



Childcare Inspection Report on

Appletree Nursery

**Norwegian Church
Langdon Road
Swansea
SA1 8QY**



Date Inspection Completed

12/03/2019

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Description of the service

Appletree Day Nursery (Swansea) is a private nursery which was registered in April 2015. The service is located in the Norwegian Church in Swansea marina. It provides care through the medium of English with incidental Welsh and is registered for a maximum of 42 children. They cater for children aged between 6 weeks and 5 years old. The service is open between 7:35 and 18:00, Monday to Friday. The responsible individual is Victoria Buttle and the person in charge is Sally Williams.

Summary of our findings

1. Overall assessment

We at Care Inspectorate Wales (CIW) found that the children at Appletree Day Nursery were happy, safe and well cared for. Staff know the children well, responding to their personal and developmental needs efficiently. The nursery's environment is clean, safe and provides good quality resources for the children to enjoy in their play and learning. Leadership and management of the service is strong as there are good systems in place to ensure it operates in an organised and effective manner.

2. Improvements

Since the last inspection, leaders have implemented recommendations to add additional detail to the nappy changing record and to consistently complete health and safety checks.

3. Requirements and recommendations

We made recommendations in relation to well-being and care and development. Further details can be found at the end of the report.

1. Well-being

Summary

Children are confident to voice their feelings and express their needs. They feel happy and secure, forming good relationships with peers and staff. Children's learning is self-directed and they happily make a range of choices. Children continue to develop their independence through various learning experiences.

Our findings

1.1 To what extent do children have a voice?

Children are confident to make decisions and choices about their play and individual needs.

Children had a choice of a healthy drink of milk or water during snack and meal times. Children ate their food at their own pace. Younger children chose to eat with hands, spoons or forks according to ability and stage of development. Some children opted to sleep in a cot, whilst others slept on the mats with blankets. Children took comfort toys with them to sleep and decided to keep them at their side until they were settled and happy to put them away. Children chose different activities, such as painting, modelling using playdough and small world play with tuff trays using farm and jungle animals. Children confidently told the staff what their interests were and these were taken into account when staff planned their activities. Children happily went from one activity to another throughout the day.

Children have a clear and confident voice.

1.2 To what extent do children feel safe, happy and valued?

Children are happy and settled, showing enthusiasm towards the staff, the activities and resources on offer. They feel valued and safe during play and react well to praise from adults.

Children smiled happily whilst interacting with adults; playing 'peek-a-boo', looking at stories about animals and playing jigsaws. Children confidently babbled when they received praise from staff, for example when they were told, "*Well done for using a fork*". Children listened to instructions as they tidied up toys, animals and playdough and enjoyed the praise from staff for doing so. Children settled quickly on arrival which showed that they felt secure and comfortable in their surroundings, as they busied themselves with trucks, blocks and tuff trays of sand.

Children consistently feel happy and valued.

1.3 How well do children interact?

Children are friendly and willingly share resources and toys. They are forming friendships and behave positively towards each other.

Children happily chatted with each other during lunch time. They caringly stroked each other's hair and held hands as they made a line to go to the bathroom together. Children shared resources and told their friends where to get hold of resources like lollipop sticks to add to their play dough models. During free play, children discussed their models and achievements with friends telling them, "*Look! I've made a snake!*" as they sang a song together about snakes in the grass. They made each other birthday cakes and sang to each other confidently. We saw children cuddling each other, which showed that they were forming friendships. Children interacted positively to instructions and eagerly wanted to join in the planning for the next activities and with the tidying up. Some children engaged in building towers of blocks together and knocking them down whilst others created tracks with trucks and cars.

Children interact very well.

1.4 To what extent do children enjoy their play and learning?

Children are engaged and excited about their play and learning. They demonstrate a sense of achievement and pride in their efforts.

