



# Childcare Inspection Report on

**Crossway Nursery**

**9 Sandy Lane  
Caldicot  
NP26 4NA**



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## **Description of the service**

Crossway Nursery is situated in the town centre of area of Caldicot. The nursery re-registered in July 2017 due to a change in their business status. The nursery is registered to care for 10 children between the ages of two and four years old. The owner of the nursery/Responsible Individual (RI) is Lisa Beard. The service employs a Person in Charge (PIC) to manage the day to day running of the service.

Operational hours are Monday to Friday 8am to 5.30pm throughout the year with the exception of Bank Holidays and Christmas periods. This is an English speaking setting where incidental Welsh is used.

## **Summary of our findings**

### **1. Overall assessment**

Crossway Nursery provides suitable quality care. Children are happy, settled and enjoy attending. Staff are nurturing and committed to creating a positive ethos where children can develop a range of skills whilst feeling valued and supported. The indoor environment is warm, welcoming and a range of activities are provided which motivate the children. Outdoor facility would benefit from an all weather sheltered area. Management drive improvement, support the staff suitably and have positive relationships with parents. Currently the permanent PIC is on maternity leave and has been replaced by a newly appointed manager and deputy. A more organised approach to documentation is needed and further training will benefit the newly appointed managers to continue to develop and strengthen the service.

### **2. Improvements**

This is the first inspection since registration in July 2017.

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

There were no areas of non compliance identified at this inspection.

Recommendations made relate to furthering staff training, children's files as well as administrative issues and these have been highlighted within the report and noted at the end of this report.

# **1. Well-being**

## **Summary**

Children are happy, settled and have positive attitudes towards their learning. They develop a range of skills, are encouraged to be independent and they interact well with staff and each other. Some consideration should be given to planning adult led activities

## **Our findings**

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

Children make choices, decisions and express their views. We saw decision making was actively encouraged at the nursery. Resources were set out for the children and when they wanted different toys they were allowed to access these independently. Children decided what they wanted to eat for snack, whether or not they wanted second helpings and they chose milk or water to drink. Attempts at communication were valued. For example, we noted that some children who were shy used non verbal communication such as pointing, this was acknowledged with smiles and when the children spoke they were praised. Children were encouraged to talk about their play and they happily joined in with conversations about things they had made or activities they had done at home. We heard a lot of chatter between staff and children throughout the day.

Children contribute appropriately and express themselves with confidence because they know they are listened to and their choices respected.

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

Children are happy, settled and comfortable. We saw children separated from parents and settled to activities with ease. They played happily alongside staff and told us they liked coming to the nursery. We saw lots of smiles and throughout the day we heard many children giggling. The children were confident to speak to visitors asking us what we were doing there and why we were wearing photo identification of our selves. We observed children doing a one to one craft activity with a member of staff. They were constructing a face by cutting and pasting features such as eyes, nose and mouth. They enjoyed talking about the activity and we noted an older child pointed out that the first feature on a person's face was not eyes but eyebrows. The member of staff praised the child's knowledge and observational skills, before moving on. We noted that younger children received lots of cuddles which we saw made them feel happy and settled.

Strong bonds of affection are established enabling children to feel happy and relaxed.

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

Children are developing co-operation skills with adults and each other. Children were listened to and followed instructions very well. For example, we observed circle time where children were selected to choose a song for the group to sing. We noted that the children listened for their name so that they could suggest a song to sing. We saw

older children sharing resources including the toy garage and building blocks with each other. We noted that older children actively encourage the younger ones to join in with their play and they were generally happy to share the toys they were playing with. We observed snack and lunchtime and saw children were kind to each other and they were very good at saying 'please' and 'thank you'.

Children interact well and are supported to co-operate.

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

Children are developing co-operation skills with adults and each other. In the main they were listened to and followed adult instructions well. However, we observed an adult led activity which was not fully successful. For example, we observed story time and we noted that although most children remained seated some children continued to play with small toys. This distracted other children within the group and prompted them to go and find toys to play with themselves. This interrupted the story; we noted that most of the group were not fully engaged in listening to the member of staff read to them. We recommend that staff look closely at how they could better engage with the children during some group activities. We observed snack and lunchtime and saw children were kind to each other and they were very good at saying 'please' and 'thank you'.

Children have positive attitudes and thoroughly enjoy a range of activities.

