



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

St Aubin Victoria Park (Baby St Aubin)

**16 Victoria Park Road East
Canton
Cardiff
CF5 1EG**



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Description of the service

St Aubin Victoria Park (Baby St Aubin) is located in a town house in the Canton area of Cardiff. St Aubin Nurseries Limited is registered to provide the service. Susan Shepherd-Evans has been nominated as the Responsible Individual on behalf of the limited company and Sarah Hughes is the Person in Charge on a day to day basis. A child care manager also supports the nursery and the Person in Charge. The nursery offers 30 places for children aged from birth to approximately two years of age. This nursery is one of a group of child care services operated by the limited company and has been registered since 2004. The service is offered through the English language.

Summary of our findings

1. Overall assessment

Children who attend 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, and children generally have good opportunities to engage in a variety of interesting play experiences, although this could be improved in the multi-purpose room on the ground floor. The leadership of the service is effective and the service is well run, in line with the regulations and the National Minimum Standards for Regulated Child Care 2016.

2. Improvements

Since the last inspection of the service, the nursery has taken action to address each recommendation made, including shading being installed in the garden. A sensory room has been developed for the use of all children and we saw a variety of activities undertaken in this space. New carpeting has also been installed in many areas of the nursery and some areas have been redecorated.

3. Requirements and recommendations

We have made recommendations relating to activity provision, parts of the play environment, and the Quality of Care report.

1. Well-being

Summary

Children at this nursery enjoy most of their play experiences and are developing appropriately. They are listened to and all of their communication is acknowledged and respected by staff. They have opportunities to develop skills, but more should be done to include children's voice in the planning of the activities provided to help ensure they are able to engage in meaningful play experiences.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves, and all attempts at communication are valued by staff. We saw that there are opportunities for children to chat and express themselves. The service is quite calm and this allows children time to make their wishes clear. Staff were engaged with small groups of children during play and this meant that children could interact with them. At meal times, a member of staff sat at each of the tables with a small group of children and engaged in conversation to make it a pleasant social occasion and give the children further opportunities to express themselves. Many of the children in the service were pre-verbal or just beginning to develop their language skills but they were able to communicate with staff. On a walk to the park, staff made good conversation with the children and prompted their language. When children said they could see 'trees' and 'birds', staff responded to this and modelled correct pronunciation. We observed the staff to be considerate of the children's views and conscious to give the young children options and choices. When we arrived back from the park, staff intended to take the children to play in the front playroom. However, when walking through the garden, the children all began happily playing with the toys available outdoors, and so staff allowed them to carry on with their play and joined in with them. Although children are encouraged to express themselves, their views and interests are not sufficiently taken into account in the planning of themes and activities. Themes and overarching activity planning is provided for the organisation as a whole and this significantly limits the ways in which children interests, abilities and individual needs are met. We recommended that this approach be reconsidered so that activity provision is better able to meet children's interests. We discussed this with the child care manager and she confirmed to us after our visit that she had begun to make changes to the way in which activities are planned in order to meet this recommendation.

Children have a voice in this service, which allows them to interact and have some influence over their experiences in the service. However, children's views should have greater influence over the activities that are provided.

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

Children are secure, comfortable and relaxed in the care of practitioners with whom they have developed warm relationships. For the most part, we found children to be happy in their play. Children have clearly developed bonds of affection with the staff. They are happy and confident to approach them, are affectionate towards them and are confident to seek comfort when necessary, including asking for staff by name. We also saw them be keen to interact with staff and include them in their play. We saw many occasions where children were happy, smiling and laughing whilst they played. Children were very happy whilst playing in the garden with slides and a climbing frame, push along toys and balls amongst other things. We also saw that most children were pleased to be on the trip they took to the park and really enjoyed the ball game they played with staff there. However, during the afternoon play session in the multi-purpose play room, we observed that children showed little interest in the activities available to them. Consequently, this impacted on their engagement with the activities and we observed them to be less happy during this time. Our SOFI 2 observations in the multi-purpose room also showed limited interactions for some children from staff at particular times. Consideration should be given to the balance and variety of activities available to children to ensure they are always supported to engage well in purposeful play.

Children in this service are generally happy, well settled and confident, although there are inconsistencies in the level of engagement and enjoyment children experience across the day.

