



# Childcare Inspection Report on

**Chou Chou's Day Nursery**

**Bridge Street  
Newbridge  
Newport  
NP11 5FE**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Chou Chou's day Nursery operates from a newly renovated, detached building in Newbridge. It has been registered since May 2017 to care for a maximum of 75 children up to the age of 12 years. The service operates Monday to Friday, 7.30am to 6.00pm and provides full day care, wraparound, breakfast club and after school club. The Registered Person (RP) is Joanne Rees. She has employed an experienced Person in Charge (PiC) to run the service on a daily basis. The main language of the service is English with good use of incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Chou Chou's Day Nursery is a well run service where children are cared for by a suitably qualified and experienced staff team. Children are happy, confident and make good progress in line with their age and stage of development. The building has been renovated to a good standard, giving children opportunities for play and learning inside and outdoors. There have been some changes to the day to day management of the service but a new Person in Charge (PiC) has now been employed. Paperwork is of a good standard and meets the requirements of The Child Minding and Day Care Regulations (Wales) 2010 and National Minimum Standards for Regulated Childcare for Children (2016) (NMS). The RI, PiC and staff team were fully engaged with the inspection process and were open and transparent throughout.

### **2. Improvements**

This was the first inspection since registration in May 2017.

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

There were no areas of non-compliance identified during this inspection. Good practice recommendations are summarised at the end.

# **1. Well-being**

## **Summary**

Children are happy and confident. They have formed good relationships with staff and peers. There are good systems in place to ensure that children have a strong voice.

## **Our findings**

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

Children at the service have a voice and are listened to. We saw that children were confident to approach staff and made their feelings known. In the baby room, we saw that staff knew the children well and recognised all attempts at communication, understanding their non-verbal attempts to express needs. In the pre-school room we saw a reflective practice book where children contributed to ideas for activities. These ideas were seen to be reflected in planning, demonstrating that children's ideas are respected and listened to.

Children at the service have a strong voice and their opinions are respected.

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

Children at the service feel safe and valued. We saw that children knew the routines which gave them a sense of security. Their work was displayed around the rooms and displays included children's own interpretation of themes, demonstrating that their efforts and contributions are valued. Throughout the day we heard lots of chatting and laughter. Babies demonstrated their happiness with clapping and giggling. Older children attending the after school club were asked about their day and spoke enthusiastically to staff. When one child was unsettled we saw that they were given plenty of attention and parents were contacted with the option to collect the child early. We were told by the PiC that they didn't want the child to continue being upset and associate the nursery with negative feelings.

Parents can be confident that children are happy at the service and good practice ensures they feel safe and valued.

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

Children interact well with staff and peers. We saw that children played happily together or alongside each other depending on their age and stage of development. We saw that babies have formed good bonds of affection with the staff looking after them and sought out adults they knew. We saw that they were given lots of cuddles and individual attention which they responded well to. Older children were seen chatting happily and helping each other as they took part in activities such as playing in the sand outside and messy play with shaving foam. We saw that children understood the expectations of behaviour and responded politely to requests from staff.

Children interact positively and are developing an understanding of the needs of others.

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

Children enjoy a good range of play and learning experiences. There were plenty of opportunities throughout the day for children to lead their own play and follow their interests. These were interspersed with adult led activities and time for quiet relaxation. We saw that older children helped to evaluate activities they had taken part in and like to do. Resources were plentiful, allowing children good choice. We saw children of all ages taking part in messy play and making use of the outside play area. Children were enthusiastic about the activities and engaged for an appropriate length of time. We were told that children attending the after school club enjoy taking part in yoga and often ask to do it when they arrive.

Children are enthusiastic and clearly enjoy their play and learning.

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

Children are provided with a good range of opportunities that help them develop and become independent. We saw that resources were stored at low level, allowing children to access them independently and there were opportunities for children to make choices about what they wanted to do. Emphasis is placed upon developing children's self help skills. During lunch time we saw that children used age appropriate cutlery independently, supported by staff to use it correctly. Older children served their own snack. Children used the toilet independently, if able to, and were reminded of the importance of hand washing, whilst younger children were supported sympathetically by staff. We saw that babies were provided with opportunities to develop physically. There was plenty of room for them to move around independently in a safe environment and age appropriate resources were placed around the room to encourage their curiosity. The outside play area was well used and gave children opportunities to be physically active.

