



Childcare Inspection Report on

Butterflies Day Nursery (Conwy)

**Deva
Marl Lane
Deganwy
LL31 9AJ**



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Description of the service

Butterflies Day Nursery (Conwy) provides care for up to 15 children and operates from converted domestic premises in Deganwy. The registered organisation is Butterflies of Deganwy Ltd and the nominated Responsible Individual on behalf of the company is Mrs Sarah Roberts. Mrs Sarah Roberts and Mrs Hannah Clark share the persons in charge responsibilities for the day to day management of the service. The service is set back along a private driveway and has facilities to meet children's needs including ample enclosed outdoor play areas. Children who attend are between 6 months and 4 years old. The service operates Monday to Friday between 08:00 a.m. and 18:00 p.m. The main language of the service is English. This is a service that does not provide an 'Active Offer' of the Welsh language.

Summary of our findings

1. Overall assessment

Children are happy, well cared for and nurtured at this service. They have their needs met by staff who are qualified and diligent, and who recognise their non-verbal cues. Children find the environment uplifting due to it being well maintained and freshly decorated. They enjoy being outdoors and exploring the variety of interesting areas the outdoors offers with well maintained resources available and remain safe due to the areas being safely enclosed. Leaders are organised, ensure there are ample staffing to meet children's needs and have a clear vision which ensures they are continually looking for ways to improve the service.

2. Improvements

Since the last inspection the outdoor area at the front of the premises has been developed to offer children the chance to explore, develop physically and experience messy play within a natural setting.

Due to the retirement of the previous person in charge, new leadership is now in place with the Responsible Individual taking a more active role within the service and sharing the role of person in charge of the day to day management of the service. By taking a more active role, the Responsible Individual is able to see first hand areas which she considers require improvement, and act upon these accordingly and in a timely manner.

3. Requirements and recommendations

Recommendations have been made in relation to providing children with further opportunities to become independent and lead their play.

1. Well-being

Summary

Children have a voice, are listened to and feel safe and secure at the service. They experience positive interactions from staff caring for them and they have meaningful relationships with their friends which enhances their sense of belonging. Children enjoy their day and the play activities available to them. They are given opportunities to do things for themselves but this could be further developed.

Our findings

1.1 To what extent do children have a voice?

Children are secure in the knowledge that when they speak and express themselves they will be listened to.

We heard children asking for more food during snack and lunchtime. The children were responded to swiftly and given second helpings of their chosen food. We heard children chatting with their friends and to staff, happy to express their preferences to staff. For example, we heard a child telling a staff member they had tried but did not like the orange segments. The child's views were respected and the orange taken from the child.

Children have a voice which is responded to consistently and with value.

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

Children are happy, settled and content.

Children were happy and relaxed throughout the day. One child on a settling in day was seen to be content, familiarising himself with the environment, staff and routine. Children know the routine well, lining up in preparation to wash their hands before snack and asking for their comforters after lunch as they knew it was their time for a sleep.

Children had formed friendships and had a sense of belonging. We heard the children developing socially, chatting together whilst eating their snack and pointing at the pictures whilst looking through books together. They were seen to hold hands whilst dancing together and place their arms around their friends when moving from one activity to another. Children's sense of belonging was further enhanced by having their art work creatively displayed along with their photograph meaning they were able to identify their own work.

Children experience warm relationships and successfully develop friendships in a happy and nurturing environment.

1.3 How well do children interact?

Children behave well and are beginning to understand the emotions of others.

Children throughout the service behaved well, being respectful and treating the toys and equipment available to them with respect and care. Children were heard to use good manners, saying please and thank you to staff. They had fun with staff, sharing giggles whilst participating in a singing and dancing activity. Children co-operated well with the adults caring for them, happily and respectfully moving between the various play areas when asked to do so by staff.

Children interact positively, are encouraged to use their manners and have fun together.

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

Children engage in play and enjoy playing indoors and outside.

Routines at the service enable the children to experience adult led and some child initiated play both indoors and outside. However, this is an area which could be further developed. We saw, for the older children, there was an ongoing topic of 'under the water' but it was not clear how this topic had been carried through to the play opportunities available to the children outdoors. A previous topic of 'growing' was evident as we saw children's sunflowers and vegetables were growing well. The children enjoyed the newly developed front garden, making good use of the mud kitchen, Gruffalo trail and water play. They had access to a den which was available year round to engage children's imaginative play.

