



Childcare Inspection Report on

Lighthouse Nursery

**Thornhill Church Centre
Excalibur Drive
Thornhill
Cardiff
CF14 9GA**



Date of Publication

1 August 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Lighthouse Nursery is operated by Thornhill Church Trust, which is a limited company and is registered to care for 24 children aged from 2.5 years to the age of 12. It currently cares for children up until they start full time school. There is a Responsible Individual (RI) who acts on behalf of the trust and a Person in Charge (PiC) who manages the setting on a day to day basis. The nursery is located within the Thornhill Church Centre and currently opens from 8.00am to 4.30pm for 44 weeks per year. It has strong links with the church and there is a strong Christian ethos underpinning the setting. Care is provided through the medium of English, with the use of incidental Welsh. The nursery is also a registered education provider and is therefore subject to inspections from Estyn.

Summary of our findings

1. Overall assessment

Lighthouse Nursery provides a high level of care for the children who attend. Staff are well qualified and supported by the church trust to provide children with an excellent level of care. Resources are of a very high quality, are plentiful and the overall environment is maintained to a very good standard. There are clear management systems in place, which are supported by well written policies and procedures which are understood and adhered to by staff. The PiC sets high standards, is very conscientious and seeks continual improvement.

2. Improvements

The following improvements have been made since the previous inspection which was held in June 2015:

- Assessment dates are included on children's records;
- the Statement of Purpose and Complaints Policy has been updated to reflect the revised way in which CIW responds to complaints and
- Quality of Care report included plans for future improvements.

3. Requirements and recommendations

There were no areas of non compliance identified at this inspection. Recommendations mainly relate to policies and procedures and these can be found in a section towards the end of this report.

1. Well-being

Summary

Children are happy and settled and have developed secure relationships with the staff who look after them. Children enjoy their time at the nursery, are busy and able to play with a range of activities and resources which stimulate their curiosity and development.

Our findings

1.1 To what extent do children have a voice?

Children can choose which activities they would like to do and can select toys and equipment from a good range of resources. We saw children enjoying free flow play between the indoor and outdoor areas following their interests and participating in activities that captured their imagination. Both inside and outside play areas are well equipped and the activities set up during free flow were creative, varied and stimulated children to explore and learn. We noted that all children participated well and were encouraged to express their views as staff spoke to children, encouraged their language development and observed physical cues children gave. We saw from activity planning that children's views were captured on what they wanted to learn. The PiC demonstrated how they had recently changed a game, as a result of feedback from a child

The nursery provides a good range of opportunities for the children to express their views and thoughts and these are listened and responded to.

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

The children are comfortable approaching staff for assistance, they know their needs will be met and are comfortable and familiar with the daily routines. Children are settled, happy and relaxed. We saw children arriving at the nursery and they promptly left their parents to play with activities that captured their interest. Parents told us that their children had settled well at the nursery. Children were developing friendships and were comfortable in their surroundings. Children sought out staff to play and interact with, and staff responded to them positively. Strong attachments have been developed with staff and this is supported by having an effective key worker system in place. Every day a child is chosen to be "Helpa Heddiw" and is given a sticker, which they wear with real pride. Children enjoy their role of helping with snack time and other important jobs, and we saw the older children supporting the younger children with these tasks. Such roles and responsibilities support the children to feel valued and appreciated.

Children's needs are met and care is very responsive which enables children to feel secure and valued.

1.3 How well do children interact?

Children are developing their social skills and becoming aware of the world around them. This is supported very well by the staff who use positive behaviour management strategies, encouraging children to be kind to each other and reminding them what is acceptable without using negative language. The children responded well to staff, following instructions and guidance. They encouraged children to say “Diolch” and develop good manners, as well as supporting children to share and play nicely with their friends. Children were visibly pleased when staff praised them for sharing and being kind to each other. All of the children engaged with tasks for quite a long time, given their age and stage of development. Children waited patiently for the water tray to be filled up, before taking their turn to water the plants and herbs they were growing in their garden. Children responded well to the daily routines. Staff ring a bell to identify when a change is taking place, such as snack time and children transitioned well from free play to more routine tasks such as hand washing. Throughout the nursery, staff used appropriate strategies to help children learn how to socialise with their peers and develop positive relationships, which resulted in the nursery having a happy and calm environment.

Children are happy and interact well with their peers and the people who are looking after them.

