



# Childcare Inspection Report on

**Mini World Day Nursery**

**Mini World  
Maes y Llan Lane  
Ruabon  
LL14 6AD**



**Date Inspection Completed**

10/06/2019

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

## Description of the service

Mini World Nursery offers full day care and runs from a building located in the grounds of Maes Y Llan Primary School in Ruabon, Wrexham. Sandra Dudley is both the registered person and person in charge of the day to day running of the service. The service opens Monday to Friday from 07:30- 18:00 closing for bank holidays and one week at Christmas. The service is registered to care for a maximum of 23 children up to age seven.

English is the main language of care with Welsh promoted. This is a service that does not provide the Welsh language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Mini world provides quality childcare. Children are very happy, settled and thoroughly enjoy attending. Staff are nurturing and committed to creating a positive ethos where children can develop a range of skills and feel valued. The environment is warm and homely and offers stimulating activities with a good range of resources. Leaders have strong partnerships, are hard working and support staff to deliver effective care. However, documentation is not always well managed as mandatory training and DBS certificates are not always up to date.

### 2. Improvements

Since the last inspection leaders have purchased new toys and resources for both the indoor and outdoor environment. Some of these include new high chairs, tough trays, wooden outdoor toys, a book storage, bird feeders, new bedding and mattresses. All play rooms have been re-decorated and the baby rooms have had new carpets fitted. Leaders have also recently introduced an electronic planning and development tracking system.

During this inspection the registered person provided further information relating to staff files and the statement of purpose was updated.

### 3. Requirements and recommendations

We found that the service did not meet legal requirements and we have issued formal notices to ensure that these matters are addressed immediately. These matters relate to Leadership and Management. See section 5 for more information.

We made recommendations in relation to gathering parents/carers views, training needs and documentation in staff files.

# 1. Well-being

Good

## Summary

Children speak up confidently and have a strong voice. They have developed positive bonds of affection and well established routines enable children to feel happy and relaxed. Children interact well for their age, they are motivated and have good attitudes about their play and learning. Children are developing well as they participate in a range of experiences which promote their all round development.

## Our findings

Children made choices, decisions and expressed their needs confidently. They could choose what they wanted to play with, and from a small selection they could chose what they wanted to eat. Children's needs took precedence over daily routines. For example, babies were allowed to sleep when tired rather than sleeping all together. Older children expressed themselves very well and asked for help confidently when they needed it, such as putting their shoes on or help drawing a unicorn. This demonstrated children understood their needs would be met and they would be listened to.

Children were happy, settled and comfortable. They understood the daily routine well, which ensured they felt secure and relaxed. After playing outside, they knew to take off their waterproof clothing and negotiated the stairs well when moving between the first and second floor of the nursery. Children felt a sense of belonging as their craft work was displayed on washing lines and on the walls of the room and they had excellent relationships with staff. For example, many children showed strong affection, approaching staff for cuddles and enjoying sitting on their knee during stories such as 'The Three Bears'. Children we spoke to told us they were happy and enjoyed coming to nursery.

Children co operated extremely well with adults and each other. They responded positively when being spoken to and followed instructions such as 'let's get ready for lunch time' very well. Pre-school children willingly shared craft tools in the dough and babies happily played alongside each other with the sensory toys. We observed lunchtime and saw children were patient and kind towards each other, with a few children very good at saying 'please' and 'thank you' without being reminded. Older children were becoming sensitive to the needs of younger babies, for example, when they smiled and gently stroked a baby's head, asking if they were ok.

Children took part in a wide range of activities and enjoyed playing on their own, in groups and alongside staff. They showed good concentration when joining in with songs and stories such as 'We're Going on a Bear Hunt' and laughed as they chanted 'splash-splish splash-splish'. Most children were highly engaged and showed lots of interest in what they did such as taking part in the 'Play Dough Disco' activity, where they made pizzas and doughnuts. Most children were eager to talk about what they had been doing and one child

in particular was so proud to show us around the outdoor area pointing to all the interesting resources they had on offer. This showed children had very positive attitudes towards their play and learning.

