthyn maintains a strong and positive working relationship with the Bunnies staff, and we collaborate effectively in the best interests of the children. All staff members are professional, dedicated, and approachable. Bunnies share the teaching space with the nursery and reception classes, and this space is used respectfully and efficiently by both the playgroup and the school.

The playgroup staff have worked hard to create a nurturing and inclusive environment that serves as a key enabler for children's learning and development. They provide a wide range of opportunities for discovery-based learning, offering thoughtfully planned and engaging provocations. The use of real and authentic resources has increased, supporting learning experiences that reflect the children's everyday lives.

The outdoor area is used daily, and the children benefit greatly from regular visits to the school's Forest School area. They enjoy plentiful opportunities to engage with the natural world, such as planting and growing vegetables, herbs, and other plants, which are later used in their mud kitchen. Staff have developed the outdoor provision, investing in new resources based on observations of the children's needs.

Staff respond well to the children's interests and individual needs, and pupil voice is used meaningfully to inform planning. Interactions with the children are consistently warm, supportive, and responsive.

Borthyn Bunnies makes a highly positive contribution to our school community.

Improvements we will make, or have made, as a result of the feedback.

Ensure that staff are put on more Makaton courses.

10% Teacher Report- Hannah

‘Supporting Statement for Borthyn Bunnies – CIW Quality of Care Review

I am pleased to provide a supporting statement for Borthyn Bunnies. This is a small, welcoming setting where all children are happy, and the staff are caring, nurturing, and attentive to each child’s needs.

Sinead, who is new to management, has shown great commitment to developing the nursery. She is receptive to advice and has worked hard to provide engaging experiences for the children, including increasing forest school opportunities, which are enriching and highly valued.

The staff team create a warm, supportive environment where children feel safe and encouraged to explore and learn. Their dedication ensures that children are cared for with kindness and attention, making the setting a positive place for early learning.

Borthyn Bunnies is a good setting with strong potential for growth, and the team’s continued enthusiasm and commitment to improvement are evident in the experiences they provide for the children.’

The Quality and Standard of Provision.

Well-being

Service Evaluation

All children enter the setting happily, settle and cope with separation from their parents well, this shows the child feels safe and secure whilst also reassuring the caregiver.

Children are encouraged to be kind to each other and are given stickers for kindness to others. Staff role-model kind and respectful behaviour throughout the session.

We observe many acts of kindness at the setting: Children caring and being helpful to their friends and adults. Positive, kind comments on each other’s work.

All children direct their own play and make decisions about the play area and equipment they want to use within those areas, indicating their interests for

play at 'Together Time' which happens at the beginning of every afternoon session. They are encouraged to tidy the area before they move on to another, ensuring the resources are in place ready for the next child to play with. They are given stickers for good tidying.

Children with identified Additional Learning Needs progress in learning and understanding new skills. When advice is needed, we work closely with parents and multi-agencies to ensure appropriate support is delivered. We ensure that the children are supported as much as they can be. We have an additional adult (Molly) who is here to support the children with additional needs if they need it.

Children are encouraged to dress themselves in coats for outdoor play and forest school. We teach the children to zip up their own coats, put their overalls and shoes on and off. Most Children are aware of personal safety on outdoor visits, others are supported to ensure safety. They understand when walking outside they must find a partner and walk in a line with an adult in the front and one in the back.

Most children understand the importance of being healthy and participate in physical activities. All children staying for the afternoon session are offered healthy food at snack time, we are enrolled on the 'Healthy schools' scheme. We also encourage parents to provide healthy lunches by including 'Healthy Lunch Box' details in the Family Information Pack.

We use the yoga mats that were an addition to our resources a year ago, along with 'Bunnies do Yoga' book. This activity develops a sense of well-being and calm.

All children wash their hands after using the toilet, after outdoor play, before and after lunch / snack and before preparing any food.

We are members of the Designed to Smile initiative which supports children's understanding of oral hygiene, they show enthusiasm towards this activity. The scheme re-started in September 2023, after a lengthy post COVID 19 break.

The children have access to bikes and scooters during outdoor play in the pen. This provides them with good physical fitness.

What is it you want to improve? How will you measure improvements?

We are encouraging the children to contribute their ideas more to the setting such as activities and topics. We find that the younger children need more

encouragement than the old children. We encourage the older children to work with the younger children to come up with ideas. We have found this works best as the younger children look up to the older children.

We also in the next spring and summer months go to the local park. This will allow the children to be aware of their local community and have different surroundings.

Assessment of Well-being

Good – Our practice is strong.

Care and Development

Service Evaluation

Specific learning needs and targets are worked upon with individual children to ensure appropriate progress and development.

