



Childcare Inspection Report on

Appletree Day Nursery (WALES) Redwick Ltd

**Greenfield House
North Row
Redwick
Magor
NP26 3DX**



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Description of the service

Appletree Day Care Nursery Ltd, is registered to care for up to 50 children under the age of 12 years. The nursery is located in the Redwick area close to Magor. It operates all year round, with the exception of bank holidays, between Monday and Friday, 7.30am to 6.00pm. There is a wrap around service from the local school in Undy. Theresa Spuffard is the Registered Individual (RI). She employs a nursery manager as the Person in Charge (PiC) who has day to day responsibility for the running of the service.

This is an English language nursery, with the use of incidental Welsh being used.

Summary of our findings

1. Overall assessment

This inspection was carried out because CIW had received a concern regarding partnership with parents and how incidents and injuries are reported to parents. We found the setting to be compliant with regulations. As a result of recent incidents and injuries, the group have improved the way they deal with and report incidents and injuries to parents.

Outcomes for children are adequate. Staff have warm and relationships with the children. Children are cared for in a suitable, clean and child friendly environment. They enjoy and experience a sound quality of educational activities and play opportunities and are confident to play, learn and explore. In the main, management work well in partnership with parents and carers and generally meet children's individual needs. However, better support is required to support families whose children have additional needs.

2. Improvements

The service has satisfactorily addressed the recommendations raised at the last inspection. We saw improvements in children's individual record keeping.

3. Requirements and recommendations

We made recommendations to improve the administrative procedures and ensure safety is further considered to minimise risk within the setting. These are detailed in full at the end of this report.

1. Well-being

Summary

Outcomes for children are adequate. They are settled and their needs are attended to. Children enjoy their play and learning and have a good range of play activities to promote their all round development. Access to outdoor play should be organised so more free flow opportunities exists in both older toddlers and pre-school groups.

Our findings

1.1 To what extent do children have a voice?

Children can make choices, express their views and requests are listened to by staff. Children were asked what they wanted to play with or do and their suggestions with regard to activities were acted upon. For example, we observed the older children in the pre-school asking for their favourite stories. Staff happily read the stories and the children were very animated in anticipating what would happen to the characters in the story. We spoke to a number of older pre-school children and they told us what activities they liked to play with. We noted that children looked relaxed in their environment and children in both the toddler group and pre-school group spoke to us with ease. We observed the babies and younger toddlers happy and settled and staff sat alongside the younger children encouraging them with their non verbal cues and encouraging the babies and toddlers to babble and coo. This helps younger children to become confident at attempting to communicate with adults and children alike.

Children's needs are responded to and their views are taken into account which promotes their confidence and self esteem.

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

Children are settled, forming positive relationships and are relaxed and happy in the nursery. There is an effective settling in procedure. Over the course of inspection we observed children playing happily with their peers and alongside staff. We saw that they were settled and at ease as they happily approached adults for reassurance and assistance. We observed a new baby who was still adjusting to the nursery received close attention and support to help them settle in. We noted that there was a relaxed atmosphere and children were forming positive friendships, playing together in groups and in pairs.

Children are valued and forming good attachments which supports their wellbeing.

1.3 How well do children interact?

Children are starting to understand the importance of co-operating, taking turns and sharing. We noted minor incidents between children were quickly sorted out with the support from staff who were close by. Children played happily together. During discussion times the pre-school children sat together and listened to what each other had to say. Older toddlers were observed to sit patiently waiting for lunch. Babies are given time and opportunities to choose the toys on offer and when they babble staff responded to the sounds with praise.

Children are learning the importance of sharing and turn taking in preparation for more formal education.

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

Children are engaged and are interested in their play. They sustain interest for an age-appropriate amount of time and benefit from a good variety of play opportunities that support their development. Children were developing well and they were able to choose independently from a wide array of activities on offer to them. We saw a well organised role play area for the pre-school group where children were able to play independently, helping themselves to the items set out as a shop. We noted some structured activities had been planned. Most of the children in the pre-school room enjoyed the role play session of busily choosing items they wanted to buy in the shop. Children were bubbling with enthusiasm and showed the excitement in their facial expressions when they joined in conversations with each other. However, we noted that some staff did not fully appreciate the opportunities to engage with the children and extend their language. For example we noted that a small group of children were playing in the 'mud kitchen' area outside and were talking about what they were going to make. One child said 'I'm baking a cake for my friend's birthday, but how will I make it?' We noted that a member of staff was nearby tidying up toys and equipment. The member of staff smiled at the children but did not get involved in the children's play. We saw that soon after the group moved away from the mud kitchen area to other things without finishing what they had started.

Children enjoy their play but staff's active involvement needs further development in order to help extend children's learning?