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

Children are given opportunities to enable them to be independent. We saw many examples of children being encouraged to be independent. For example, children helped to tidy away equipment, found a space at the tables, washed their hands before snack and lunch times. One child was chosen to help and put the cups and plates on the tables ready for lunchtime. We saw independence increased children's self-esteem and allowed them to feel they were contributing.

Children participate in a range of activities enabling them to develop essential life skills and become independent.

## **2. Care and Development**

### **Summary**

Staff have the children's welfare at the centre of what they do. Relationships are warm and respectful, creating a calm and inviting environment in which children can develop. However, consideration should be given to prioritising staff training. Staff use effective strategies to encourage positive behaviour and provide engaging activities to facilitate learning and meet children's individual needs.

### **Our findings**

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

There are adequate systems in place to ensure that staff have the tools to record any issues which affect the health and safety of children. Although staff have completed safeguarding training, in discussions with us they were not always confident about child protection procedures. There is a designated safeguarding officer but we noted that staff's knowledge was unclear about processes. Staff we spoke to told us that they would record their initial concern but they were unclear about how a referral should be made and how the process works. Staff were also unsure about where to look to find the contact details of the local safeguarding board. We discussed this matter with RI and made it clear that it is the responsibility of all staff to know how to make referrals. Staff should not be reliant on management only. The RI agreed to give this matter a high priority and revisit their policy and training for child protection. The RI told us on day two of the inspection that in light of our discussion she has prioritised a level 2 training for the temporary PiC. This showed commitment from the provider. Staff have undertaken the 'Prevent Duty' training which entails keeping children safe from the dangers of extremism and radicalisation. The service has developed sound infection control procedures. Staff follow the nursery's policies and procedures around health and safety, food hygiene, infection control and risk assessments to ensure that children are kept safe and healthy. Staff also undertake daily visual checks in the playrooms, toilets and outdoor area. Ratios were maintained throughout the session ensuring that children were kept safe and were well supervised. We had sight of the current public liability insurance certificate for the nursery. The RI told us about an ongoing programme to update priority training such as first aid, safeguarding and food and hygiene. The setting's food standards rating received a grade 5 in 2018.

Appropriate measures should be taken to ensure the safety of children and develop staff understanding of child protection procedures.

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

Staff treat children with respect and promote positive behaviour. We saw staff consistently speaking to children in a caring, considerate manner. Children were given praise for their efforts including two children who were given praise for working well with each other at the construction activity. We saw a range of behaviour strategies being used. For example, at lunchtime staff let children who had finished eating, proceed with washing their hands and choose a book to look at. This kept the children entertained whilst they waited for others to finish. Distraction was used to good effect

in the toddler room when two children wanted the same apron and staff consistently gave clear instructions when asking children to do things. Children were encouraged to move from indoor to outdoor area in an organised and calm manner. Staff consistently gave praise for positive behaviour. We saw this increased children's self esteem and encouraged them to continue to behave well.

Staff use effective strategies to manage interactions resulting in good behaviour.

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

Staff implement the principles of the Foundation Phase and plan a good variety of play and learning activities. We read activity plans which showed staff understood the importance of play for the age range of children. For example, interesting learning experiences were planned for across all areas of learning with learning intentions identified. We saw adult focused activities as well as plenty of opportunities for child initiated play.

Staff provided a language rich environment with opportunities to use and experience the Welsh Language. We heard Welsh being used throughout both days of inspection with all the children. For example, the children counted in Welsh, staff modelled basic Welsh. It was clear staff promoted the Welsh language and this helped the children to take pride in the language for themselves.

We saw staff recorded appropriate observations on children's progress and development. We viewed children's records which confirmed observations were relevant and recorded regularly. However we noted that observations did not consistently record children's next steps in learning. We discussed this with the PiC who agreed to review their process and strengthen record keeping.

Children's individual needs are beginning to be met with additional focus needed on the assessment and recording of children's progress to ensure that the development of children is recorded and regularly shared with their parents.

### **3. Environment**

#### **Summary**

Children are cared for in a safe, secure and welcoming environment. Resources and equipment are clean and of good quality. The environment is spacious, indoor play areas offer rich opportunities for learning but the outdoor area needs further improvement alongside improving some record keeping.