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

Children really enjoy their play and learning and are able to influence planned themes so that they will fully engage in activities. During the inspection we saw that children were relishing a range of activities, including both inside and outside play. There were some adult led activities such as a story, singing and a good morning/afternoon routines, these sessions were not too long and the children participated very well. Creative tasks and activities had been set up such as making a Father’s Day Card, which the children participated well with. Many of the children enjoyed playing shop with a member of staff, whilst outside, the mud kitchen provided children with hours of fun and activity. Children were able to chose where they wanted to play as staff positioned themselves both inside and out, which enabled them to make a range of choices about their play options, promoting enjoyment and fulfilment.

Children are enthusiastic, curious and fully engaged in their play and learning.

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

There are plenty of opportunities for children to develop increasing independence. Toilets and hand washing facilities are located just off the main playroom and we noted that many of the older children used these facilities with a high degree of independence. Toys and resources are situated so that the children can access them easily. For those children who stay for the lunch, they manage their own packed

lunches very well and were very independent in this area. At snack time, we saw that children served themselves from shared plates of food. However, this did not extend to pouring their own drinks. Most children bring their own drinks bottles from home, to use throughout their time at the nursery. We saw they knew where to place the bottle and some would get these independently if they wanted a drink. Children were reminded to wash their hands and faces before and following snack/lunch time and again nearly all were independent in these areas. We heard lots of incidental Welsh throughout the setting and children responded well to instructions and conversation. Children are enabled by staff who are positive, encouraging them to learn and do as much for themselves as they can.

All children are encouraged to gain increasing independence and are given the time and support to do learn new skills in line with their age and stage of development.

2. Care and Development

Summary

Staff demonstrated that they value their relationships with the children, their practice is child-led and children's well being is at the centre of their care. Staff understood and implemented key policies and practices to ensure the health and safety of children. They are well qualified and experienced; understanding child development, consequently they promote children's learning and meet their individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff and managers are very aware of their responsibilities in keeping the children safe and there are a range of robust procedures and policies in place to support their practice. Risk assessments were regularly reviewed and we noted that any new risks were appropriately identified and recorded on the forms. The nursery has been awarded Gold Standard healthy eating award and we noted that fresh water was available to all children throughout the day. Risk assessments are very well written with risks identified and preventative measures in place. The fire log demonstrated that emergency evacuation procedures are practised, but not regularly. We informed the PiC that the Safeguarding Policy should be updated to include information on Prevent. Prevent is a government policy to help prevent children and their families being drawn in terrorism or radicalisation and all registered child care providers, need to be aware of their responsibilities. Managers complete monthly audits of accidents and incidents to help monitor trends or problem areas. Children's health needs are recorded when they start the nursery and we saw that there was a list for children with particular food intolerances or dietary needs.

Staff and managers are very conscientious of their responsibilities in providing a safe and nurturing environment.

2.2 How well do practitioners manage interactions?

Staff are consistent with the children in their approach to promote positive behaviour. Staff supported children to be kind, take turns and share in order to help children develop good relationships with their peers. For example when a child took a toy from their friend, a staff member quickly intervened and asked the child; "*Do we take toys from our friends?*" The child promptly returned the toy and the staff member praised the child for listening and this reinforced the positive interactions the children were learning to develop. The strategies that staff used within the nursery were consistent with the behaviour management policy. Staff acted as excellent role models by demonstrating good manners and polite interactions and treated all of the children with dignity and respect. Staff members met the children at the door of the nursery and

were quick to offer comfort and reassurance to those who were a little reluctant to leave their main care givers.

Staff manage interactions very well and the setting provides a calm and reassuring environment for children to play and learn.

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

Staff have developed excellent relationships with the children and this provides the basis for them to promote children's learning and meet their individual needs. Our observations showed that staff have a very good understanding of the children's needs and are able to provide appropriate activities for their abilities. We noted that the activities were very engaging and varied and that the resources supported children's learning appropriately. We saw staff develop the children's numeracy skills, through a board game as well as playing in the shop. There are detailed development records for children, regular observations are completed, next steps in learning are identified and children's strengths and areas for future development are clearly identified. These were an excellent record of how the children developed and demonstrated very well how the staff understood their needs and promoted their learning. Careful questioning by staff further consolidates children's learning and understanding as well as promoting their skills. We heard lots of counting and numerical language as well as a high level of incidental Welsh and staff responded very well to children's questions and observations. Children thoroughly enjoyed their time with the staff and we saw children inviting staff into their play and staff responding warmly.