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 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 for right and wrong. We observed that the children tended to interact nicely with each other and are beginning to form friendships. On a walk in the park, we met a child who attends the nursery part time. The staff and children greeted the child and when we carried on with the walk, the children waved and called "Bye bye [child's name]". The children are confident in their surroundings and a number of them were confident to say hello and speak to us during our visits.

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 some of the play based activities provided. However, there are not always sufficient activities to sustain the interest of all of the children. We saw that children were active and curious during play. They were confident to move between activities freely and at times, they engaged happily in the activities available to them. We saw children exploring the toys available in the garden, as well as resources in the sensory room. During these activities which they enjoyed, children were able to sustain their interest and persevere. However, we also saw occasions where children were disinterested and disengaged. We observed children completing an adult led activity. The activity involved them painting their hands to create a picture of a blossom tree. However, the children were unable to complete many of the steps of the activity themselves, with staff having to complete much of it and children getting very little out of the experience. It is difficult for children to gain a sense of achievement from activities that are unsuitable for their stage of development. We also saw that the other activities available to children during this time had not been planned ahead. Children found it difficult to sustain interest in these activities and moved quickly between them with limited engagement.

Children generally enjoy their play. However at times, there are insufficient play opportunities for children and some children become bored.

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

Children are developing across a range of skills. The records of development that staff maintain about each child demonstrate that children are making appropriate progress, and staff spoke very knowledgeably of the children and the progress they had made since starting. We observed that children appear to be making good progress, and we noted in particular that many children's communication skills are very strong. They are able to communicate confidently, saying some words they know, as well as effective non-verbal communication which staff acknowledge and respond to. We saw that children have some opportunities to practice 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 to try to manage their own coats when they went outside to play. Almost all children also managed to eat their meals fairly independently.

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

2. Care and Development

Summary

Children at the nursery 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. Staff respect the children in their care and the decisions they make. The planning and provision of activities should be improved to secure consistently positive outcomes for children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children remain safe and healthy because staff have a good understanding of their responsibilities and of the policies and procedures in place to support them in their roles. Staff we spoke to had a sound understanding of dealing with child protection concerns and the majority of staff have undertaken training in child protection in the last three years. A sufficient proportion of the staff group also hold a current paediatric first aid qualification and there are a sufficient number of staff to meet the needs of the children. Good hygiene is promoted at the service. The service has completed the Infection Control Audit Tool to appraise the infection control systems in place in the nursery and they have reviewed this audit in the last 12 months. Children were encouraged to wash their hands before meals. The nappy changing was undertaken hygienically. Food preparation areas and high chairs were also appropriately maintained. The service is registered with Environmental Health as a food business and has received a five star food hygiene rating. There is a very robust system in place to manage food and food allergies within the nursery. The service has achieved the Gold Standard Healthy Snack Award and we saw that menus appeared to be nutritious and balanced. Records showed that fire drills are conducted on a quarterly basis. There is a suitable system in place to record accidents and incidents that occur, as well as any medication that is administered to children.

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?

Practitioners 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 this also 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 behavioural 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?

Practitioners provide a nurturing and caring environment in which children's development is promoted and most of their needs are met. We saw that the children were very comfortable interacting with staff and they responded to them with affection. Warm relationships were evident, particularly for young babies just starting in the service. Staff generally spoke in a calm and reassuring manner, which put children at ease. They also appeared to have a good understanding of the children they care for and a key worker system is in place. Children's dignity and privacy is promoted during nappy changing and they are treated with respect. Children are given due warning by staff, for example if a member of staff wanted to wipe a child's nose. We also saw staff encouraging children to wipe their own faces with flannels after meals.

Staff have some awareness of the principles of the Foundation Phase curriculum. However, we found that the ethos of the Foundation Phase curriculum is not being delivered effectively for this age group because of the limited choices children have in the activities they can engage in. Staff told us that they use the Birth To Three Matters framework to aid them in their planning. However, it was not clear through our observations or by examining activity planning that staff were taking into account children's interests and abilities to plan for the next steps in their learning when planning the activities they would provide. The activity planning process needs further development to ensure that the activities provided are purposeful, planned to meet children's needs and interests, and so that activities are provided in sufficient variety and quantity to allow children choice. Staff keep records of children's development, recording photographs and meaningful observations of their abilities. They also highlight a 'next step in learning' for the child based on that observation. Staff told us that they use this information to provide focused activities for their key children but these activities are not planned or recorded. Development records should be used more effectively to inform the activity planning.

