



Childcare Inspection Report on

Nevill Hall Creche

**Lower Ground Floor
Bron Haul
Nevill Hall Hospital
Abergavenny
NP7 7EG**



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Description of the service

Nevill Hall Crèche is registered with Care and Inspectorate Wales (CIW) to provide day care for up to 53 children between the ages of three months and five years. The nursery occupies premises in the grounds of Nevill Hall hospital on the outskirts of Abergavenny. The service is open from 8.00 am until 5.30 pm, Monday to Friday, except Bank holidays and over the Christmas period. The provider is Nevill Hall Creche Association which is a 'not for profit' organisation. A nominated Responsible Individual (RI), Diane White, has overall responsibility for the service. She is also the Person in Charge (PiC) and manages the service on a daily basis. A deputy manager has been appointed to have responsibility for the service when the PiC is not in attendance. The main language of the setting is English with good use of incidental Welsh. The nursery is a registered provider of Early Years Education for Monmouthshire County Council and is subject to inspection by ESTYN.

Summary of our findings

1. Overall assessment

Nevill Hall Creche is a well run service. Children are happy, settled and form good relationships with staff. They are provided with good opportunities to develop independence and individual needs are met by a suitably qualified and experienced staff team. The environment is very clean, warm and welcoming. Indoor and outdoor play areas are secure and well maintained. Paperwork is of a good standard and meets the requirements of the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards. The RI / PiC, deputy manager and staff team were fully engaged with the inspection process and were open and transparent throughout.

2. Improvements

Recommendations from the previous inspection have been implemented:

- Doors have been fitted to the pre-school toilets;
- anti-roll lips have been fitted to the nappy changing area in the baby room;
- a key worker system has been implemented in the baby and toddler rooms;
- children's independence and self help skills are promoted at lunch times and
- written records of observations have been developed.

3. Requirements and recommendations

There were no areas of non compliance identified during this inspection. Good practice recommendations in relation to leadership and management and care and development are referred to in the report and summarised at the end.

1. Well-being

Summary

Children are happy and settled at the service. They have formed good bonds with staff and are beginning to develop friendships with their peers. Children have plenty of opportunities to follow their own interests through free choice play and their independence is promoted, particularly at lunch and snack times. Routines are well established and children's achievements are celebrated.

Our findings

1.1 To what extent do children have a voice?

Children are confident to communicate because they know they will be listened to. We saw that children happily approached staff to ask for help or just to chat. Babies and younger toddlers sought attention from familiar adults who recognised and responded to their non-verbal cues. There were plenty of resources that could be accessed independently by children. This allowed them to follow their own interests and make choices about activities they wanted to take part in. We saw that, during lunch time, children were able to choose what they wanted to eat and how much. Staff were aware of individual preferences and gently encouraged children to try new foods. We were told that children's ideas for topics are gathered informally during activities such as circle time but no formal record is kept of their contributions.

Children's communication is valued and they are able to lead their own play and learning. It would be beneficial to keep a record of children's ideas for planning and evaluating activities.

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

Children feel happy and valued as their achievements are recognised and celebrated. We saw that children were relaxed and happy at the service. Routines were firmly embedded and children knew what to expect. This helps to create a sense of security. The key worker system was seen to work effectively and provided consistency of care. Younger children had good bonds of affection with their key workers. They were given lots of attention and enjoyed plenty of cuddles. Children's achievements were recognised and we saw that they responded very well to praise from staff. Individual routines were followed. We spoke to staff in the baby room who told us that one child has lunch later, at parent's request, in order to fit in with daily sleep routines. We noted that children's work was displayed and individual books are kept to record pieces of work, observations and photographs of children's achievements.

Children develop a sense of security at the service as their individual routines are respected and achievements are celebrated.

