



# Childcare Inspection Report on

**Teddy Bear Nursery**

**University Hospital of Wales Healthcare NHS Trust  
HR Directorate, Lakeside, Heath Park  
Heath  
Cardiff  
CF14 4XW**



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## **Description of the service**

Cardiff University Local Health Board is registered to provide care for up to 60 children at Teddy Bear Nursery. The nursery is located on the University Hospital of Wales site in Heath Park, Cardiff. It operates from a self-contained, single storey unit which has direct access to enclosed outside play areas. The service's Statement of Purpose identifies that they provide day care only to children for whom at least one parent is employed at the hospital. Andrew Crook has been nominated as the Responsible Individual on behalf of the health board and Arfana Ashraf is the Person in Charge on a day to day basis. A child care manager also supports the nursery and the Person in Charge.

## **Summary of our findings**

### **1. Overall assessment**

Children attending this service benefit from warm relationships with motivated staff who have a good understanding of each child and are able to meet their needs. Children are well settled and enjoy attending the service. The play environment is safe and secure, but the layout and resourcing of the play spaces should be given further consideration to ensure children have good opportunities to engage in a variety of interesting play experiences. Good leadership and management ensures a reliable, quality service for children and parents.

### **2. Improvements**

Since the last inspection, most of the members of staff have attended welsh language training for early years practitioners and we saw that this knowledge has been used to improve the Welsh provision within the nursery.

Following our discussions on the first day of this inspection, staff had begun to give consideration to the way in which the environment was laid out. Several areas were better resourced on the second day of the inspection. For example, role play areas had been set out nicely with suitable accompanying resources to help ensure they are attractive to children. A mark making area had also been created in the toddler room with an interesting variety of resources, which we saw children play with during the day.

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

We found the service to be compliant with the regulations. We have made some practice recommendations in relation to the provision of activities, the quality of the environment, and some documentation.

# **1. Well-being**

## **Summary**

Children at this nursery enjoy their play and are developing. They are listened to and their views are taken into account. They have opportunities to develop a wide range of skills, but more could be done to promote children's free choice within their play environment.

## **Our findings**

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

Children are able to make choices and decisions and they have opportunities to speak and express themselves. We observed the staff to be considerate of the children's views and conscious to give the young children options and to allow them to express themselves. The toddler group and the pre-school group each have access to three play rooms which they are able to move between freely for most of the day. We saw children were happy to move freely between these spaces and access the activities set out by staff. We also saw children be consulted directly by staff as to which activities they wanted out next. Some chose dinosaurs and some chose fairies which they had had out earlier, and both groups were happy with these choices and played enthusiastically. However, we did not see children bring out toys and resources of their own choosing from resources stored in their play rooms.

Children have a voice in this service and their communication is valued, but in some instances, resourcing limits their free choices.

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

Children are secure, comfortable, generally happy and relaxed in the care of staff with whom they have developed a warm relationship. Children have clearly developed bonds of affection with the staff who care for them. They are happy and confident to approach them, to seek comfort when necessary and they are keen to interact with them and include them in their play. We saw the children sitting with staff or on their laps whilst they read them a story and it was evident they found this comforting. We saw children express enjoyment whilst they played, and we saw them smiling and laughing. We saw that most children were confident in the service and were happy to play fairly independently, moving freely between the resources which were available to them.

Children in this service are happy, well settled and confident.

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

Children are learning to co-operate and are becoming sensitive to the emotions of others. Children are beginning to develop an understanding of the impact they have

on others and most of the children were considerate of one another when playing, appropriate to their age and stage of development. When difficulties occurred, such as a taking a toy away from another child who was already playing with it, staff were on hand to support the children to manage the situation. We saw that the younger children mostly paid attention to staff and responded appropriately to their guidance.

Children in this service are learning to manage their behaviour and are developing a sense of right and wrong.

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

Children are interested in the play based activities provided. We saw that children were active and curious during play. They were confident to move between activities freely and engaged happily in the activities available to them. We saw children exploring glittery water, emptying and filling in the sand tray and free painting. During these activities which they enjoyed, children sustained their interest and persevered appropriately. However, we also noted that children did not always have the opportunity to develop their play further, as activities tended to be set out by staff and then packed away again before each time of transition (such as meal times and sleep times). This caused an unnecessary disruption to play which children were enjoying.