Children are developing and their care needs are met. However, the way in which activities are planned and provided must be improved.

3. Environment

Summary

Children benefit from a bright and welcoming environment. The service is clean, safe and secure and, in most areas, it is maintained to a good standard. Risks are appropriately identified and minimised. In most play spaces, children have access to a range of appropriate and stimulating resources, although this could be improved in the multi-purpose playroom so that children have more choice. The decoration of this room also needs some attention, which the Responsible Individual told us she had plans to address.

Our findings

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

Parents can be confident that the play environment is safe and well maintained by staff. External doors are locked and gates are placed on internal doors and stairways. The outside play area is secured with a locked gate. Security cameras are in place and these are password protected to ensure safe access to video records. Comprehensive cleaning rotas are in place and staff are aware of their roles and responsibilities. Detailed risk assessments are completed and most are reviewed regularly. However, we noted that some of the risk assessments are generic to the organisation rather than specific to this service. We recommended that these should be updated so they are specific to this service. We were told that the risk assessments are incorporated in policies that are shared and discussed with staff. By adhering to policies, staff ensure that identified risks can be minimised and as far as possible eliminated. The child care manager also told us that accident records are audited to highlight any trends and this information is used to inform risk assessments. Fire safety certificates are up to date and equipment is serviced annually. Alarms are tested regularly and evacuation drills carried out and recorded. A lockdown procedure is also in place and this is also practiced. Staff are also aware of what to do if an emergency occurs when they are out on walks with children.

Robust practices and procedures ensure that the environment is a safe place in which children can be cared for. However, we recommended that some risk assessments should be updated to ensure they are specific to this service.

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

Children generally benefit from an environment that is warm, welcoming and stimulating. However, this is not the case in all areas of the nursery. Most of the areas in the nursery are well maintained and some have recently undergone redecoration and recarpeting due a damage caused by a leak. Children are cared for over two floors, with children up to one year old accommodated on the first floor and older

children on the ground floor. This provides sufficient space for children to sleep and play. Sleep areas are quiet and children are closely monitored. Children have individual sleep bags containing their own blankets and personal items such as comforters promoting a good sense of security and belonging. The upstairs baby room and downstairs front playroom are bright and stimulating with attractive displays which included some of the children's creative work. The outside space, although small, is well utilised. Walls are painted and a canopy provides shade and shelter enabling children to access outdoor play in most weather conditions. Children are also taken to the nearby park for daily walks. A sensory room has recently been developed on the ground floor and we saw children enjoy playing here. The multi purpose room on the ground floor is well used and allows children to take part in messy play, role play and also serves as the dining area. This room was disorganised and less welcoming to young children, with the storage of chairs, highchairs and other resources impacting on the play space available to children. The way in which resources were stored in this room also limited children's choice and we noted that some of the paintwork was peeling and required attention. We discussed this with the Responsible Individual who told us that she already had plans in place to makes changes in this area.

The service provides a warm, welcoming and stimulating environment for children to learn and develop. However, the multi-purpose room on the ground floor requires some attention.

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

In most areas of the nursery, children have access to a good range of resources which are appropriate to their age and stage of development and which provide children with opportunities to develop physically and emotionally. Children have access to appropriate size furniture which promotes independence. Resources are well maintained, clean and comply with safety standards. We saw a number of everyday items such as jewellery and mobile phones as well as commercially produced toys. During the inspection we saw children painting, using playdough and playing with foam. A book corner is cosy and comfortable and allows children to sit quietly. Outside, children make use of a range of resources to help physical development such as trikes, slide, ball pit and playhouse. Resources also promote children's sensory development and imagination through the inclusion of mirrors, chalk board, dolls and everyday resources such as kitchen utensils. There are sufficient resources made available for children to have some choice, with a limited selection stored at child level, and we were told that toys are changed every 30-40 minutes depending upon children's interest and engagement.

In general the service is well resourced with a good range of toys and equipment appropriate to the needs of the children.

4. Leadership and Management

Summary

A strong leadership team ensure that robust systems and procedures are in place. There is a shared vision for the service and this is shared with staff and parents. Staff training is well managed and there is a good awareness of roles and responsibilities, ensuring that the service is effective.