Staff promote the children's well being, learning and development to a very high standard and know their individual needs very well.

3. Environment

Summary

Overall, we found the nursery to be clean, tidy and provide a space in which children can play and learn in a safe manner. Toys, furniture and resources are plentiful throughout. They are of a good standard and offer children a variety of learning opportunities. The outside play, although a little restrictive due to its size and shape, provides children with a lovely, interactive play space. It is safe, inviting and stimulating.

Our findings

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

Leaders ensure the environment is safe. Daily risk assessment checklists for the play areas are completed by staff and we noted that any new problems are identified, recorded and dealt with in an efficient manner. Safety certificates for both electricity and gas were in date and the insurance certificates were also up to date. Any issues with maintenance are referred to the church committee and dealt with accordingly. The main play room and garden area were seen to be free from trip hazards and were safe places to play and learn. Cleaning routines are embedded into the daily management of the setting and therefore the environment remains clean for the children throughout the day. We noted that staff positioned themselves well throughout the setting. This helped to ensure that they could monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needed. We heard lots of communication between staff and they worked well together. All areas of the nursery were suitably supervised and supported children to play and explore in a safe and engaging manner. Both the indoor and outdoor areas were suitably secure with locked doors and gates. A visitors' book is kept near the entrance and records all visitors to the setting.

Leaders are conscientious and mindful of their responsibilities in providing a safe and secure setting

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

The nursery has a secure entrance and appropriate space both indoors and outdoors for children to play. Children have access to a bathroom with small toilets and low level hand wash basins to support independence. Hand soap and paper towels are within easy reach and support children to be independent in this area. The bathroom door leads straight into the main playroom and this supports the children to use the facilities with a high degree of independence. Coat pegs are placed at eye level for the children and this enables them to store their personal belongings independently, whilst helping themselves to their coats before leaving the setting. The overall layout of the nursery promotes children's independence as toys and resources are within easy reach and we saw children help themselves to things of interest. We noted that staff tidy and clean as they go, to ensure the nursery is kept safe and to a good standard. There was plenty of English/Welsh signage which helps to promote the Welsh language. Leaders need to be mindful of the upkeep of the soft furnishings, such as

cushions and chair covers as these were seen to be a little grubby in places and not in keeping with the high standards of the rest of the nursery. The PiC/RI had not completed the Infection Audit Tool for Early Years Setting.

Overall, the environment is an accessible, safe and warm area in which children can play and learn safely with real enjoyment.

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

Furniture, resources and equipment within the nursery is of a good standard. The premises are well decorated and maintained and provide children with a good quality play environment. The nursery has tables, chairs and role play furniture suitable for children to use. Nearly all are in good condition. The outside play area has a very good range of resources, including a mud kitchen, a musical/reading area, wet play as well as space where children can play with a selection of ride on toys such as trucks and cars. Leaders make the best use of quite a small area and we saw that children really benefitted from the separated play areas/zones and moved between these spaces freely. There are cleaning rotas in place and clear systems which staff follow at the start, end and throughout each day to ensure and maintain the suitability of the premises.

Resources and equipment are of a good standard and fit for purpose; whilst routines and rotas ensure the quality of the environment is maintained.

4. Leadership and Management

Summary

The nursery benefits from having an experienced PiC who has high standards. The PiC is mindful of her responsibilities to ensure that the nursery meets and often exceeds the necessary legislative requirements. Staff informed us that they felt well supported in their roles and enjoyed working at the nursery immensely.

Our findings

4.1 How effective is leadership?

Overall leadership is effective, there are clear processes in place and staff know who to approach if they have any issues or difficulties. Staff supervision and annual appraisals are in place and these provide support with clear guidance on staff member's strengths and areas for further development. Managers have a vision for the future and are able to discuss, with some confidence, their long term plans and goals. There is a clear Statement of Purpose and a range of policies and procedures to support the overall management of the nursery. Policies and procedures are reviewed to ensure they are up to date and relevant. Information is shared with parents before they enrol their child at the nursery. We noted that the Loss Child Policy did not include contact for the local safeguarding board; as such an incident would need to be referred to the local safeguarding board for their consideration. We viewed the registers for the children and noted that their arrival and departure times are not consistently recorded. Nearly all staff have attended core training such as Paediatric First Aid, Safeguarding and Basic Food Hygiene to ensure they remain compliant with the regulations.