Children enjoy their play, but opportunities to allow them to continue and extend their play should be given further consideration.

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

Children are developing across a range of skills. Staff spoke knowledgeably about the children, and were able to tell us about the developmental progress of the children in their care. We saw that children have some opportunities to practise their self-help and independence skills, appropriate to their age and stage of development. For example, children were encouraged to help to tidy up, and some of the older children were encouraged to try to manage their own coats when they went outside to play. Most children also had a good go at eating their lunch fairly independently. Toddler and pre-schoolers were able to access drinking water freely and they served their own snack from bowls that were passed around their table.

Children in this service are making progress, and are confident and are developing their age-appropriate independence skills.

## **2. Care and Development**

### **Summary**

Children benefit from motivated carers who want to make a positive difference to the children's experience. Care giving is relaxed and children's needs are met. The planning and implementation of the activity provision should be reconsidered to improve children's play experiences.

### **Our findings**

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

Staff ensure that the service's policies and procedures are implemented to support the health, safety and wellbeing of the children in their care. Staff we spoke to had a sound understanding of dealing with child protection concerns and the majority of practitioners have undertaken training in child protection in the last three years. Good hygiene is promoted at the service. Children were encouraged to wash their hands before meals. The service is registered with Environmental Health as a food business and has received a five star food hygiene rating. Lunch is provided by the hospital kitchens and there are appropriate procedures in place for ensuring it is handled safely. We saw a lunch of beef casserole and vegetables, followed by yogurt. Snack was apple and banana slices. The service has maintained its Gold Standard Healthy Snack Award Plus this year and the Person in Charge told us that the menus are decided upon in consultation with dieticians from the health board. Records showed that fire drills are conducted monthly. There is a suitable system in place to record accidents and incidents that occur, as well as any medication that is administered to children, although the medication form does not include a space where side effects of medication can be noted.

Staff keep children safe and healthy and there are appropriate policies and procedures in place to support this.

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

Staff set realistic boundaries, are good role models and use a consistent approach to managing behaviour, taking into account children's age and understanding. We observed that staff were generally very positive and warm in their guiding of behaviour. They praised the children when they behaved well, thereby reinforcing good behaviour. Children were quite familiar with the routines of the nursery day and this helped to give some predictability for them which also helped to manage behaviour. We saw staff be respectful of the children and give them due warning of when activities or tasks were going to change and again, this helped to make the children's time at nursery more predictable and less unsettling for them.

No significant issues of unwanted behaviour occurred during the inspection. Staff managed small behaviour issues, such as snatching, with gentle verbal reminders and this was sufficient. Most staff had a calm and relaxed manner when interacting with the children and this had a positive effect on the way they responded.

Staff are able to manage interactions well and this has a positive impact of children's experiences at the service.

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

Staff provide a nurturing and caring environment in which children's needs are met and they can develop. We saw that the children were comfortable to interact with staff whilst playing together and that they responded to them with affection. Staff spoke with the children in a consistently calm and reassuring manner, and this helped to ensure that the service remained a calm and pleasant play environment. We saw staff provide responsive care to the children and be respectful of them. They give children due warning, such as when wiping hands and noses, and involve the child as much as possible. Privacy and dignity is promoted around intimate care. A key worker system is in place and staff spoke knowledgeably about their responsibilities, such as monitoring children's development, as well as forming strong links with parents.

Further action is needed to ensure that the activities available allow children to develop their play and follow their interests. Several systems of activity planning and recording of children's development were in place. Staff told us they had tried a number of methods since the last inspection of the service in August 2015 but had not found a system that worked as effectively as they would wish. We discussed the need to ensure that records of development work together with any activity planning to identify and plan for children's next steps. The main planning method in use was 'continuous provision', where activities are planned for the areas of nursery (such as role play, mark making, sand, water, small world etc.) and children are able to develop the activity in the ways they find interesting over several days, or in some cases, weeks. However, the service needs to give further consideration to the resourcing and types of activities provided to ensure that this approach is successful in providing engaging opportunities for children. Staff and management we spoke to were keen for this to be successful and they stated they would reconsider the system and continue to adapt the planning until they felt it was providing consistently good outcomes for children.