Our findings

4.1 How effective is leadership?

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. A Statement of Purpose is shared with staff and parents. This outlines a clear vision and provides information on the day to day running of the service. We examined the service's policies and found them to be appropriate and thorough. The records we saw showed that staff record accidents and incidents appropriately and there is a system in place to record the administering of medication, although no records have yet been required. Staff also record any existing injuries children have when attending the service. Registers of attendance are kept and they record times that children arrive and depart. However, these currently only record first names and we recommended that surnames should also be recorded. We examined children's records and found that they contained the necessary information. There is a consistent and approach to record keeping and all information was made readily available to us.

Parents can be confident the provision is well run through good leadership and management.

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. A quality of care review is undertaken on an annual basis and the views of staff and parents are taken into consideration in this. However, the most recent report did not include an action plan for improvements for the next 12 months and this should be included. Staff are encouraged to reflect upon their own practice during regular appraisal and training needs are also identified through this process. There have been improvements to the building such as re-decoration and the addition of a sensory room. The Responsible Individual told us she also intends to replace the roof in the back playroom shortly to improve the play space.

Recommendations from the previous inspection, such as the provision of shade in the outside play area, have been addressed and improvements made. There are no outstanding recommendations or non-compliance issues.

This service has a clear vision and is committed to on-going improvement.

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

A robust recruitment process is in place. All necessary checks are carried out and we found staff files to be well organised and contain all necessary documentation. Staff have current Disclosure and Barring Service (DBS) checks and these are closely monitored. Staff qualifications are recorded and there is an on-going program of training. New staff are provided with detailed job descriptions with clear roles and responsibilities. A comprehensive induction process means that staff are clear about expectations and are involved in setting their own targets for improvement. All new members of staff are required to complete a probation period with regular reviews of progress. Leaders have regular supervision meetings with staff and these are recorded. Staff are involved in setting their own targets and highlighting training needs. High expectations are placed on staff and managers fully support staff training and continued professional development.

Parents can be confident that the practitioners, staff and resources are well managed and the service sets high expectations, helping to ensure good outcomes for children.

4.4 How effective are partnerships?

Children have their needs and preferences identified and parents know how these will be met. Parents are well informed and their opinions are taken into consideration. Children's contracts are in place and include important information such as allergies, medication, sleep times and preferences. The service operates a key worker system with dedicated members of staff responsible for communication with parents on a daily basis. A parent notice board is clearly visible and displays relevant information, including the last CSSIW inspection report and key policies. The service engages in a range of partnerships with external agencies, which enhance the experience of children in the nursery. For example, the child care manager told us that the service took part in the pilot for the Infection Control Audit Tool and that the principles of the tool have been adopted into nursery practice to improve hygiene and infection control procedures.

Children's needs are identified to ensure a good quality of care can be provided, and parents have all the information they need to make an informed choice about using this service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

The following recommendations are made:

- activity planning must be strengthened to support staff to deliver activities which meet the next steps in play and learning for individual children. Children should have a stronger voice in the activity planning process;
- ensure all risk assessments are specific to this premises;
- the back playroom should be developed further;
- children's attendance registers should include the full name of each child; and
- the Quality of Care report must include an action plan intended to develop the service for the following 12 month.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We considered the following information as part of the inspection process:

- two inspectors undertook an unannounced visit to the service. We visited the nursery for one day to observe children and the care they received, and returned on a second day to provide feedback. Observations were carried out in each occupied room within the nursery, outdoors and offsite. Our SOFI 2 tool was used to capture evidence of children's engagement and the care provided by staff;
- we reviewed information held by CSSIW;
- we undertook a visual inspection of the premises;
- we spoke to most staff members who were present. We also received feedback in the form of questionnaires from staff and parents; and
- we looked at a wide range of records. These included the Statement of Purpose, staff files, health and safety records, children's records, activity planning and developmental records.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Susan Shepherd-Evans
Person in charge	Sarah Hughes
Registered maximum number of places	30
Age range of children	Birth to approximately 2 years of age
Opening hours	7:30 am to 6pm
Operating Language of the service	English
Date of previous CSSIW inspection	05/08/2015
Dates of this inspection visit	20/04/2017 and 24/04/2017
Is this a Flying Start 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:	