Children enthusiastically got involved in their activities of their choice during free play. They planned their focused table top activities and chose to play within their learning environment. As a result, children were very much engaged in the activities that they participated in. Children were content, chatting and planning their moves whilst playing with little characters and whilst making tracks with trucks in the tuff trays. The majority of children sustained interest in their activities for a good length of time building a tower, counting each one as they made it higher. Children thoroughly enjoyed listening and joining in at story times, repeating sentences and predicting the story. Children enjoyed being outside playing with others in the mud kitchen and the wooden tent, playing balls and mark making with chalks on the ground.

Children are excited and enthusiastic learners.

1.5 How well do children develop, learn and become independent?

Children are confident to try different activities and make good progress in becoming independent learners.

Children independently dressed their role play clothing. They tidied their areas at the end of their chosen activities, sorting and returning tools to the correct places in the craft area. Whilst preparing for snacks and lunch, some children proudly buttered their bread and helped themselves to cups and snacks. Young babies used forks independently. Older children helped to tidy up plates and cups enthusiastically, however there were missed opportunities during mealtimes for children to develop their self-help skills. For example, children were helped by adults to pour large jugs of water and milk during meal times.

Children used the toilet facilities when needed and washed their hands with soapy water after toileting and before snack and meal times.

Children have good opportunities to participate independently.

2. Care and Development

Summary

Staff are caring, gentle and nurturing towards the children. They keep children safe and healthy by providing for their individual needs. Staff support the children's overall development and enhance their learning experiences.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff effectively follow policies and procedures to keep children safe. Staff eliminate risks and promote healthy routines.

Staff showed a clear and confident awareness of child protection and safeguarding procedures, giving examples of what they would do if they had concerns and how to appropriately pass the information on to the relevant individuals. Some members of staff had completed the 'Prevent' training and there was a separate safeguarding and preventing extremism/radicalisation policy in place. Almost all staff members held current certificates in first aid, food hygiene and child protection. They had completed records of incidents and accidents appropriately and the person in charge audited these monthly. Discussions evidenced that staff were aware of safe sleeping guidance and were alert to this when monitoring children. We saw staff checking the sleeping babies and children regularly, and immediately responded when they noticed one baby pulling a blanket over their face.

Staff followed infection control procedures effectively. For example, staff encouraged children to wash their hands with soap and water and provided separate paper towels for the children. Staff used individual warm flannels to clean babies' faces and hands after their meal and at snack times. Tables were sanitised before and after meal times. Staff wore gloves and aprons whilst preparing food and assisted children eating with plastic cutlery. Staff used gloves and aprons to change children, sanitising the changing mat in between each change. Staff keep a record of all individual nappy changes, activities and eating habits and pass the information on to parents and carers at the end of the day.

Staff competently keep the children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions with children well. Staff praise, encourage and promote good behaviour at all times ensuring children are sharing and taking turns with others.

We found that staff were constantly talking to children which created a relaxed and friendly atmosphere. Staff praised children for good practices such as, washing hands after playing with the paint and sand. Staff encouraged children's developmental achievements such as when they attempted to climb the stairs, used a fork and walked

unaided for the first time. Staff gave praise to children after they created animals using Play-dough and recognised them for sharing well. Staff played along with children's choice of activities encouraging social interactions, language and mathematical development, counting farm animals in English and Welsh. Staff encouraged rules and good routines by asking children to tidy up after they'd played with the toys and praised them for their efforts. Staff nurtured the younger children after their sleep, giving cuddles and comfort. Staff used songs to encourage and promote hand washing and at tidying up times.

Staff manage children's interactions well.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff encourage children to lead their own play and learning. Staff provide children with learning opportunities to meet their developmental needs.