Children had access to a good variety of experiences with the majority of toys and equipment within their reach, enabling them to follow their interests and be independent. For example, children decided to draw pictures and selected colouring pencils from the shelf whilst babies were seen crawling to explore resources in the tepee. Children's communication skills were developing well with many opportunities to develop language during their play and at meal times. Independence was successfully promoted by children being encouraged to do things for themselves such as handing out the drinks at meal times, using the toilet and drinking from cups without lids.

## **2. Care and Development**

**Good**

### **Summary**

Staff understand their roles and responsibilities and are effective in keeping children healthy and safe. Children's interactions are well managed through a nurturing, caring atmosphere. Staff promote children's all round development and meet their individual needs successfully by planning a good variety of experiences. However, mandatory first aid training is not always kept up to date.

### **Our findings**

Leaders were effective in keeping children healthy and safe. For example, staff understood the policies and procedures, including the safeguarding of children, and knew what to do should there be a concern about a child. Accident and incident records were completed accurately and shared with parents with staff managing minor injuries effectively. However, the service did not meet regulations because not enough staff had attended suitable and up to date first aid training. The registered person confirmed she would book staff on to the training as soon as possible. Healthy, nutritious food and drink was offered such as pasta bake followed by fruit for lunch and the nursery menu confirmed well balanced food was consistently provided. Staff mostly promoted good hygiene practices including washing hands before preparing food and wiping down tables before and after meal times. However, most staff had not attended recent food safety training and on a few occasions they served food to children with their fingers. Staff taught children the importance of brushing their teeth and leaders were working towards the Healthy and Sustainable Pre School National Award. This demonstrated their commitment to promoting good health in the early years, including the importance of oral hygiene. Staff provided regular physical play opportunities outdoors which promoted children's overall health and well-being and gave them fresh air.

Staff used effective strategies to manage children's behaviour. They spoke to children in a caring manner and used positive praise to motivate them. For example, during meal times staff said 'good girl' when a child used the fork rather than her fingers. Staff successfully occupied children whilst they were waiting for their lunch with alphabet flash cards and encouraged children to join in with animal sounds. Songs were used well during transition times and staff skilfully encouraged children to share. For example, staff quietly encouraged a child to have the confidence to speak up themselves and ask to swap dough colours with another child, rather than speaking for them.

Staff were knowledgeable and planned meaningful play and learning experiences. Discussions with staff showed they had a sound understanding of child development and photographs, observations and daily notes demonstrated activities reflected the children's needs well. For example, language and communication skills were developed through



stories and songs and outdoor learning promoted curiosity. Staff effectively recorded observations on children's progress. However, activity planning and the tracking of children's development was not fully up and running because staff had only just adopted a new electronic system and were still learning how to use it. Staff engaged well with children, supported their learning and met their individual needs effectively. For example, imaginative skills were developed through role play with staff encouraging children to go on a bear hunt through the 'squelchy mud'. Welsh language was promoted with staff supporting children to count and name colours in Welsh and babies were offered sensory experiences and were given cuddles when they needed reassurance.

### **3. Environment**

**Good**

#### **Summary**

Staff effectively care for children in a secure, warm and friendly environment. Resources and equipment are suitable and of good quality. Most aspects of the environment are stimulating and staff offer engaging learning experiences.

#### **Our findings**

Leaders successfully provided a secure environment for children. Doors were locked at all times and entry controlled by staff. The outside area had perimeter fencing which ensured the children stayed in the play area. Inside the building, safety gates prevented children from leaving the playrooms and using the stairs unless accompanied by staff. Children and staff attendances were recorded in registers so that all people in the building were accounted for. Fire drills were conducted regularly and ensured children and staff understood the procedure should there be an emergency. Written risk assessments ensured potential hazards had been reduced or eliminated, however these documents were not always formally reviewed and dated. Overall, leaders had effective safety procedures in place which kept children safe.

