



Childcare Inspection Report on

Jolly Tots Day Nursery

**Unit 17
Ely Valley Business Park
Station Terrace
Pontyclun
CF72 9DZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/05/2019

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Description of the service

Jolly Tots Day Nursery registered in May 2018 to care for up to 45 children. The organisation to provide the care is JTDN Ltd. The responsible individual is Jessica Knight and the person in charge on a day-to-day basis is Natalie Hughes. The service is based in Pontyclun and caters for children from 6 weeks to 5 years old. Opening hours are between 7am and 7pm, Monday to Friday. Care is provided through the English language and the service does not provide the 'Active Offer' in relation to the Welsh language, although incidental Welsh is used.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

Summary

1. Overall assessment

Children who attend Jolly Tots Day Nursery Ltd are happy, develop strong bonds with others and are stimulated by their play and learning. Their well-being is therefore very good. Staff are warm, competent and capably meet children's needs. The environment is good as children are cared for in a safe, clean and well-resourced nursery. On the whole the service is well-run and leaders have developed good systems and procedures to ensure that it runs smoothly and the standard of provision is high. However, some improvements are needed in this area.

2. Improvements

Following the inspection visit, the responsible individual confirmed that all suitability checks had been completed for new members of staff and their staff files contained all of the information required by the regulations. A new recruitment policy had been drafted, and was being followed, to reflect changes they had made to their recruitment and selection process to ensure that this is more robust. Leaders also confirmed that they had updated the statement of purpose, safeguarding and child protection policy, behaviour policy and e-safety policy so that they accurately reflected the persons in charge.

Since registration, leaders have made a number of improvements to the way the service is run by creating and adapting different records and checklists and also the purchase of additional toys and resources.

3. Requirements and recommendations

We have advised the responsible individual that improvements are needed in relation to the suitability of staffing (regulation 28) in order to fully meet the legal requirements. A notice has not been issued on this occasion as there was no immediate or significant impact for children using the service. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

We made some recommendations in relation to resources and the staff register. These are detailed at the back of the report.

1. Well-being

Good

Summary

Children have a strong voice at this service. They very much enjoy their play and learning and benefit from participating in a range of interesting and fun activities that enable them to develop. This means that they are happy, engaged and make good progress. They interact positively with others and build firm relationships.

Our findings

Children have good opportunities to make choices and decisions about what affects them. This includes choosing what they play with and how they spend their time, following their own routines and making decisions about what they would like to eat and drink. Children's wishes were respected and their requests met. For example, a child asked for a drink whilst playing in the garden and staff fetched a jug and cups in response. Others chose whether to play inside or outdoors; two preferred to play indoors whilst the other children went to the garden to play.

Children are active and express enjoyment. They have a sense of belonging and are familiar with the routines, although they can follow their own routines to suit their needs. Almost all children were settled and happy; they explored the areas showing that they felt comfortable in their surroundings.

Interactions between children, staff and other children are consistently good as the children co-operate well and are actively engaged and interested. Children sustained interest in activities for appropriate lengths of time for their age which showed that they were stimulated and interested in their play. For example, a group created spring flowers with the play dough and enjoyed making different shapes using the cutters. Others explored the texture and feel of the cornflakes in the outdoor tuff tray. All children interacted positively with others and behaved well. When one child arrived at the nursery, a few other children were noticeably happy to see them which showed that they were developing friendships.

Children have freedom to safely explore their indoor and outdoor environment which gives them a sense of being autonomous and having choice. They therefore very much enjoy their play. Children enjoy a mix of free play and structured activities. Children freely chose what they played with or confidently asked for resources they wanted, such as the paints to create mini-beasts.

Children make good progress as they experience a variety of developmentally appropriate opportunities that promote their all-round development. They are becoming independent as they are able to do some things for themselves. For instance, older children gave out bowls for the children to eat their fruit from. One child had worked out by themselves that they

required two more bowls so that each child had their own and asked staff to provide them. Children had lots of opportunities to be physically active; those above one year spent a great deal of time in the garden using the outdoor equipment, such as the slide. The babies crawled around the indoor space and used the walkers to support them to take steps. Observation notes on the app showed that children were progressing well and their individual development requirements were being supported.