#### **Our findings**

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

The setting provides a safe environment for children. We saw the premises were generally secure. But we saw that security was compromised on the first day of our inspection as visitor was able to gain access as far as the porch unchallenged. This was markedly improved by our second visit as the porch door was locked and monitored by staff. We saw there were sufficient staff to cover busy times such as at lunch times as an additional member of staff was made available. We saw potential hazards had been reduced or eliminated and the environment was safe for children. Risk assessments were completed, reviewed and updated annually. The PiC told us children and staff knew what to do in an emergency. We viewed records evidencing children practiced fire drills regularly. However, on viewing the fire drill log we noted that information lacked detail. For example, there were no details about who was involved in the evacuation. The numbers of children and adults on site at the time was omitted and comments about whether the drill was successful or not was not completed correctly. Instead of recoding how the evacuation faired on the day, staff had noted whether it was a false alarm or a real evacuation but nothing else. This failed to identify patterns within the evacuation that could be better improved. We discussed this with the PiC and RI who both agreed to review this matter as a priority.

Leaders are familiar with the service's health and safety policies and procedures and ensure the environment is appropriately safe for children but improvements to record keeping should be prioritised.

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

The service provides a welcoming, friendly environment which promotes play and learning. We saw the indoor environment was spacious, well maintained and staff had ensured the space was used effectively. We saw a clear commitment to creating a stimulating environment through both displays and through the variety of activities on offer. Displays were child centred and contained children's art work. We saw this created a sense of belonging, enriched children's play experiences and enabled children to feel their work was valued.

The outdoor area is small but had sufficient resources and activities such as a mud kitchen and mark making activities. We saw children used this area most days and had planned sessions where they were able to access resources to support their physical development. We discussed the importance of having an outdoor area in which the children could use in all seasons and weather conditions. Currently the



outdoor play area does not have any sheltered provision. During our discussions staff told us that in the hot weather it was not always suitable to allow children to stay outside for longer periods of time. We discussed this with the RI who agreed to review this as part of ongoing improvement for the future. We also discussed with better monitoring of the entry system, the outdoor space could also be used more effectively by considering free flow access enabling children to move from the indoors to the outdoors independently.

Leaders ensure children are cared for in an indoor environment which offers rich play opportunities but the outdoor area needs further development.

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

The service provides children with furniture, equipment, toys and materials which benefit them. We saw children had access to a variety of suitable games and resources. Children had access to items such as soft toys, musical toys, a play tent role play area, books and construction. The children had access to recycle material for modelling, mark making, and painting. We saw the resources stimulated and encouraged children to follow their interests. Furniture was appropriately sized. Staff told us toys and play items were cleaned regularly which was confirmed when we viewed cleaning rotas and by the cleanliness of the toys we inspected. Overall the whole nursery is bright, clean and very inviting to the children and families. It was evident that all staff take pride in the nursery and keep all areas clean and attractive. Although the service is leased by the local council, the provider has worked hard at adapting and improving the overall internal and external site. The RI told us that she continually reviews the provision and makes improvements on an ongoing basis.

Staff and management ensure resources are appropriate and promote children's play and learning experiences.

## **4. Leadership and Management**

### **Summary**

Management is committed and motivated. Adequate systems are in place for running the nursery and the RI promotes a positive culture of self evaluation which results in improvement. The staff support effectively support parents to ensure children receive appropriate care.

### **Our findings**

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

The manager has suitable qualifications and she is committed to making improvements. We found the RI was motivated and competent in the running of the nursery. Communication with staff was appropriate and the RI regularly shared the service's values and norms through staff meetings and through daily informal conversations. Staff told us they enjoyed working at the service and they felt supported. We saw that this created a positive ethos where staff and managers worked well together and felt valued.

We found parents were provided with information prior to their children starting at the service including access to all policies and procedures. This provided parents with an accurate picture of what the service offered and enabled them to make an informed choice before using the service. Some information was missing from the statement of purpose and operational plans. For example, we noted that both documents had not been updated to inform parents of who would be the PiC whilst the permanent PiC was on maternity leave. This could be confusing to parents about who is in charge of the day to day running of the nursery. We also noted that surnames of staff had not been changed to reflect their married names.

We saw policies and procedures reflected the service provided and the RI updated them and reviewed them annually. Some policies such as lost child policy and uncollected child policy had limited details of how to raise a referral in an event that a child was lost or uncollected. We discussed this with the PiC and RI who both agreed to make the improvements.