Leaders provided a warm, stimulating environment and ensured play spaces were used flexibly. For example, staff swiftly converted playrooms in to eating areas by re-arranging tables and bringing high chairs out of storage for meal times. The nursery had been recently decorated and together with soft furnishings, this created a homely, welcoming environment. Thick, comfortable carpet in the baby room and tepees with cushions ensured children had cosy areas in order to relax and feel at home. Display in the toddler room was a particular strength with walls being child friendly and they contained many examples of children's work including paintings hung on washing lines. This created a sense of belonging and enabled children to feel their work was valued. However, wall displays were not always up to date in all rooms of the nursery. The outdoor area provided a wide range of play opportunities, offered ample space with the children using the area most days. There was no fixed shelter outside but staff created temporary shelter using tarpaulin and when sunny they used trees to provide shade from the sun.

Leaders provided a range of resources which suited the children's ages and stages of development. For example, playrooms were set out with age appropriate toys and equipment including cots for babies, role-play areas, writing/drawing tables and small world play. The choice of resources stimulated and encouraged children to follow their own

interests as we saw children help themselves to toys including the colouring pencils to draw their own pictures. Outside, toys promoted curiosity, for example, a toddler was engrossed as they filled funnels and drainpipes with cups of water. Resources were inspected and cleaned at the end of each day and deep cleaned each quarter, which ensured they were in good repair. To make the most of the space available, staff packed away some resources and rotated them when needed. This kept children interested in the resources on offer and ensured they had enough space to play.

## 4. Leadership and Management

**Adequate**

### Summary

Leaders are hard working and ensure the service operates in line with most regulations and national minimum standards. Leaders are committed to improving the service and partnerships are a real strength. However, the management of mandatory training and suitability check renewal is not effective.

### Our findings

Leaders were experienced, passionate and overall the service was appropriately managed. However, leaders did not have effective systems in place to update staff suitability checks. For example, the registered person had failed to renew Disclosure Barring Service (DBS) certificates, for herself and several members of staff. This was a serious matter and we issued non compliance notices in order for this to be addressed immediately.

Communication was effective with staff feeling well supported which created a positive ethos around the nursery. Policies were mostly reviewed and leaders, informally, observed staff which ensured policies were understood and followed by all staff. Parents were able to read the service's policies and procedures before making a decision and the statement of purpose reflected the service well enabling parents to make an informed choice. However, minor amendments were needed to the document, which leaders did before the report was written.

Leaders were reflective and took action as a result of other people's views. Parents and children's views were collected through informal discussions and these were taken in to consideration when completing the annual quality of care review. For example, leaders introduced forks at meals times, which had been suggested by a parent. Leaders identified the service's strengths and priorities for improvement including plans to develop the nursery's forest school area.

Leaders had appropriate induction procedures in place for most volunteers and staff. However, the performance management process was not always effective because leaders did not always make arrangements to renew mandatory training. Basic supervision was carried out informally and formal appraisals were carried out annually. Leaders generally followed a safe recruitment process when initially appointing staff but once employed, suitability checks sometimes expired and two staff only had one reference when they are required to have two. Leaders ensured children's registration records were well maintained containing all relevant information.

Leaders had developed effective partnerships with parents, professionals and the community. For example, children were taken on outings to places such as Ty Mawr Country Park which enabled children to understand the local area. Strong partnerships had been established with other professionals as leaders arranged for children to attend dance

classes and baby sensory sessions, which were run by external providers. Being part of the Designed to Smile national programme and working towards the Healthy Sustainable Pre-Schools National Award also strengthened partnerships and demonstrated leaders were committed to working with others to positively benefit children. Parents were happy with the care provided and were kept informed about their child's time at the service, both verbally and through written daily accounts. Information was shared on the service's social media page and leaders successfully engaged with parents by holding fundraising events such as bake sales, Easter egg hunts and Mother's Day pottery.

## 5. Improvements required and recommended following this inspection

### 5.1 Areas of non compliance from previous inspections

None

### 5.2 Recommendations for improvement

During this inspection, we identified areas where the registered person is not meeting the legal requirements and this is resulting in potential risk for children using the service. Therefore, we have issued non-compliance notices in relation to the following:

**Regulation 28 (2) (b) (i) of The Child Minding and Day Care (Wales) Regulations 2010.** Only half of the staff members employed at the service had up to date DBS certificates.