Staff promote children's well-being through the care provided, but further work is required to ensure consistently that they enjoy purposeful play which meets their next steps in learning

### **3. Environment**

#### **Summary**

The premises are secure, they are clean and well maintained and provide a welcoming child care environment. Children have access to a suitable range of quality resources, and the outdoor play spaces have been well developed. The layout and resourcing of the play spaces should be reconsidered to ensure they are interesting and engaging for children.

#### **Our findings**

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

Children are cared for in a safe, clean and secure environment. The security of the nursery is good, with a secure front door controlled by staff. The gardens are also secure. The provider ensures that the cleaning routines at the nursery reflect good hygiene practice and effective infection control, with housekeeping staff available throughout the day and deep cleans conducted as necessary. We reviewed safety records and found that the service's Public Liability Insurance and periodic electrical safety certificate were up to date. We examined the risk assessments in place for the service and found them to be thorough and reviewed regularly. We observed no further risks within the service during the inspection.

Parents and children can be confident that the facilities and equipment are safe because of good maintenance and hygiene practices.

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

Children benefit from an environment that is welcoming and friendly, but improvements should be made to ensure it provides a rich environment for play and learning. We found the indoor environment to be well decorated, warm and welcoming. The nursery is decorated with some of the children's creative work and adult-created displays boards. Useful information for parents is displayed in the entrance, including a selection of the services' policies. Children are cared for in three main base rooms; birth to approximately 18 months, 18 to 30 months, and 30 months to school age. Each age group can access an outside play area directly from their base room. The gardens have been well-developed and we saw the toddlers and the pre-schoolers make use of the gardens during the inspection. Staff told us that there were plans in place to create a partitioned area in the garden the babies and pre-schoolers share to allow babies to access the outdoors whenever they wish and this would be a significant benefit for the baby unit.

Children benefit from a warm and welcoming environment.



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

Children have access to an adequate range of toys and equipment that promote their all-round development but this should be developed further to improve outcomes for children. Suitable child-sized tables and chairs were available for meal times and table-top activities. The resources available to children were of a suitable range for the ages cared for, and were in suitable quantities. However, the environment would benefit from a more thoughtful and purposeful approach to the resourcing of each area of the playrooms to ensure they are interesting and sufficiently well resourced for children to follow their interests and develop their play. We saw that resources that were stored within the playrooms were not effectively grouped together with other resources that would naturally go with them (such as various construction materials, or cutters and rollers to use with playdough), and so it was not as easy as it could have been for children to find what they are looking for. We discussed with staff about developing stronger and better resourced areas of nursery to interest the children and better support the 'continuous provision' activity planning they were trying to implement and everyone we spoke with was excited about the potential positive impacts this will have on children play.

Leaders ensure that children's development is promoted but the resourcing and layout of the playrooms should be given further consideration to improve children's the play and learning opportunities.

## **4. Leadership and Management**

### **Summary**

Parents and children receive a consistent, quality service which is well run, with due regard paid to the regulations and National Minimum Standards for Regulated Child Care. Parents, staff and children are consulted with in order to inform improvements to the service.

### **Our findings**

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

Children and parents benefit from a very well run and planned service. The service has a Statement of Purpose in place which the Responsible Individual told us is shared with the parents. This Statement of Purpose contains the information required by the regulations, is clear, and is kept under review to ensure it is always an accurate reflection of the service provided. We examined the service's policies and found them to be appropriate and thorough, with only a handful of minor additions needed. The records we saw showed that staff record accidents and incidents appropriately, as well as any existing injuries children have when attending the service, but they should be marked clearly as 'existing injuries' and 'incidents' so as not to be confused with records of accidents. The registers of children's attendance contained all of the necessary information and are completed in a timely manner. Children's records also contained the necessary information to ensure staff are able to meet the children's needs.