Children are encouraged to take responsibility for their behaviour by nurturing an understanding of the setting's rules. There are clear behaviour expectations which help children develop mutual friendships.

Incidental Welsh is used throughout the day, for example: Together Time, lunch and home time prayer, Helpwr Heddiw, Amser tacluso, brwsio dannedd, snac, a golchi dwylo'. We also use different Welsh songs to show change in activity like "Dewch I eistedd ar y fainc".

Welsh language is role modelled during amser snac.

We help nurture a Welsh identity by celebrating Diwrnod Santes Dwynwen and Dydd Gwyl Dewi Sant by retelling the traditions with the aid of books and interactive media. Bunnies join the whole school in celebrating 'Wythnos Falch o fod yn Gymraeg' where many activities are planned to enhance the Welsh language, we have an 'Ardal Cymraeg' where the children's work is displayed - Welsh books and character puppets are accessible in this area.

We help all children overcome barriers to learning by understanding their needs and planning for these, working with appropriate professionals where necessary. Children with additional learning needs are given a play plan to work towards.

Children are given access to a range of learning opportunities which encourage enjoyment, positive behaviour and attitudes. Most children are considerate to

their peers and understand the importance of good relationships to help learning. All children make progress in behaviour.

Staff talk calmly to the children at eye level and role model respect and dignity towards everyone at the setting.

We encourage children to think about how to speak kindly to their peers ... “excuse me please”, “please can I have”. If the children need reminding on how to treat one another, we ask them to reflect on being kind and having ‘kind hands’.

The Welsh Government’s New Curriculum for Wales (for funded non-maintained nursery settings) & On Entry Assessment forms are used when planning and assessing. The Planning sheets are used to ensure the development of the five Learning Pathways are achieved and to record resources put in place to create an effective environment. The planning sheets are displayed on the wall so that all members of staff can write on it. On the planning sheets we record group and individual ‘next steps’ so all staff are aware of targets. The planner is highlighted with 4 different approaches in the setting; ‘In the moment’, ‘child’s voice’, ‘Invited activities’ and ‘Next steps’. As a setting we find that most things are done ‘In the moment’. We believe this is due to the setting being very child lead approach. We record observations on individual children on Seesaw on different activities. This ensures that parents are aware of children’s progress and ‘Next steps’. We post images/videos with the comments. We use the ‘Assessment arrangements for funded non-maintained nursery setting’ booklet to develop ‘next steps for the children.

Setting staff ensure each child has a smooth transition period into Ysgol Borthyn’s Nursery class and as our setting is just a partitioned door away, the nursery class teacher is already familiar to them. During the transition period, as well as visiting their new nursery class, the children go into the hall to have their lunch in order to prepare them for a bigger and busier environment.

Most children understand the importance of keeping safe within the setting, for example: Remembering to walk (not run) indoors. Safe way of handling and travelling with scissors in class. We also have a baby gate by the nursery entrance to ensure that the children’s safety during pick up time.

What is it you want to improve? How will you measure improvements? Your priorities for improvement.

Enrol at least one member of staff on Makaton training as they become available – Share content of training with remaining members of staff. We have one member of staff going on a course soon. We are also beginning to teach the children a different song each term using Makaton. One member of staff has completed the 'Communication friendly setting' training previously.

We're also trying to encourage the children use their words more. We are using more discussion times. We talk about topics of their choice which is encourage with a starting question from the practitioners e.g "What did you do over the weekend?"

Assessment of Care and Development

Good – Our practice is strong.

Play and learning

Service evaluation

When talking to the children we use open ended questions such as 'I wonder why?' 'What if?' 'How?' etc. Using questions like this encourage the children to think about answers and develop their vocabulary and communication skills.

We discuss with the children during 'together time' things they wish to learn about. We make mind maps of different things their interested in. This allows the staff to come up with 'Invited activities' for the children to carry out. As stated earlier, most things done are in the moment, which means coming up with activities to do in the moment. It is child lead.

As we have access to 3 different outside areas, with one being sheltered, during the warmer months the children have a choice of in door or outdoor play. However, we do have forest school 3 days a week. We were allowed to improve our outdoor area with money provided with a grant. Many of the areas we had previously were collapsing and rotting. It has provided a great improvement.

With the warmer months coming, we grow many herbs, vegetables and flowers with the children. This teaches the children great outdoor skills and teaches them to appreciate nature. We also plan to sell the plants and

vegetables to raise money for our Charity nursery. We will also have herbs in the mud kitchen for the children to use to make different things.

What is it you want to improve? How will you measure improvements? Your priorities for improvement.