The service is sufficiently run and the Responsible Individual encourages staff to do their best.

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

Management encourage staff to reflect on the provision in order to make continual improvements. Management are aware of their responsibility to complete their Annual Quality of Care report after the first year of registering with CIW. The service had sent out questionnaires to gain the views of parents and children. We saw some of the comments which had been received. These were very positive, parents and children were happy with the provision and with the staff that work at the nursery.

Strengths and areas for development for the setting were identified and shared with staff. For example, staff were encouraged to keep displays up to date and interesting

which we saw created a stimulating environment. We found that the RI was proactive in wanting to bring about further improvements and she acknowledged our recommendations.

Management are reflective and appropriate systems are in place to improve the service.

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

The RI had ensured that all staff had completed DBS certificate checks and that they were all up to date. We viewed a sample of staff files and found information held on record was appropriate and up to date. We viewed induction and appraisal documentation and found effective systems were in place. Staff supervision records were beginning to be established and from our discussions the RI demonstrated that she had a good understanding of the appraisal and supervision records in the absence of the permanent PiC. This demonstrated staff were suitably managed and successfully supported to deliver good care to children.

We viewed a range of records including accident records, children's development records and children's contracts and we saw these documents were well maintained and included required information. However, on the first day of the inspection we noted that staff had not completed registers in a timely manner. We also noted that a formal record was not made of the visitors. Instead visitors were asked to note their names under the daily register without identifying their purpose of visit. We discussed this with the PiC and the RI who told us that it was an oversight and they assured us that both matters would be improved and carefully monitored on a daily basis. By day two we noted that the registers were taken as soon as the children had arrived

Management ensures staff are suitably supported to care for children. However, the way in which documentation is managed needs to be improved and monitored on an ongoing basis.

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

Staff keep parents well informed about the service. Staff were approachable and communicated openly with parents at the beginning and end of the session. We saw discussions were relaxed with trust established. All parents were complimentary about the nursery. Parents feel happy with what is offered and they said *'my child is happy and settled'* and *'I think its unique because of the size, the nursery can provide better one to one for my child'*.

There was a detailed parent handbook which allowed parents to make an informed decision about the care their child received. Parents also received regular newsletters and they were invited to visit the nursery to discuss their child's progress.

Working in partnership is promoted at the nursery and management and staff understand the importance of working together to improve the care they provide.

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

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

None

### **5.2 Recommendations for improvement**

In order to develop the service and improve outcomes for children we discussed the following matters with the RI and PiC:

- Measures need to be put in place to ensure all staff fully understands the safeguarding policy and procedures. This would ensure all staff are fully confident should they need to make a referral regarding child protection. In addition improve lost child policy and uncollected child policy to include contact details for the local safeguarding board and CIW both parties who need to be notified of these events;
- improve daily registers to clearly identify how many children, staff and visitors are on site at any given time. Including recording the reason for visitors to be on site;
- improve fire drill logs to accurately record the evacuation details of the numbers of children and adults who were involved and comments regarding how successful it had been or not ;
- ensure that staff plan activities that can encourage and maintain children's engagement individual and group needs and interest with particular regard to keep children interested at such times as at story/circle time;
- update the SOP and operational file to correctly reflect the service's current information and include, for example, details of who the PiC currently is and ensuring that details such as their full names are correctly updated and
- improve outdoor facilities to include shelter for protecting children in all weather conditions.

## **6. How we undertook this inspection**

We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including notifications and changes since the service was registered in July 2017;
- the inspection was carried out by one inspector and took place over two visits;
- we observed activities and interactions between the staff and children;
- we sampled documentation and records, which included the SOP, policies and procedures, risk assessments, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance, fire drill logs and records of medication administered;
- we viewed all parts of the premises, looked at maintenance records, risk assessments and other documentation relating to safety measures and took account of the security measures in place.

Our findings were fed back to the management at the end of the inspection and all recommendations discussed in full.

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	Lisa Beard
Person in charge	Zoe Ross Madeline Daniel
Registered maximum number of places	10
Age range of children	2 years to 4 years old
Opening hours	Monday to Friday 8am to 5.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Registration visit 24 July 2017
Dates of this inspection visit(s)	5 and 6 September 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	