Children enjoyed shared experiences with their friends smiling and reaching up to pop the array of bubbles being blown for them. They were keen to share their mud 'cakes' with us and were proud of what they had achieved.

Children are enthused by and enjoy the play opportunities available to them.

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

Children are developing emotionally and physically and are developing their independence.

We found children were confident to try new things and gained a sense of pride from their achievements. They were offered a dining experience during snack time with menus, flowers and electric candles being used to re-create a restaurant environment. They were seen to browse through the 'menu' naming the fruits on each page; most children were confident to try the selection of fruit which was offered to them. This was a creative and positive way to introduce new language to the children and develop their social skills. This could have been further developed to also encourage children's independence and creativity, for example, by children 'ordering' and being served their chosen snack from the menu as if in a real restaurant. Younger children

self-fed with care, skill and accuracy and needed little support from staff; they showed a good level of skill and independence. Older children need to be provided with more opportunities to gain the next stage of independent skills. For example, drinking from open cups or pouring their own drinks. Children were given frequent verbal and visual praise for their efforts, with staff clapping and smiling at the end of their dances.

Children are developing their social, linguistic and physical skills well and are having some opportunities to develop independence and creatively.

2. Care and Development

Summary

Staff know the children well and have received training to ensure they know how to keep them safe and healthy. There is a consistent approach to behaviour management throughout the service and staff are sensitive to the needs and experiences of individual children. Staff are positive role models and have a secure understanding of child development. They keep development records for each child and understand and identify where additional support and guidance may be needed for individual children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, staff successfully implement policies and procedures in relation to keeping children safe and healthy.

Staff provided healthy and nutritionally balanced meals and supported food safety by ensuring fruit was cut up in the recommended way. They also ensured children washed their hands before they ate and that the tables were cleaned after use. They encouraged children to develop physically by offering frequent opportunities for physical play and movement. Staff have a good awareness of child protection and the warning signs to be mindful of when caring for children. Staff were able to tell us of the procedure to follow should they have any concerns about a child and stated they found leaders approachable and would be happy to approach them if they had any concerns. We noted staff practices in relation hygiene for dummies could be improved and we discussed this with the responsible individual. Staff followed the recommended nappy changing procedures carefully. They have completed their food hygiene training and a member of staff working towards an advanced level qualification had reviewed and updated the COSHH information making all staff aware of potential dangerous substances. Staff knew the fire evacuation procedure as there had been regular fire drills and they also described alternative routes in case of 'worse case scenarios'. Staff accurately recorded when medication had been administered; ensuring parental signatures were also obtained. There is a sufficient number of staff members who have a current first aid qualification, enabling them to deal with emergencies, should the need arise.

Staff competently keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are consistent and model good behaviour. Staff were consistent and fair in their approach to children. They used praise to reinforce good behaviour and used distraction effectively to prevent any unwanted behaviours. Staff were good role models for children, displaying positive behaviour themselves, such as showing

children respect by thanking them for listening to simple instructions modelling how manners should be used and encouraging children to do likewise. Staff practices were inclusive of all and recognised the needs of all children. Observations made of a child during lunchtime showed that child received frequent, meaningful and positive interactions which acknowledged the age and development of the child. Staff ensured children had enough time to finish their meals and tasks, ensuring the service ran smoothly. For example, a child eating his dessert was over stretching in order to reach it with a spoon, a member of staff saw this and moved the pot closer making it easier for the child to eat. The same child, was allowed time to finish his meal, with staff making sure he had completely finished before moving the pot away.

Staff interact with children in a respectful way which is accepting of their age and stage of development.

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

Staff know the children well and understand their individual needs and progress.

Staff ensured there was a caring and nurturing ethos throughout the service. They were mindful to ensure all children were included for example, during story time all children were able to easily see them and the book being read. The Foundation Phase is not implemented however the principles are still applied in part as learning areas were evident in the older children's playrooms on the first floor. Development records were kept for each child and we saw that these were updated monthly by staff to reflect the children's current stage of development. These records had been compiled alongside the advice of a health visitor and evidenced when children's skills were emerging or when they had become secure with that skill. However, these did not provide many examples of what the child had done to demonstrate they had achieved each skill, this was discussed with the person in charge.