As we are a small setting not all our different toys are on display at all times. We wish to make use of more of the different toys in the cupboard. This stops the children from becoming tired of the same toys.

Assessment of Play and learning

Good – Our practice is strong.

Environment

Service Evaluation

We make good use of the space provided and have a good range of quality resources that are well managed and readily available.

Our outdoor area has developed as stated earlier, we have made better use of the space and used funding (granted by Denbighshire Early Education) to purchase: A mud kitchen and a barn to protect it from all weathers, a new doll house, sand pit, an outside reading nook. These new investments will make the place appear more appealing and develop the children's play and exploring. We have also gained more shelves for inside and a new easel for the children to carry out more creating.

A year ago, we received a grant for Forest school after a member of staff completed the course. We have purchased: big planting pots, vegetable seeds, herbs, flower seeds, pestle and mortar, picnic blankets, soil and sand.

Continuous provision resources are placed in areas of play, concentrating on quality rather than quantity. Practitioners respond by enhancing the area to accommodate child-led activities. As stated earlier in the **Play and learning** section we will put these to good use for fundraising.

We will have plants indoors and outdoors to encourage nurture and respect for the environment, children have shared responsibility to water them. It is usually the 'Helper Heddiws' job to water the plant.

Bunnies enjoy the use of the forest school area and play pen daily, the school field, adventure playground and yard are also accessible to the setting.

In our setting we ensure to change the displays on the walls so the children can see what they have been doing. The walls display work the children have chosen to do and learn about. We have a forest school wall display which shows images of the children and their activities. the wall is changed seasonally. We also have a forest school scrap book with previous images.

What is it you want to improve? How will you measure improvements? Your priorities for improvement.

Ensure regular use of outdoor equipment (bikes, woodwork bench, potting bench, forest school etc.) by incorporating the invited activities into the planning.

We need some astro turf to put in the pit for the children to be able to play small world play outside with toys from the shed. This needs to be done soon for the summer.

Assessment of Environment

Good – Our practice is strong.

Leadership and Management

Service Evaluation

We follow policies and procedures in line with The National Minimum Standard for Wales.

The setting conducts self-evaluations across all levels of the team and committee through supervisions, team meetings, appraisals. We use recommendations from our Key Performance Indicators Report to create our Setting Improvement Plan, which is reviewed on a regular basis. We ask the staff on an annual basis what is good and how we could improve, this is incorporated into our SER and SIP. We evaluate our plans and review next steps in our team meeting.

We have a management committee in place, comprising four members – Chairperson, Responsible Individual, Treasurer Secretary and setting leader. We have regular management meetings with a clear agenda, all relevant decisions are shared with the setting staff.

Currently, Borthyn Bunnies have three members of fulltime staff (including the Leader)

All staff have an up-to-date DBS on file and are fully trained in child protection / safeguarding which forms part of their compulsory training programme, renewal dates are held on staff records, everyone is offered training to meet the needs of the children in our care. Policies and procedures are in place which members of staff have received and read. The setting follows School Safeguarding and Behaviour policies and procedures to ensure consistency.

Parents/families are kept informed of their child's progress, notifications, events and day to day activities via the Seesaw app – this encourages communication between parents and their children (chat about the activity they've been part of during the session).

When required, outside agencies come into the setting to support individual needs - speech and language, behavioural support and family link worker.

Risk assessments are updated every half term and when necessary.

Resources are well looked after, organised thematically and stored away until needed. Children are taught to respect the resources that are being used.

All staff are given questionnaire annually to carry out about what safeguarding procedures they must carry out if they have an incident occur. The questionnaire also questions them on how to carry out a referral form and what to do in an event of a fire. All information is given when beginning their role in Bunnies.

What is it you want to improve? How will you measure improvements? Your priorities for improvement

Review all policies and procedures annually with **all Committee members**.

We need to post adverts on social media regularly about the setting to draw in more children. We need to ensure numbers are up for the future.

Assessment of Leadership and Management

Good – Our practice is strong.

Declarations

CIW intend to share the information you have provided with Welsh Government Officials for the purposes of research.

For more information on this, please see our Fair Processing Notice:
(<http://ciw.org.uk/termsand-conditions/how-we-use-your-information/?lang=en>).

We consent to the information being shared.

We are willing to be contacted by Welsh Government officials, or those working on their behalf, in relation to research being undertaken by the Welsh Government.

I certify that the information I have provided is true and accurate to the best of my knowledge and belief and reflects the service at the date of submission. I understand that knowingly making a statement that is false or misleading may lead to enforcement action being taken by CIW.

Title: Playgroup Leader

Signature: Miss Sinead Morris

Date: 10/03/2026