Staff were nurturing and responsive in their care. Staff knew the children well and provided activities to promote their interests, for example giving them the opportunity to bake cookies using different ingredients and utensils. They planned activities based on the observations that the key workers had made about each child's ability and developmental needs. Staff promoted language development through nursery rhymes, songs and stories. Staff read stories to children, asking questions and encouraging children to join in, by repeating words, animal noises and singing. Planning is very detailed. Staff provide the children with extensive activities to develop their independence and developmental skills within all areas of the nursery. Staff asked questions, counted and named animals in Welsh whilst children were engaged in small world play to encourage them to play independently. Younger children were encouraged to participate in sensory play to develop fine motor skills through grasping foods with their fingers. The staff's planning for enhanced provision, both inside and outside, showed a detailed and varied learning programme for the children.

Staff meet the children's individual needs well promoting their all round development.

3. Environment

Summary

The environment is colourful, clean, and well-maintained. Resources and equipment are appropriate for the age and stages of the children's development within the nursery. Risk assessments and procedures are robust and followed by leaders and staff to provide a safe environment for the children.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders provide a safe and secure environment through regularly checks to eliminate unnecessary risks to children.

On our arrival, we found that the entrance door to the building was securely locked to prevent unauthorised access to the premises. Leaders asked us to sign the visitors' book before entering the nursery. Detailed risk assessments were in place which identified the level of risks and included methods of controlling any risks to staff and children. Some safety equipment has been installed. For instance, safety gates separated the kitchen areas and the play areas. Fire extinguishers are checked annually and new members of staff were made aware of the fire evacuation procedures. The premises and the indoor environment has a hygiene rating of 5 by the Food Standards Agency. When we arrived at the nursery, the outdoor bamboo fencing had weathered and had fallen down thus posing a potential hazard. Leaders ensured that this was removed before the children went to play outside. A small carpeted area outside was worn but leaders ensured us that the area would be a focus for development in the near future.

Overall, leaders are effective at ensuring the environment is safe for children.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide a welcoming and friendly environment which is rich in opportunities.

Leaders had incorporated children's photos into their wall displays to create a sense of belonging. The nursery was warm and welcoming with natural lighting, colourful wall displays and themed areas. Within the entrance hall, children's names and pegs were on different levels, and many were not at a height suitable for all children to access them. However, leaders told us that this issue had been addressed already, adding that they had plans to refurbish areas of the nursery in the near future. We found that the toilets and basins for the children were at the low level and suitable for the children, providing them with appropriate privacy and dignity whilst using the toileting facilities. The tables and chairs were also at a low level and were appropriate for the age and stages of the children providing opportunities for social interaction. There were mats for the older children for quieter times and rest, as well as two cot beds within the baby room.

Leaders effectively provide a suitable environment for children.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders have a good range of quality resources for the age and stage of the children's developmental needs. The resources available encourage the children's creativity, exploration and imagination.

Leaders had provided a range of resources within the areas which reflected the themes and enhanced provision planning. Outdoors, children had access to a small garden area, a performing stage and a mud kitchen along with a water wall. Indoors, there were language, maths, role play, investigation, construction, small world and creative areas which included a good array of boxed resources for construction, shape and number recognition along with jigsaws and literacy games. All the necessary resources were accessible to children and displayed in clear boxes or out on the shelves for use so that children could see what was available. There was a good range of English books. However, we found that Welsh and cultural diversity resources were minimal, although staff ensured us that they have celebrated multicultural festivals and celebrations and had asked parents to bring foods and clothing from different countries for discussions with children.

Leaders competently provide varied, good quality resources and equipment.

4. Leadership and Management

Summary

The nursery is very well managed. Leaders provide a service that is compliant with regulations and exceeds the national minimum standards. Staff are well-qualified and ensure policies and procedures are embedded in to the service to provide good quality care. Partnerships with parents are developing well and parents are happy with the service provided.

Our findings

4.1 How effective is leadership?

Leaders comply with regulations and exceed the national minimum standards. They maintain up to date policies and procedures and ensure that staff follow them.