Overall, children are provided with good opportunities to develop and become independent learners.

## **2. Care and Development**

### **Summary**

Staff demonstrated that they value relationships with the children. We found that staff are aware of key policies and procedures and these are followed consistently. Safeguarding has a high priority within the service.

### **Our findings**

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

Staff are conscientious and have a good understanding of how to keep children safe and healthy. They were able to discuss key policies and how they are implemented. Conversations demonstrated that staff had a secure knowledge of safeguarding procedures and knew the process for reporting concerns. Meals and snacks were healthy and of a high standard. The service has the 'Healthy Snack Award'. We saw that children enjoyed the food provided and children's needs and preferences were taken into account. When one child didn't like the meal provided we noted that they were offered an alternative. Staff have up to date training in food hygiene and they have completed an audit of their infection control procedures. Routines such as hand washing after toileting and before meals were seen to be embedded and children take part in the Designed to Smile initiative which teaches the importance of teeth cleaning and dental hygiene. Fresh drinking water was available throughout the day and children were able to help themselves. Sleeping babies were closely monitored and we saw that when toddlers were sleeping a member of staff stayed in the room to supervise them. We saw detailed records of emergency evacuation drills which had been carried out at regular intervals. When medication had been administered, we saw that this had been done appropriately and there were detailed records which had been signed by staff and parents.

Parents can be confident that staff are committed to keeping children safe and healthy.

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

Staff effectively manage interactions. We saw that there were high expectations of behaviour and children understood the rules. Older children had helped to write the rules for the pre-school and after school club room. The behaviour policy was seen to be consistently implemented with positive reinforcement of good behaviour. We heard lots of praise from staff for sharing and good manners. On the day of our visit behaviour was generally good but when reminders were needed these were done in a calm and sympathetic manner. Staff were good role models, treating each other and children with respect.

Staff are consistent in their approach and interactions are effectively managed.

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

Staff are caring and responsive to individual needs. Conversations with staff demonstrated that they knew the children well and understood their needs, likes and dislikes. Planning reflected the principles of the Foundation Phase and rooms were organised with areas such as role play, maths and literacy freely accessible to children. Staff have a good understanding of child development. We saw that there was planning for next steps in development for individual children and activities were planned to allow opportunities for these to be addressed. In the baby room we saw that a messy play / painting activity had been planned with additional sensory materials. Bubble wrap had been placed on the floor with a range of moveable toys to drag through the paint. We were told by staff that they were encouraging children to walk or crawl on it dependant on their stages of development. The babies thoroughly enjoyed the activity and we saw lots of lovely interactions. We saw that there were regular observations of children completed and activities had been evaluated. There were plenty of opportunities throughout the day for children to follow their own interests. We saw that during these times staff played alongside the children, taking opportunities for language development, although there were some missed opportunities to develop thinking and problem solving skills. This was discussed with the PiC and RP during feedback and they agreed that this was an area that was in need of development.

Individual needs are met and staff plan effectively in order to promote children's play, learning and development.

### **3. Environment**

#### **Summary**

Children are cared for in a safe and secure environment that has been renovated to a very high standard. Facilities are clean and well maintained. Resources are plentiful and well organised.

#### **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 upon arrival. Gas and electrical safety certificates were seen to be up to date. Safety gates were placed appropriately throughout the building and were in good working order. Detailed risk assessments had been carried out and daily checks of the rooms and outdoor play area ensured that hazards were identified and where possible eliminated. We saw that rooms were appropriately arranged in order that children were able to move around them freely and appropriate supervision of children allowed them to take suitable risks in a safe environment.

Leaders have good procedures in place to ensure that the environment is safe.

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

Children are cared for in a warm and welcoming environment. The building has been renovated to a high standard, providing good facilities for children. Décor is clean and bright with lovely displays of children's work, providing a stimulating place for children to play and learn. There is ample space for the number of children cared for and additional rooms provide quiet areas where children can sleep and relax. Resources are stored at low level allowing children to access them independently.