2. Care and Development

Good

Summary

Care and Development at Jolly Tots Day Nursery is good as staff are warm, attentive to children's needs and effectively follow policies and procedures to keep children safe and healthy. They plan a range of stimulating activities to support children's progress and to ensure they are kept busy and engaged.

Our findings

Staff understand and implement policies and procedures well to ensure children remain safe and healthy. All staff had recently attended Level 3 child protection training and they had kept appropriate records and liaised with relevant agencies to safeguard children. Staff were therefore aware of the correct safeguarding procedures to follow although the child protection policy required amendment as the safeguarding lead was detailed as a previous person in charge (PIC). Staff implemented correct infection control procedures to reduce the risk of cross infection. They checked on sleeping children every ten minutes and kept records to reflect this. Accident records were also appropriately completed and parents had been asked to sign to acknowledge them. Leaders performed monthly audits of the accidents to review potential safety risks that could be identified. Staff successfully promoted children's health by ensuring that children remained active and hydrated. The menu, on the whole, ensured that children benefitted from a varied and nutritious diet with lots of fruit and vegetables with some occasional treats such as cake and custard for dessert.

Staff are good role models; they demonstrate warmth and kindness to the children and promote expected behaviour in a positive way. They spoke to the children in a warm and friendly manner and constantly chatted to them to provide encouragement, praise, or to develop their play. Staff used positive language to promote good behaviour as they reminded them to have 'good listening ears' and 'kind hands' for example.

All staff actively contribute to the planning of activities and ensure that they are suitable and stimulating for the age of the children they work with. Staff said that they plan for their areas all together so that they are all able to contribute and they ensured through continuous provision of resources and activities that children remained engaged and interested. For instance, the current theme was 'summer' and lots of activities had been planned such as using mini bugs to sort into correct coloured groups, counting the lady birds' spots, taking part in a mini beast search in garden and planting their own flowers. Staff effectively used observations of children's progress to ensure that the activities that they planned, and the toys they rotated, interested the children and provided opportunities to develop. They used an online app to keep observation records and photographs to demonstrate children's progress.

Staff have a good understanding of, and capably meet, children's individual needs. They evidenced through conversations that they knew the children's needs well and allowed them to follow their own routines. Their practice showed that they supported parents' wishes as to how children were cared for. For example, staff followed the sleep routines that parents had noted on the information forms that they provided when their child started at the service.

3. Environment

Good

Summary

The nursery is bright, airy and mostly open-plan. Leaders successfully maintain the premises so that it is safe and clean. There is ample space for the children to take part in different activities and the outdoor space allows children to be physically active and enjoy being outside. The service is well resourced to cater for children's differing interests and to support their all-round development and learning.

Our findings

Leaders successfully ensure that the environment is safe for children as they make sure that staff understand their responsibilities in relation to the health and welfare of children. For example, staff complete daily checklists of the tasks carried out to maintain safety such as ensuring the garden gate is secure to prevent unauthorised access that broken toys have been removed and that smoke detectors are in place and working. Effective risk assessments were in place which identified potential risks and control measures. Leaders had performed fire drills and an appropriate record had been kept, although the full date had not been recorded. The premises was clean and had been regularly maintained to a good standard.

Leaders organise the environment well so that it provides a good range of play opportunities suitable for all age ranges and is child-centred. Appropriate fittings and furniture were at a suitable height for a child, such as the toilets, sinks, tables and chairs. The environment was visually appealing as display boards reflected the current activity theme and included some artwork the children had created. Visual aids were in place to support the children's independence. For example, photographs had been placed above the handtowels and the sinks as a visual reminder of what they were used for which made it more child-friendly. The areas were loosely arranged based on the principles of the Foundation Phase with particular types of activities and toys located in specific play and learning areas. For example, creative/messy play corner, a quiet reading nook and a role play area. Toys were constantly rotated to remain children's interest and were set out on tables for the children to freely move between, such as jigsaws, stacking cups and colouring/mark making.

