



# Childcare Inspection Report on

**Little Acorns Day Care Nursery Ltd**

**Pyle Enterprise Centre Village Farm Industrial Estate  
Pyle  
Bridgend  
CF33 6BL**



**Date of Publication**

**13 December 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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Little Acorns Day Care Nursery was registered in May 2016. They provide full day care for 40 children. The responsible individual is Sarah Stephens, who is also a person in charge along with Rhiannon Grainger. The nursery is open Monday to Friday, 7.00am to 6.00pm for fifty-one weeks of the year and is on a trading estate in Pyle, near Bridgend. The service has provided education places for three to four year olds from January 2017.

## **Summary of our findings**

### **1. Overall assessment**

The nursery offers a safe, stimulating environment for children. The staff are caring and motivated and the children are settled and happy. Suitable policies and procedures are in place which are followed by the staff and safeguarding responsibilities are understood. There is a wide variety of appropriate resources and toys and the children have fun in their learning both indoors and outdoors. Leadership is developing and there are good partnerships with parents.

### **2. Improvements**

- Statement of Purpose updated August 2018;
- the school run policy and procedure had been updated as of August 2018 and
- a new perimeter fence had been installed to the enclosed outdoor play area in order to provide greater privacy for this section of the nursery.

### **3. Requirements and recommendations**

None

# **1. Well-being**

## **Summary**

Children feel safe and happy within their environment and with their carers. Children make good age appropriate choices and are developing their self-help skills very well. They enjoy the play opportunities and experiences available and are becoming independent

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have a strong voice and they are listened to when they attempt to communicate.

Children's verbal and non-verbal communication was listened to and some children with verbal communication difficulties effectively used sign language with both staff and their peers. All children's views were valued. For example all children had free choice of play activities and where they wanted to play. Children expressed their preferences when they did not wish to take part in sand play with a clear 'no'. A child was asked by a staff member when engrossed in a puzzle "do you want to join in greeting time or do you want to finish your puzzle first?" Children chose which colour paint they wanted to use during a painting activity with the orange paint being a popular choice and the cutters they wanted for play dough play. They helped themselves to a selection of matching, colour sorting games and favourite jigsaws. Children were able to freely move around the room and explore their surroundings.

Children have a very positive voice.

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

Children feel safe and happy and they have positive bonds with their carers and their peers.

Children arrived at the service happy and settled quickly into their routine. They had developed strong bonds of affection with the staff and we saw children having plenty of cuddles and reassurance. Children knew the routines well; they participated in tidy up time and knew where items were stored. For example one child was keen to ensure that all the play dough cutters went back into the correct container. Several children helped one another tidy the home corner area whilst another collected and placed construction toys back into the relevant container.

Children feel settled, happy and comfortable and have very secure attachments at the service.

### **1.3 How well do children interact?**

Children play well together, they co-operate and are beginning to be considerate to each other.

Children interacted very well with each other and they were beginning to take turns and share items. For example, they waited their turn whilst playing with the outdoor equipment such as the sit on, ride on toys and shared items during craft, and play dough activities. Children had begun to demonstrate their feelings and consideration for others. For example, one child assisted another child to place blocks in a shopping trolley during role-play and we heard them say, “we are shopping blocks in trolley”. The child who needed assistance seemed happy to receive the help from a friend and was encouraged by a staff member to sign thank you. Children’s behaviour was good; we heard them say ‘please’ and ‘thank you’. They confidently approached staff for comfort and support for example to roll up their sleeves, place aprons on for the various activities or to put on their coats on.

Children interact well and effectively together.

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

Children enjoy experiencing free play and exploring. They are eager to learn.

Children enjoyed their play and learning. They had plenty of choice and freely moved around their play areas and activities. They thoroughly enjoyed their outdoor play sessions and taking part in physical play especially the sit on and ride on toys. Children had access to numerous play resources inside, such as craft activities, table top activities, role-play, books and educational toys, sand, as well as arts and crafts. Children took part in circle time where we saw them animated and excited to join in storytelling and the music and movement sessions. They eagerly participated in a colour matching game. They were confidently able to name, sound or sign the colours and counted to five with guidance. Children had plenty of opportunities provided for both structured and free play. Babies were observed happily playing ‘peek- a- boo’ with chiffon scarves and the babies were seen to be laughing and giggling with enjoyment.

Children strongly enjoy their play and learning.