1.3 How well do children interact?

Children interact well and are forming good relationships with staff and their peers. We observed children playing happily together or alongside each other, depending on their age and stage of development. We saw one group of pre-school children playing together on the climbing frame. There was lots of chatting about the game they had made up. One child explained, *"You're not allowed to put your feet in there because it's full of lava, silver lava, and it's hot"*. They later told us, *"They can put their feet down because they've got ice shoes on"*. The children were fully engaged and when another child joined them they welcomed them into the game, excitedly explaining what they were doing. In the toddler room we heard children joining in with songs and making suggestions about what to sing next. They thoroughly enjoyed interacting with the staff and joined in enthusiastically with the actions. We noted that during lunch time, babies sat around low tables in a group, supported by staff. It was a very sociable occasion with lots of lovely interactions.

Positive interactions are promoted and children are forming relationships.

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

Children enjoy their time at the service. During our visit we observed children appropriately engaged in a good range of activities. They demonstrated their enjoyment with lots of smiles and laughter. We saw that there were plenty of opportunities for children to play outside and be physically active. In the pre-school room the door was left open to allow children free flow access between the indoor and outdoor play areas. Resources were readily available and children were able to follow their interests. We saw that children's requests were acted upon. When one child wanted quiet time with a book, a member of staff sat with them and read a story. In the baby room we noted that staff sat on the floor with the babies and played with them. We heard very little crying and noted that when babies were unsettled they were very quickly comforted.

Children are suitably engaged and enjoy their time at the service.

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

Children develop well in line with their age and stage of development. Children's records we looked at show that they are closely monitored and their progress is recorded. There were very good opportunities for children to develop independence, particularly during lunch time. We noted that food was decanted into small serving dishes on each table. Older children were able to serve themselves and choose what they would like to eat. They poured their own drinks and used cutlery very well. Younger children in the toddler room use age appropriate cutlery, supported by staff when needed. Babies were seen to be developing early self help skills and older babies were beginning to feed themselves with support from staff. Routines such as hand washing and toileting were firmly embedded. Pre-school children were able to access the toilets independently and we heard gentle reminders from staff about hand

washing. Toddlers were supervised by staff when using the toilets but were encouraged to be independent.

Children are developing well and show good levels of independence.

2. Care and Development

Summary

Staff have good knowledge of child development and provide activities to meet individual needs. They are aware of key policies and these are consistently implemented. Staff understand the safeguarding process and are confident about how to report a concern. Safeguarding has a high priority within the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There are good systems in place to ensure that children are kept safe and healthy. We saw that there was a detailed training matrix for staff which ensured that all required training such as paediatric first aid, safeguarding and food hygiene is updated in a timely manner. There is a detailed safeguarding policy and staff we spoke to were confident about the process for reporting concerns. We noted that staff have undertaken training on 'Prevent', which is a government strategy to help recognise signs of extremism and radicalisation. Medication records were seen to be kept and included all necessary details. We saw that accident and incident records were of the usual nature for the age and developmental stages of the children and gave no cause for concern. Fire evacuation drills are carried out regularly and detailed records are kept. We saw that staff carry out visual checks of sleeping babies although written records are not currently kept and this would be beneficial.

Practices for keeping children safe and healthy are embedded and effectively implemented.

2.2 How well do practitioners manage interactions?

Interactions are well managed by staff. The service has a behaviour management policy which promotes positive behaviour management strategies. We saw that this was consistently implemented by staff. On the day of our visit, there was a happy and relaxed atmosphere. When reminders were needed, staff did this in a calm and sympathetic manner. Children responded well to requests from staff and followed instructions well. For example, when toddlers were asked to wash their hands and put aprons on for lunch, they did so without hesitation. We noted that staff were good role models, treating children and each other with respect. Expectations of behaviour were consistent and we heard lots of praise for positive behaviours such as good manners and sharing.

Staff have high expectations of behaviour and are consistent in their approach to managing interactions.