The person in charge had organised records and paperwork, which included a detailed statement of purpose that was compliant with regulations and national minimum standards. Public liability insurance was in place. The child protection policy had been updated following recommendations from our last inspection. Leaders ensured the staff were well-aware of the policies and procedures so that the service ran smoothly. They had shared incident and accident records with relevant parents and obtained signatures. Leaders had been proactive in dealing with any issues with regards to concerns, staffing, behavioural issues and discussions with parents. Staff told us they felt supported by leaders of the service. We spoke to parents who were very happy with the service and the level of care telling us, *‘The staff here are very approachable. I had a good feel to the place when I first came here’* and *‘They’ve been the best for my child. Best thing we’ve ever done is bringing him here. They’re very approachable. No concerns at all.’*

Leadership is strong.

4.2 How effective is self-evaluation and planning for improvement?

Leaders gather information from others to identify future planning needs as part of the self-evaluation process.

Leaders had collated information from parents in order to evaluate the service and identify areas for improvement. They found that all parents would recommend the service to others and they were very happy with the cleanliness, safety and the relationships held between the children and their key workers. Leaders had included parents’ comments in the quality of care report including, *‘I am really pleased with the facilities and the support provided. I have recommended you to many due to the relaxed environment, activities and flexibility.’* Another parent said, *‘My child has loved her time here and has developed in many ways. The staff are lovely and amazing and my child is even happy to go to them, which is good for her. The feedback we receive*

is fab and we get a detailed review of her day.” Staff questionnaires reflected that the staff felt they are professionally developed, motivated, and aware of their responsibilities. Children’s feedback from questionnaires were very positive. The improvements included the use of Welsh language in the nursery, the Gold Snack Award, the recording of children’s voice and observations and progress within the environment. The service is planning to improve many areas in the near future. They are keen to further develop the use of Welsh language phrases, re-decorate the nursery, produce a kindness tree and consider the information in the parental questionnaires.

Leaders self-evaluate their service effectively.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that there are sufficient staff to supervise children at all times. Leaders provide training for staff to maintain a high quality provision of care.

Supervision and staffing ratios of adults to children was correct during our visit. The person in charge was supernumerary to undertake extra duties. Leaders had ensured that attendance records were accurate as staff signed in all children and parents signed them out. Appraisals for the staff were of a good standard and had been completed annually. Leaders provided staff with the opportunity to reflect on their role and responsibilities and a chance to review and reflect on their practice. However, the appraisal process had not reflected on the previous year’s targets so did not evidence the progress the staff member had made. Leaders had undertaken regular supervision with all staff reflecting on their achievements and their personal professional goals within the nursery.

Leaders efficiently manage their staff.

4.4 How effective are partnerships?

Leaders have relaxed and professional relationships with parents. Parents are kept informed of children’s well-being and their progress.

Relationships between staff and parents were relaxed and professional. Staff verbally discussed with parents/carers the children’s eating and sleeping habits as well as activities they had enjoyed during the day. Parents of younger children received a written account of nappy changes, eating patterns and activities they had chosen during their time at nursery. Leaders shared information with parents in various ways including newsletters, the nursery website and Facebook. They provide a detailed record of children’s development for parents when their child leaves the service.

Overall, leaders establish good partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

We did not identify areas of non compliance during this inspection.

5.2 Recommendations for improvement

We recommended that the service:

- continues to improve ways in which children can be independent; and
- continues to develop Welsh resources and those that reflect other cultures;

6. How we undertook this inspection

This was a full inspection undertaken was brought forward to consider issues raised in a concern received regarding the sleeping procedures within the nursery. Two inspectors visited the service on Tuesday 12 February for a period of approximately six hours;

- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- we held conversations with parents of children attending the service and a questionnaire was left for other parents to fill out and send to us, if they so wished.
- we spoke to staff members working for the service and reviewed completed inspection questionnaires completed by staff;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose; and
- we performed a visual inspection of the rooms of the areas used by the service.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Victoria Buttle
Person in charge	Sally Williams
Registered maximum number of places	42
Age range of children	0-5 years
Opening hours	7:35 – 18:00, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 August 2017
Dates of this inspection visit(s)	12 March 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the 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 people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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