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

Children do things for themselves and they have opportunities to develop, learn and become increasingly independent.

Children participated in both planned and free play opportunities. Children independently moved around all the activities on offer to them both indoors and outdoors. This included placing on and off their own aprons for indoor painting as well as accessing additional resources outdoors. For example, their learning and development was further enhanced during circle time when the children talked about the characters in the story. The relevant key workers completed a daily communication sheet for the younger babies. They also provided verbal feedback when children were collected.

Children are developing well and becoming independent.

## **2. Care and Development**

### **Summary**

Staff have extremely warm and caring relationships with the children. Staff provide a good variety of stimulating play opportunities to the children to promote their all round development. They know the children very well and overall meet their individual needs effectively.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff know the children well and effectively promote children's health and safety.

Staff were aware of their duties and responsibilities in relation to safeguarding and staff gave satisfactory responses when discussing safeguarding scenarios. A child protection policy was in place and leaders had updated the policy to include the Radicalisation and Prevent Duty information. Staff identified on a daily basis any potential risks to children's health, safety and hygiene. Leaders promoted healthy eating at the service and we saw children thoroughly enjoy their snack of banana, kiwi, blueberries and apple accompanied with either water or milk to drink.

Staff ensure that there is a clear policy and procedure in place in relation to school runs and pick-ups. This includes parents and carers signing to agree to the use of the most suitable car seat for their child /children when they are being dropped off and collected to and from school in the vehicle provided by the day nursery.

Staff are effective at keeping children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff are good role models; they promote positive behaviour, and manage interactions very well.

Staff managed behavioural issues well and were consistent. Staff praised children for their efforts and good behaviour. For example, staff said, 'no throwing, no thank you' to a child who threw an item and said, 'thank you' when the child listened. Staff also ensured that the whole group had the same play opportunities. Staff acknowledged children's non-verbal actions. For example, they were very responsive when one child reached out for cuddles and when another shook their head and signed the relevant sign for finished when they had finished their snack.

Staff manage children's interactions effectively.

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

Staff know the children well and promote their play learning and development. Staff are effective at meeting individual needs.

Staff knew the children in their care well and were aware of the children's individual needs and preferences. Staff enthusiastically played with the children, sang songs, identified colours and counted numbers. Staff promoted children's language development by repeating words and numbers and assisted children with difficulty in this area to sign, in order to aid language development. Staff ensured that children were physically active by partaking in regular music and movement sessions. They also regularly asked children what they wanted to do next and offered numerous activities such as painting, water play or free play.

Developmental records and play plans were in place to support children's development in line with the seven areas of learning for the early years. The information collected included details about what the children were good at or needed help and what made them happy or sad. They produced evidence scrap books and leaders implemented a key worker system, and play plans had been developed.

Staff were effective at meeting the children's individual personal and toileting needs effectively. This was because staff provided adequate privacy and dignity when children were being toileted or nappy changed.

Staff are effective at promoting the children's learning and development.

### **3. Environment**

#### **Summary**

Leaders provide a suitable and safe environment for children. There is a stimulating supply of resources and equipment to meet the children's needs and leaders ensure that they check the environment and resources regularly.

#### **Our findings**

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

Leaders ensure that the environment is safe, clean and secure. Leaders identify any risks to children and as far as possible, eliminate or reduce them.

Leaders ensured that the environment was safe and secure at all times. A secure entry system was in place as well as a visitors' book which had been implemented at the service. Leaders completed risk assessments and reviewed them regularly. Heating appliances and portable appliance tests had been undertaken and were up to date. Leaders had received a food hygiene rating of five. Leaders practised and completed fire drills on a regular basis and records were in place.

Leaders ensure the safety of the environment is good.

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

Leaders provide suitable premises, which are child friendly and stimulating. The layout promotes children's independence and the ethos of the Foundation Phase of learning for early years.

Leaders ensured that the premises both indoors and outdoors were welcoming and friendly and that each area provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs. There were safety gates in place within the main base room areas, which separated the various areas and age ranges. For example, baby area and toddler/ pre-school section. Leaders ensured that the premises promoted independence and allowed children to undertake suitable risks. For example, leaders confirmed that children had access to the enclosed outdoor area, which leaders had improved with the introduction of a higher better quality perimeter fence, which provided the nursery with greater privacy when the children were engaged in outdoor play.

Leaders ensure the suitability of the premises effectively.

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

Leaders provide children with an extensive range of toys, equipment and furniture that are appropriate for their needs.