**Regulation 8 (2) of The Child Minding and Day Care (Wales) Regulations 2010.** The person in charge did not have an up to date DBS certificate.

Details of the actions required are set out in the non-compliance report attached.

We also told the registered person that improvements are needed in relation to:

**Regulation 24 2 (b) of The Child Minding and Day Care (Wales) Regulations 2010.** Staff did not have suitable first aid qualifications when caring for relevant children.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. However, we expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

We recommended:

- all staff handling food to attend food safety training;
- developing further ways to gather parents and children's views. For example, through the use of questionnaires and
- updating staff files including obtaining a second reference for two members of staff and ensuring the missing induction record for one member of staff is found.

## 6. How we undertook this inspection

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

One inspector visited the service from 11:00- 17:30 on Monday 10 June 2019.

We:

- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff and a parent/carer;
- spoke to the registered person and
- looked at a wide range of records including the statement of purpose, policies, procedures, staff files and children's records.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sandra Dudley
Person in charge	Sandra Dudley
Registered maximum number of places	23
Age range of children	0-7
Opening hours	Mon-Fri 07:30-18:00 Closing for bank holidays and approximately one week at Christmas and new year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 March 2017
Dates of this inspection visit(s)	10 June 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care'.
Additional Information:	

Date Published 31/07/2019





## **Care Inspectorate Wales**

### **Children and Families (Wales) Measure 2010**

### **Child Minding and Day Care (Wales) Regulations 2010**

### **Care Standards Act 2000**

## **Non Compliance Notice**

### **Childrens Day Care**

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

**The issuing of this notice is a serious matter. Failure to achieve compliance will result in Care Inspectorate Wales taking action in line with its enforcement policy.**

Further advice and information is available on CSSIW's website  
[www.careinspectorate.wales](http://www.careinspectorate.wales)

### **Mini World Day Nursery**

Mini World  
Maes y Llan Lane  
Ruabon  
LL14 6AD

Date of publication: **Tuesday, 30 July 2019**

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.*

<b>Leadership and Management</b>	<b>Our Ref: NONCO-00007869-WJGW</b>
<b>Non-compliance identified at this inspection</b>	
<b>Timescale for completion</b>	<b>23/07/19</b>
<b>Evidence</b>	
<b>Description of non-compliance/Action to be taken</b>	<b>Regulation number</b>
Regulation 28 (2) (b) (i) of The Child Minding and Day Care (Wales) Regulations 2010. 50% of staff have expired DBS certificates	28 (2) (b) [i]
<ul style="list-style-type: none"> <li>- The registered person is not compliant with Regulation 28 (2) (b) (i) of The Child Minding and Day Care (Wales) Regulations 2010.</li> <li>- This is because the registered person had not ensured all staff met the requirements by having up to date DBS certificates.</li> <li>- We inspected staff files and discussed DBS certificates with the registered person and found 50% of staff had expired DBS certificates.</li> <li>- The impact on children using the service is potential risk to their safety as some staff are caring for children without having had enhanced criminal record checks.</li> </ul>	

<b>Leadership and Management</b>	<b>Our Ref: NONCO-00007870-FSRB</b>
<b>Non-compliance identified at this inspection</b>	
<b>Timescale for completion</b>	<b>22/07/19</b>
<b>Evidence</b>	
<b>Description of non-compliance/Action to be taken</b>	<b>Regulation number</b>
Regulation 8 (2) of The Child Minding and Day Care (Wales) Regulations 2010 PIC/RP DBS expired	8 (2)
<ul style="list-style-type: none"> <li>- The registered person is not compliant with Regulation 8 (2) of The Child Minding and Day Care (Wales) Regulations 2010</li> <li>- This is because the Registered Person did not have an up to date DBS certificate.</li> <li>- We inspected records and found the registered person, who is also the person in charge of the day to day running of the service, did not have an up to date DBS certificate. It had expired in 2015.</li> <li>- The impact on people using the service is potential risk to children's safety as the registered person is caring for the children without having had enhanced criminal record checks carried out.</li> </ul>	