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

Children are cared for by nurturing staff who understand their individual needs. Staff spoke to us about individual children, explaining their needs and preferences. We noted that younger children have consistent care from a key worker who takes responsibility for personal needs, daily records, communication with parents and observations. Staff had a good knowledge of children in their groups and demonstrated that they knew them very well. We saw that children with additional learning needs were very well supported. Play plans were in place and additional support had been provided. Individual targets had been regularly reviewed and staff spoke very confidently about the children they cared for and their role in supporting them. Activities are thoughtfully planned and appeal to the varying interests of the children. In the pre-school area we saw planning for a good range of adult led activities and free choice provision following the principles of the Foundation Phase. We saw records of observations outlining children's progress and achievements. We noted that not all observations were meaningful and informed skills that had been achieved and next steps in learning. This was discussed with the deputy manager and pre-school room leader who agreed that further development was needed in this area. We heard good use of incidental Welsh throughout the service and opportunities for learning and language development were utilised. For example, we heard a member of staff saying *"Yes, it's a w for windy. Look outside, is it windy today?"*

Staff are knowledgeable about children they care for and meet individual needs very well. However, further development of observations and next steps in learning is needed.

3. Environment

Summary

Children are cared for in a clean, bright and stimulating environment. Indoor and outdoor play areas are secure. Hazards are identified and where possible eliminated. Playrooms are well organised and provide children with opportunities to develop independence and choice. Resources are plentiful and of good quality.

Our findings

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

Leaders ensure that the premises are safe and comply with the National Minimum Standards for Regulated Childcare. Staff are aware of their responsibilities in relation to the safety and welfare of children and adhere to the service policies. Entrance is gained through a locked door and visitors are required to sign in. We noted that identification was checked. There are detailed risk assessments in place and staff told us that they all take responsibility for daily checks of all play areas and when risks are identified they are, as far as possible, eliminated. Staff showed us daily cleaning schedules that ensure toys and play areas are cleaned regularly. We noted that all areas were very clean and free from hazards, demonstrating that the systems work effectively and are consistently implemented. 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. This ensured that all areas of the service were suitably supervised and children were able to take appropriate risks in a safe environment.

There are effective systems in place to ensure that the environment is a safe place for children to play and learn.

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

Leaders ensure that the environment is warm, welcoming and stimulating for children. We saw that the rooms were arranged in a way that allowed children to move freely between activities. Resources are stored at low level and labelled, allowing children to access them freely. Each playroom has plenty of natural light and direct access to an enclosed outdoor play area. Very good use is made of the outdoor play areas and we noted that pre-school children had free flow access, allowing them greater choice about where to play. The outside play spaces provide opportunities for children to explore and take risks as well as providing space for quiet activities such as reading. There are areas for children to make use of a good range of natural and reusable resources. These include mud kitchens, water play, various areas for planting and a bug house. We were told that children had picked the fruit and vegetables they had grown, such as cucumber, beans and strawberries and eaten them at tea times. There is a large room, used for meal times, which is also used as a space for physical activities if the weather is not suitable for outdoor play. We noted that all rooms were

in good decorative order and very clean. Children's work is displayed and this helps to create a sense of belonging to the service. In the base rooms we saw that furniture was of suitable size and design for the ages of the children. However, the mattresses used by toddlers at sleep times were very worn and ripped in places.

Overall, parents can be confident that the environment is a suitable place for the children attending the service.

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

Resources are plentiful and of good quality. All rooms have a very good range of resources such as dressing up, construction, small world, books and games. We noted that these were sufficient in quantity for children to have ample choice. There was a good range of multicultural resources such as books, puzzles and dressing up clothes and re-usable items were used in daily activities. Welsh words and phrases were prominently displayed, promoting the use of the language. Due to the daily cleaning schedules in place, resources were very clean and well maintained.

Leaders ensure that children have access to a good range of quality resources.

4. Leadership and Management

Summary

Leadership of the service is effective. There are robust recruitment procedures in place and staff undertake a thorough induction programme. There are clear roles and responsibilities for all staff and policies are consistently implemented. The leadership team has clear vision for the service and this is informed by robust self evaluation processes.