The small number of children this service is registered to care for ensures staff are familiar with each child attending and know how their needs and abilities can best be supported. Staff spoke confidently to us about how they could support a child with additional needs and external agencies who could offer further assistance to a child, for example, the Health Visitor or the Speech and Language therapist.

Staff have systems in place for measuring children's development. They promote their play, learning and development positively.

3. Environment

Summary

Leaders ensure the environment is maintained to a high standard and kept safe for children to use. The rooms are laid out in a way which encourages children to play and learn. There are sufficient toys and resources to ensure children develop and are kept stimulated.

Our findings

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

Leaders have processes in place to monitor the environment and ensure it remains safe.

Risk assessments had been completed for each room, and all identified potential risks to children had been identified and addressed. We saw there were individual risk assessments for each room. Any identified issues within these areas were recorded onto the risk assessment alongside details of any action taken.

On our arrival we found the external door to be secure and we were asked to sign in. A glass front door ensured staff could see who was at the door before granting access to the building. Gates within the outdoor area were secured, and as there is no signage for this service either on the road leading to the building or on the building itself and it made the service discreet. Parents told us they liked this and they felt it added extra security for their child.

The service had recently achieved a score of 5 from the food standards agency meaning the cleanliness of the kitchen and procedures around the handling and preparation of food were 'very good'. We found all areas of the service to be clean and tidy which supported what the responsible individual told us, which was that, carpets are regularly cleaned and the nursery is deep cleaned each weekend. We were also told that a rolling programme for re-decoration and ongoing maintenance is implemented, this was evident by the fresh décor through the nursery. Leaders and staff understand the difference between acceptable and unacceptable risks for children for example, allowing children to take their shoes and socks off whilst playing on the carpeted area outside but ensuring shoes were put back on before walking around the edge of the building where there were thorny bushes. Leaders ensured a culture of safety was promoted throughout, and accidents and incidents appropriately recorded.

Leaders have effective procedures in place to ensure children stay safe.

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

Leaders plan the environment to ensure it suitably meets the needs of the children attending.

The environment was bright, friendly and welcoming. The layout of the service had been thoughtfully planned and ensured the youngest children did not need to be carried up and down stairs, while the older children had more space to play, explore and develop as they had access to both playrooms upstairs. Furniture and equipment are appropriate to the children's age and stage of development; for example, we saw younger children had access to high chairs and low tables and chairs, whereby older children had access to tables, chairs and stools more suited to their size. Outdoors we found the grounds to be well maintained and offered the children a variety of play areas which promoted their creative and imaginative play. There was ample space for children to be physically active and develop their skills. Mature, large trees not only provided shade to the garden during the summer months but also provided an interesting element to the garden which the children could explore and play beneath each season.

Leaders ensure the environment is interesting, appeals to the children and meets their needs.

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

Leaders ensure equipment and resources used are suitable and of good quality.

Playrooms are well organised; low level storage made toys and equipment are readily available to children and we were told resources were rotated regularly from a larger supply. Resources were of good condition and clean however. resources on the outdoor carpet could have been planned more effectively as we saw a number of children wanting to have a go on the only 'space hopper' available which caused some disagreements; we were later advised there were more 'space hoppers' available in the storage shed which were not being utilised. Overall however, we found there were sufficient toys and equipment to meet the needs of the children attending.

Leaders provide children with good quality resources and equipment which enhance their play and overall, these are in sufficient quantities.

4. Leadership and Management

Summary

Leadership is effective in ensuring National Minimum Standards are met, that there is a clear vision for the service and that there is ongoing self-evaluation in order to further improve and develop. Leaders nurture staff and encourage them to continue their professional development. There are systems in place for timely and safe staff recruitment and for the appraisal, observation and supervision of staff. Partnerships with parents are genuine, warm and meaningful. Partnerships with other agencies are effective and provide good outcomes for children.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision for their service and communicate this well.

Leaders are an active part of this service, which ensures their vision is regularly and effectively communicated to staff. They have high expectations of their staff and encourage them to further their skills and knowledge. For example, two members of staff are currently enrolled on courses to enhance their leadership and management skills and their knowledge of child development. To ensure staff are an active part of the service and feel valued, leaders have recently delegated some responsibilities to staff to give them a leadership role. For example, there had been a recent appointment of a 'Fire Safety Officer'.