Leaders ensured that children had access to furniture, equipment and toys that are appropriate for their age, needs and developmental stage both indoors and outdoors including books, dolls, cars, jigsaws, water and sand play, table top play, craft, role play and dressing up, home corner, blocks, soft toys and educational toys. In addition, leaders provided a range of physical free play toys to promote and develop physical play and gross movement skills in the designated outdoor play area. Leaders had created an outdoor area, which provided good opportunities for play in line with the Foundation Phase. Leaders implemented daily risk assessments, which included the checking of toys and resources. They also ensured that there was evidence of cultural awareness, celebration of various festivals as well as some promotion of basic Welsh language.

Leaders successfully ensure that there is a wide range of good quality toys, resources and equipment available.

## **4. Leadership and Management**

### **Summary**

Leaders have a clear vision for the service. Leaders are committed to monitoring and improving the service. There are effective partnerships in place with parents and the local community. Leaders manage the service well.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders comply with the relevant regulations and national minimum standards. They maintain up to date policies, procedures and records.

Leaders had an informative statement of purpose, which was up to date and compliant with the regulations. There was a comprehensive range of policies and procedures, which they had regularly reviewed and updated. For example the safeguarding policy now included information on the prevent duty and prevention of radicalisation. Leaders maintained the required records in relation to children's personal information, such as contracts, accidents, emergency medical consent, incidents and attendance. The standard of record keeping sampled was extremely good and very well organised.

Leadership is effective.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders evaluate their service and plan for improvement. Leaders are keen to obtain feedback and to improve the service provided.

Leaders are in the process of developing comprehensive self-evaluation system. This included acting upon feedback from parents and carers as well as identifying areas for improvement. Leaders had already identified the need to further develop the outdoor area and to re-organise the internal space, which included using the existing sensory room and the purchase of additional toys and resources for the service.

Leaders are planning for improvement effectively.

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

Leaders are organised in the management of the service. They follow an effective recruitment process and promote the development of staff.

Leaders followed an effective recruitment process and ensured that staff had opportunities for training and further development such as attending an array of training courses and a training matrix was in place for each staff member. Leaders had ensured that all staff files were fully compliant with regulations. Staff stated that they had sufficient opportunities to

attend further training and felt well supported. Leaders reinvested into the service and purchased new toys, equipment and resources on a regular basis. For example, they purchased both indoor and outdoor resources to develop these areas, which included new fencing for the enclosed outdoor play area.

Leaders manage the service well.

#### **4.4 How effective are partnerships?**

Leaders have good relationships with the parents and external agencies. They share information with parents, and receive support from various agencies. Leaders promote children's experiences and learning via local community resources.

Leaders had effective partnerships with parents and carers. The service had a 'partners with parents' policy, and they invited parents to regular meetings as well as arranging open evenings. Leaders confirmed when necessary that they work in partnership with health visitors, speech and language and the local schools. Leaders updated parents verbally and via daily communication sheets. We viewed parental and carer feedback which stated "my child is very happy and settled", "staff are excellent", "love the developmental progress reports as I can check my child's progress" and "my child is happy and content here".

Leaders have effective partnerships.

**5. Improvements required and recommended following this inspection**

**5.1 Areas of non compliance from previous inspections**

None

**5.2 Recommendations for improvement**

None

## 6. How we undertook this inspection

This was a full inspection, which was brought forward following receipt of a concern about staffing and leadership and management. Two inspectors undertook one unannounced inspection visit to the service on the 5 September 2018 for a period of approximately 4 hours. We gave feedback to the provider over the phone on 10 September 2018. During the inspection we;

- Observed the care provided;
- looked at a sample of children's and staff registers, staffing rotas, risk assessments and specific policies and procedures, including the statement of purpose, operational plan, behaviour policy and the emergency evacuation policy;
- spoke to the registered person/person in charge and deputy person in charge and staff members and
- had further discussions with the registered person following the visit. Further information about what we do can be found on our website:  
[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Sarah Stephens
Person in charge	Rhiannon Grainger Sarah Stephens
Registered maximum number of places	40
Age range of children	From birth to under 12 years
Opening hours	From 7.00am to 6.00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 June 2017
Dates of this inspection visit(s)	5 September 2018
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. This is because the service is situated in a primarily English speaking area and there is no intention of becoming a bilingual service. Basic Welsh and signage is used. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	