Our findings

4.1 How effective is leadership?

Leadership of the service is good. The RI / PiC and deputy manager have been in place for a considerable time and they are committed to providing a quality service. A comprehensive and up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. Leaders ensure that the service complies with the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards for Regulated Childcare. A good range of policies and procedures ensure that the service operates smoothly on a day to day basis. The staff team is well established, with many having been employed at the service for a number of years. Staff are well qualified and leaders ensure that required training and Disclosure and Barring Service (DBS) checks are updated in a timely manner. All safety and insurance certificates were up to date. The nursery is not able to provide an 'Active Offer', which is a Welsh Government strategy to strengthen Welsh language services, although we heard lots of incidental Welsh being used throughout the service.

The service runs smoothly on a daily basis due to well established systems of leadership and clear communication.

4.2 How effective is self evaluation and planning for improvement?

There are good systems in place for the self evaluation and improvement of the service. The Self Assessment of Service Statement (SASS), which is a requirement of CIW, has been submitted. A comprehensive quality of care report has been produced and draws upon the views of children, parents and staff. Leaders ensure that good practice is highlighted and areas for development have been included in an action plan for improvement. Actions for improvement highlight the benefits to children, parents and staff. For example, the quality of care report states that encouraging parents to become more involved in the 'Physical Literacy' programme would benefit the children by supporting them to feel more confident in participating in physical activity, thus improving their motor skills and general well-being. This demonstrates that improvements to the service are planned to have a lasting impact.

Effective self evaluation and planning for improvement ensures that the development of the service benefits all involved.

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

Management of staff and resources is effective. The recruitment process is robust and suitability checks are carried out prior to new staff commencing their role. We saw that staff files contained all of the required information and were well organised. There is a robust procedure for staff supervision and appraisal. Supervision meetings take place twice a year with an additional meeting for annual appraisal. We saw that during supervision meetings staff are presented with a test question to check that knowledge of certain topics is up to date. We were told by the RI / PiC that these questions prompt lots of discussions between staff and are an effective way of ensuring that knowledge is shared. We noted that there were no formal staff meeting minutes kept and we were told that staff meetings take place in each room informally on a monthly basis and room leaders meet with leaders informally when needed. It would be beneficial to hold regular meetings for all staff and keep minutes in order to ensure that information is shared consistently. Staff told us that they were very happy at the setting, felt well supported and they were comfortable to discuss concerns if necessary.

There are robust systems in place to ensure that staff are well managed and supported.

4.4 How effective are partnerships?

The service has established partnerships with parents and outside agencies. We saw that daily records are sent home to parents of all children, providing key information about food, toileting and activities. We heard that parents were greeted warmly by staff and made to feel very welcome. We were told that the service has good links with local authority advisory teachers who attend regularly to offer advice on the Foundation Phase. We saw that good use was made of specialist support agencies for advice on meeting the needs of children with additional needs and we saw that advice received was put into practice and included in individual development plans.

Effective partnerships ensure that children's needs are met and parents are kept well informed.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Replace worn mattresses in the toddler room;
- formalise staff meetings and keep minutes;
- evidence when policies have been reviewed and updated;
- keep a written record of when sleeping babies are checked;
- record children's ideas for planning and evaluation of activities and
- continue to develop observations and planning for next steps in learning.

6. How we undertook this inspection

One inspector undertook an unannounced inspection visit as part of our normal schedule of inspections. Approximately eight hours was spent at the nursery. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RI /PiC and staff;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW such as the previous inspection report;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

Feedback was provided to the deputy manager at the end of the inspection.

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	Diane White
Person in charge	Diane White
Registered maximum number of places	53
Age range of children	3 months to 5 years
Opening hours	Monday – Friday 8.00am – 5.30pm Throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 December 2015
Dates of this inspection visit	16 August 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	