Leadership is effective which ensures that the nursery provides an effective service to the children and their parents/families.

4.2 How effective is self evaluation and planning for improvement?

The setting has a detailed Quality of Care report and this demonstrates that the nursery is committed to self evaluation and planning for the future. The nursery completed SASS Part 1 and Part 2 (Self Assessment of Service) as required by CIW. There are systems in place for staff to evaluate their work and one to one management notes, team meeting minutes and annual appraisals were detailed. The setting has completed a self evaluation tool with an umbrella organisation for nurseries called: Quality for All and participates in a range of schemes such as Healthy Snack, all of which supports on going improvements and helps to raise and maintain standards. The PiC completes a monthly audit of any accidents or incidents that take place and this helps to identify any trends or problem areas within the setting. We saw that staff undertake regular reviews of activities and this includes points for further improvement. The nursery works closely with an advisor from the local education authority and is provided with regular feedback and points for improvement.

The PiC and staff team undertake regular, effective self evaluation and planning for improvement and this is evident in the high standards of the setting.

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

Management of staff and resources is effective. All staff have defined roles and responsibilities in the way of a job description. Targets for staff are set during one to one supervision/meetings and are reviewed regularly. There is a filing system which supports the smooth running of the service. All staff are qualified to level two or above, and there were sufficient staff working with the necessary paediatric first aid, food hygiene qualification and safeguarding training. Some of the staff are qualified to level three and five. There are contingency plans in place to minimise the impact of any staff absences as some staff work part time and will cover absences. Agency staff are not used. There are rotas on the walls which detail staff roles and responsibilities and we noted that staff were where they should be. Although the nursery is registered for 24 children, they restrict their numbers to 18, which ensures that there is more than enough space and resources for those who attend the setting. Adult to child ratios usually exceeds the national minimum standards.

The nursery is compliant with the necessary child care regulations and National Minimum Standards and in many cases exceeds these standards and therefore management is very effective.

4.4 How effective are partnerships?

Partnerships are effective. There are Parent Consultations held annually and parents are invited into the nursery to discuss their child's progress and look through their learning journal. The PiC also sends out a weekly update email, with photographs of what the children have been doing at the nursery. Furthermore, the PiC distributes a newsletter on a termly basis outlining the topic for the term, important dates and planned visitors to the setting. There is a notice board placed at the entrance to the playroom and this details staff profiles and keyworker information. Parents who completed CIW questionnaires confirmed they were happy with the setting, comments included: *"I have been very happy with the nursery and will miss it when my child goes to school."* and *"A very good child care setting, providing excellent care."* Children have a series of induction visits which are personalised to their needs. The PiC informed us that the nursery had not received any formal concerns or complaints from parents or other agencies. Questionnaires are distributed to parents at the end of each academic year and scrutinised to see if there are any shared themes or issues that can be addressed.

The service demonstrates effective partnership working which is essential to build trust with parents and other agencies, to ensure children are suitably supported.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following areas were discussed with the PiC as part of the inspection process:

- Include in the Child Lost Policy that a referral will be made to the local safeguarding board;
- include information on Prevent in the Safeguarding Policy and ensure all staff receive appropriate training;
- ensure emergency evacuation procedures are undertaken more regularly, at least termly;
- complete the Infection Control Audit Tool for early years settings;
- promote children's further independence at snack time by allowing them to pour their own drinks and
- ensure children's arrival and departure times are consistently completed.

6. How we undertook this inspection

One inspector undertook an unannounced inspection, which examined all four themes. An inspector undertook two visits to the nursery on Monday 11 and Tuesday 12 June 2018. A total of six hours was spent at the setting. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the PiC and staff;
- verbal feedback from two parents;
- completed CIW questionnaires by parents and staff members;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

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	Sheila Fear Ruth Hurley
Person in charge	Ruth Hurley
Registered maximum number of places	24
Age range of children	Aged from 2.5 to 5 years
Opening hours	Monday to Friday 8.30 to 4.00 44 weeks per year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 June 2015
Dates of this inspection visit	11 and 12 June 2018
Is this a Flying Start service?	No
Is early years' education for three and four year olds provided at the service?	Yes
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:	