Policies and procedures are in place and that these were scheduled for review as they had last been reviewed in May 2017. Leaders had developed social media use and mobile phone policies and ensure these are fully implemented by staff. Leaders have developed a consistent and loyal team and they ensured this was recognised through staff's pay and team rewards. Leaders effectively plan staff rotas in advance ensuring that ratios are adhered to.

Leaders ensure they lead by example and keep their own knowledge up to date for the safety and benefit of all, with the Responsible Individual having completed 'Prevent' training in order to recognise the signs of possible radicalisation, safeguarding and food hygiene.

Leaders are motivated and this is reflected through their effective leadership.

4.2 How effective is self evaluation and planning for improvement?

Leaders have thorough systems in place to assess the quality of their service and plan for improvements.

Leaders produce a detailed quality of care report annually. They formulated the review based on information collated from parent and children questionnaires, as well as from staff self evaluations and settling in questionnaires for newly registered children. Action plans for improvement are then devised and provide details of the action proposed. Leaders strive to improve and described to us how they hoped to further develop the front outdoor space. They have considered concerns raised and have improved practice by taking the advice of external agencies, trained staff in allergy awareness and reviewed the procedure with regards to the handling children's allergies. We found these steps to have been appropriate and effective in improving procedures around allergy awareness and safety for children.

Leaders value feedback and use this successfully to plan for future improvements.

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

Leaders ensure timely and safe recruitment occurs and that staff have clearly defined roles and responsibilities.

Staff recruitment is thorough with leaders ensuring they employ qualified and experienced staff. A member of staff having recently returned from maternity leave was up to date with mandatory training and had a current Disclosure and Barring Service check (DBS).

Leaders observe staff practices regularly against the inspection framework to ensure they are delivering the expected outcomes for children. This information is used further during annual appraisals helping to identify training needs. Due to the small staff team, daily verbal contact with staff is used to ensure the service runs smoothly.

Leaders had compiled the required regulatory information in respect of the children; however they should consider whether this information is sufficient to accurately assess children's needs and preferences before they start at the service.

Leaders are well organised and nurture effective relationships with staff for the benefit of children attending.

4.4 How effective are partnerships?

Leaders work well with parents to ensure they are fully informed about their child's progress and well-being.

Leaders have good, trusting relationships with parents and parents we spoke with told us they wanted the efforts of the service acknowledged. They reported they felt staff knew their child/children well, were genuine and honest. Parents were confident they would be informed swiftly if there were any issues related to their child through the day. They liked the two way communication the handover book provided, especially if they had not been the parent collecting the child that day. They found the information informative and detailed. They were confident accident and incidents are being

recorded appropriately as they are asked to sign a record of these if ever anything occurred.

Leaders ensure there is a sense of belonging within the service with all of the children's photographs displayed together in the main entrance. They utilise the local area and take the children out for walks in the local community, to the local parks and beach and photographic scrap books we saw supported this

Visitors to the service include health professionals such as the Speech and Language therapist who visits in order to support children's needs and offer advice to staff.

Leaders actively involve parents as partners in the service; this is evident by the encouraging and positive feedback we received.

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 should:

- consider ways to encourage children to become more independent for example, by beginning to drink from open cups or helping to lay the table for meal times;
- consider ways to best utilise all of the outdoor areas and equipment available;
- encourage staff to allow children to have longer periods of child initiated play ;
and
- consider the registration forms for children and whether they capture sufficient information to ensure the children's needs can be fully met.

6. How we undertook this inspection

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

Two inspectors visited the service on the 19 June 2018 between 09:40 a.m. and 13:40 p.m. and 15:30 p.m. – 17:10 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and parents;
- looked at the areas used by children and resources on the day of our inspection; and
- gave detailed feedback to the person in charge of what we found areas for improvement.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Sarah Roberts
Person in charge	Hannah Clark
Registered maximum number of places	15
Age range of children	6 months – 4 years
Opening hours	08:00 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 June 2016
Dates of this inspection visit(s)	19 June 2018
Is this a Flying Start service?	No – this service does not offer Flying Start provision.
Is early years education for three and four year olds provided at the service?	No – this service does not offer early years education for three and four year olds.
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language, meaning parents and children are able to access the service and it's policies through the medium of Welsh without having to ask for it.
Additional Information:	