Parents can be confident the provision is well run through good leadership and management, and with due care and attention paid to the regulations and National Minimum Standards.

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

Children and parents using the service are actively involved in defining and measuring the quality of the service. There is a system in place to ensure that a formal self evaluation of the service is undertaken on at least an annual basis. The Quality of Care report made available to us demonstrated that the service has consulted with parents, staff, children and relevant external agencies in order to review the quality of the service. It also included an action plan intended to improve the service over the following 12 months.

The service draws on first hand evidence and the views of staff, parents, children and external agencies to evaluate the service, to inform plans for improvements to the service.

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

Staff are managed effectively. Appropriate pre-employment checks are obtained on staff before they begin working in the nursery. These checks are undertaken by the recruitment services in the health board and the Person in Charge of the nursery approves the checks before a start date is arranged for a new member of staff. The staff group hold suitable child care qualifications. The nursery ensures that all staff are trained in paediatric first aid, child protection and food hygiene and there is a system in place to ensure these certificates are renewed when necessary. However, we noted that only the Person in Charge and deputy manager hold the full certificate in paediatric first aid. All other staff hold a short course. The proportion of the staff group holding a full paediatric first aid certificate should be increased so that a level of one member of staff with the certificate to every 10 children being cared for can be maintained. A system is in place for staff to receive two supervisions each year plus an annual appraisal, which provides staff with appropriate levels of support and guidance.

The management of staff and resources is sufficiently effective to secure appropriate outcomes for the children attending the service, although more staff should hold the full paediatric first aid certificate.

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

Parents and children's expectations about the service are matched by their experience. Parents who responded to CIW questionnaires confirmed they were satisfied with the communication in place between the nursery and themselves. They confirmed they were made aware of the nursery's policies when their children started, that their child has a key worker and that they receive lots of information about their children on a daily basis. Parents of babies also receive written feedback about their child's care each day. We saw a parents' notice board which displayed useful information. The nursery sends parents an electronic newsletter on a quarterly basis and we saw that a lending library has been set up in the welcome area of the nursery where parents can borrow books on many aspects of child development. The nursery also makes links with children's wider families by hosting sports days and charity events to which families are invited.

The nursery is clear about its role and responsibilities to establish trust and clear communication with partners.

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

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

None

### **5.2 Recommendations for improvement**

- The way in which 'continuous provision' is implemented should be reconsidered to ensure it is effective and allows children to develop their play and follow their interests;
- the layout and resourcing of the play environments should be revised to ensure they are purposeful and sufficiently well resourced so that children are excited and engaged, and can develop their own play and follow their interests;
- the proportion of the staff group holding a full paediatric first aid certificate should be increased so that a level of one member of staff with the certificate to every 10 children being cared for can be maintained;
- medication forms should request any known side effects;
- 'existing injuries' and 'incidents' should be recorded as such so as not to be confused with records of accidents;
- the printed Child Protection policy should include all necessary information, and not copies of electronic links. It should also include the need to notify CIW of referrals;
- the Complaints policy should include the options for mediation and CIW's up to date contact details;
- the printed Lost Child policy should include the content of the internet link which is intended to provide additional information but cannot be accessed when not reading the policy on an electronic device;
- the timescales for acting in the Uncollected Child policy should be reconsidered and necessary contact details should be included; and
- the Accident policy should be amended to reflect that one member of staff to every 10 children should have a full paediatric first aid certificate.

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

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook an unannounced visit to the service. We visited the nursery across two days to observe children and the care they received. Observations were carried out in each room within the nursery and outdoors;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the day and most staff members who were present; and
- we looked at a wide range of records. These included the Statement of Purpose, policies, staff files, health and safety records, children's records and activity planning.

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	Andrew Crook
Person in charge	Arfana Ashraf Suzanne White Lee-Anne Keveren
Registered maximum number of places	60
Age range of children	3 months to 5 years
Opening hours	7am to 6pm, Monday to Friday (The service is about to trial extended hours to meet the needs of service users)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13/08/2015
Dates of this inspection visit	15/11/2018 and 19/11/2018
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?	<p>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 <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i>.</p> <p>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.</p>
Additional Information: None	