Leaders ensure that the environment is suitable and promotes independence.

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

Resources are plentiful and of good quality. Equipment and toys were well maintained and clean. Resources were easily accessible and allowed children to follow their interest and choices of activities. The outside play area was well resourced with two large sand pits, bikes, trikes and a small slide and climbing frame. There were also areas for planting and water play along with a mud kitchen and reading circle.

Furniture was of good quality and appropriately sized for the age range of the children. There was a good range of mostly manufactured toys available but there were fewer opportunities for children to use natural and recyclable materials. This was discussed with the PiC and RI and they agreed to develop this area. We also discussed the need to develop the range of multi cultural resources and this was also agreed.

Overall, leaders ensure that resources are suitable and of good quality.

## **4. Leadership and Management**

### **Summary**

Leaders ensure that the service meets all of the requirements of the National Minimum Standards for Regulated Childcare and often exceeds them. Policies are detailed and there is an effective system for self evaluation. Leaders are committed to the on-going improvement of the service.

### **Our findings**

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

Leadership of the service is effective. Leaders have a clear vision which is shared with staff. There is a detailed statement of purpose that provides parents with an accurate picture of what the service provides. Policies and procedures are detailed and these are conversations with staff demonstrated that these are shared and understood. This ensures that the service runs smoothly on a day to day basis. We saw that paperwork was well organised and readily available to us. Staff are suitably qualified and leaders ensure that training such as safeguarding and paediatric first aid is relevant and up to date. Disclosure and Barring Service (DBS) checks were seen to be current. The staff team works effectively and staff reported that they felt well supported and knew who to go to if they had concerns. The nursery is not able to provide an “Active Offer” of the Welsh language, although we heard incidental Welsh being used throughout the service.

Leadership is effective and there is a consistent approach to management.

#### **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. A comprehensive quality of care report has been produced and draws upon the views of children, parents and practitioners. Leaders ensure that good practice is highlighted and areas for development have been included in an action plan for improvement. During the inspection we noted that staff and leaders were fully engaged with the process, open to suggestions of how to improve the service and willing to try different ways of working.

The leadership team undertake effective self evaluation and planning for improvement.

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

Leaders ensure that they follow a robust recruitment procedure and we saw that files for new members of staff had all of the required information and CIW have been informed of all new starters. We saw that new members of staff have an induction program and policies are shared and signed. Staff have defined roles and responsibilities which are outlined in job descriptions. Registers and observations showed that staff / child ratios meet the national minimum standards. There is an annual programme of staff appraisal, although we recommended that one to one

supervision should take place on a more regular basis to allow staff to review their own practice and discuss any issues or training needs. Staff meetings are held weekly in individual rooms and full staff meetings are held every six weeks. There is an ongoing programme of staff training which ensures that all required training is kept up to date.

Effective management of staff ensures that the service is compliant with all necessary child care regulations and National Minimum Standards.

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

Partnerships with parents are effective. There is effective communication between staff and parents and parents are kept informed of up-coming events. Pertinent information is gathered prior to children starting and the service offers a settling in period. We were told that there are regular visits from the childcare development officer who offers support and advice. The RP and PiC told us that they are trying to establish partnerships with local emergency services and have plans to take children on visits to the local shop.

Leaders have established some effective partnerships and are committed to developing this area.

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

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

None

### **5.2 Recommendations for improvement**

- Hold regular supervision meetings with staff;
- develop resources to include multicultural, natural and recycled materials;
- develop use of questioning to increase opportunities for children to develop thinking and problem solving skills and

## 6. How we undertook this inspection

We undertook an unannounced inspection visit as part of our normal schedule of inspections. A total of 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 PiC and practitioners;
- consideration of questionnaires received;
- 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](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Joanne Rees
Person in charge	Nicola Strachan
Registered maximum number of places	75
Age range of children	6 weeks to 12 years
Opening hours	Monday to Friday 7.30am – 6.00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Post registration
Dates of this inspection visit(s)	26/04/2018
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. 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	