On the whole, leaders have successfully equipped the nursery with many good resources to stimulate the children's interest and imagination. The resources were in very good condition and were of good quality. Many of the resources could be used to further the children's learning and develop their skills such as in relation to language, fine motor and gross motor skills. Children had some Welsh language books to choose from although there were no toys or resources on display that promoted diversity. Whilst sensory play was encouraged, there were no natural resources seen which would have enabled the children to explore different textures.

4. Leadership and Management

Adequate

Summary

On the whole, Leadership and Management is good. Whilst the service is generally well run and the standard of record keeping is high, some improvements need to be made to ensure the service is fully compliant.

Our findings

Leaders have a definite vision for the service that they share with others. For example, through the statement of purpose and regular newsletters which are shared with parents. The statement of purpose was largely a reflection of the service although it required updating to detail the change of person in charge and the nursery's address.

Leaders communicated their high expectations through regular supervision and staff meetings which covered roles and responsibilities, 'policy of the month' and others matters that related to procedure and the general running of the nursery. The staff worked effectively as a team to ensure that tasks were completed and there was a good sense of 'shared responsibility.'

In the main, the standard of record keeping was high, although staff had not consistently recorded their breaks on the staff register to reflect who had been responsible for the children at all times during the course of the inspection visit. Leaders had created useful checklists and procedures to ensure that important tasks were completed. They had also recorded what had changed on a month by month basis which clearly evidenced changes that they had made to try and improve the running of the service. Leaders had reviewed policies and dated them, although there were some inaccuracies in a few of the policies. For example, the safeguarding and child protection policy, behaviour policy and e-safety policy referred to former persons in charge. The complaints policy also did not fully reflect the timescales that the regulation stipulates must be adhered to.

Leaders have developed a system for seeking others' views about their service and for reflecting and evaluating the care that they provide. A report had been drafted for 2018 which reviewed the events over the course of that year but did not reflect the views of parents, children and staff as is required. Leaders had created an action plan which clearly identified areas that they wished to improve by a certain date which showed that they had identified the priorities for their service for the immediate future. For instance, to ensure all staff have benefitted from allergy training to support children's health and well-being.

Leaders ensure that staff are deployed well to ensure staffing ratios are adhered to and children's needs are met. However, leaders do not implement a safe and robust recruitment procedure and improvements are therefore required. For example, three new staff members had started at the service and there were outstanding references and DBS checks for those staff. Leaders undertake an induction process with staff when they start work so that they are familiar with policies and procedures and they are clear of what is

expected of them. They ensured that staff were benefitting from regular supervision with a manager.

Leaders have developed strong relationships with parents. They have implemented good communication systems with parents/carers so that they are kept well-informed about their child's progress and their general well-being. They had introduced the use of an app to record children's daily notes, observations and development notes. Staff regularly uploaded photographs of activities so they can see what children have been doing during the day and also sent a daily report of their child's routine, activities and general well-being. Parents had the benefit of being able to view their child's development records and contribute to them by remotely logging into the app using personal passwords. Leaders also produced a monthly newsletter to keep parents informed about events and useful reminders. The feedback that parents gave during the course of the inspection was overwhelmingly positive, such as, "*My child is thriving and I couldn't be happier,*" and "*An excellent childcare provider!*"

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the responsible individual:

- develop the resource bank to include more toys and materials that promote cultural diversity and curiosity in natural items and materials;
- includes the full date on the fire drill entries;
- ensure that staff consistently record their breaks on the staff register to show when they are/are not responsible for children's care; and
- reflect the views of children, parents and staff in the annual quality of care report.

6. How we undertook this inspection

This unannounced inspection was undertaken by one inspector as part of the scheduled programme of inspections and took place on 14 May 2019. As part of this inspection we:

- made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- spoke to staff, children, parents and the leaders of the service and gave questionnaires for them to contribute their views;
- viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose; and
- performed a visual inspection of the rooms of the areas used by the service.

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	Jessica Knight
Person in charge	Natalie Hughes
Registered maximum number of places	45
Age range of children	6 weeks to 5 years
Opening hours	7am to 7pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This was the service's first inspection
Dates of this inspection visit(s)	14 May 2019
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, 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:	

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