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

Children are developing their skills, are confident and independent. Generally children are encouraged to develop their self help skills and follow their own interests. We noted that the older children were prompted to eat independently and encouraged to use appropriate cutlery. We heard children ask for more food and staff were on hand to facilitate this. During activities children were given space and time to play independently and they were encouraged to wash and dry their hands without adult support. We observed a painting activity where a child had finished their picture and went to show it to the practitioner. The member of staff paused from what they were doing and took time to praise the efforts of the child. This promoted their self-esteem and gave the child a sense of purpose and responsibility, improving their confidence. Each group, such as the pre-school and older toddler's base rooms, were very well placed in allowing children to have free flow access to outdoor play. However, staff told that each group have timetabled access to their outdoor play area. On discussions with staff about how free flow access can enhance children's independence, we were told that the reason for timetabled play was because; "we have always done it this way?" However, we heard children asking staff in both groups if they could play outside. Staff told them "not now, we will go later on". The children looked disappointed.

Children are developing and learning but lack of free flow access to outdoor facilities does not fully encourage children to develop their independence.

Care and Development

Summary

Overall, we found practitioners demonstrated that they value their relationships with the children and provide them with a suitable range of activities that help them to develop. We found that the practitioners understand most key policies and practice these but they lack the understanding of their role with regards to health and safety procedures and providing one to one support.

Our findings

2.1 How well do practitioners keep children safe and healthy?

In the main practitioners promote a healthy life style and ensure that appropriate health, safeguarding procedures are in place. Appropriate fire safety precautions are undertaken and fire drills have been completed. The nursery has a food hygiene rating of 5 from the Food Standards Agency. Staff we spoke to were aware of child protection procedures and there is a safeguarding policy in place. The training matrix showed that staff have updated their safeguarding when it is due but we were told by the Person in Charge (PiC) that so far none of the staff have completed any awareness training of the 'Prevent Duty'. This is a government strategy to help protect children and families from radicalisation. The nursery's safeguarding policy did not include information on how the service would deal with radicalisation. We discussed this with management who agreed to ensure this is addressed. Risks and hazards are considered when going on trips or transporting children to and from school. We noted that staff used drawing pins to display children's work or block light from skylight window in the baby sleep room. Other risks in the baby sleep room were noted on our first visit. We discussed this with the RI and PiC and they assured us that this would be rectified immediately. We noted that this was addressed before we completed the visit on day one. We asked to see the daily checklists for the premises to ensure that safety issues are regularly checked and monitored and reported on but we were told there were no formal checks lists were in place. Staff did not seem to take responsibility in reporting any hazards they may have noted and on speaking to the staff in the baby room and older toddler rooms where we had noted the issues staff seemed to be over reliant on the PiC in dealing with any safety matters. We discussed this with management and they agreed to implement daily check list for staff to complete. The RI told us that first aid boxes are stored in the nursery and also carried on the bus when transporting children to and from school.

Staff have some understanding of their roles and responsibilities but further improvement regarding identifying safety issues and taking timely remedial action should be improved.

2.2 How well do practitioners manage interactions?

In the main staff manage interactions with children effectively and ensure that children understand the importance of sharing and being kind to each other. They work in line with the nursery's behaviour management policy and set realistic boundaries for

children in line with their age and stage of development. We noted that practitioners were good role models for children, treating them respectfully and kindly at all times. They encouraged children's manners prompting them to say 'please' and 'thank you.' Older children were comfortable with the routines in place. Before meal times they sat patiently and waited for the nursery's cook to deliver the food to their rooms. However, the nursery's incident records showed that children's individual needs were not always met because of lack of staff effectively supervising all the children, specifically at busy times such as lunch periods. The nursery's one to one support of children with additional needs was not always effective. We discussed this with RI and the PiC who showed us that recent incidents had brought about improvements and highlighted the need to better support children and their families. We saw an action plan for improvements and management were proactive in seeking to ensure that improved supervisions and support for staff is implemented to support all children in their care.

Parents can be assured that improvements are being implemented to ensure that children are supported effectively and consistently. Incidents or injuries are recorded and escalated in a timely manner.

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

Staff ensure that children have access to a range of play experiences. They record and track children's learning and development and support their individual needs. However, we noted that observations were brief and children's next steps did not clearly identify how they child would be supported. We discussed this with staff and they agreed to make further improvements. We noted that practitioners were calm, responsive and in the main there was a relaxed and nurturing atmosphere in the nursery. There is no key worker system in place which means that individual children do not have a specific practitioner to provide continuity of care. We spoke to a number of practitioners who were familiar with the needs of individual children, their routines and preferences. We discussed this with management who agreed that staff would be better organised if clear roles and responsibilities and a key worker system is introduced. The service does not provide the Active Offer in relation to the Welsh language and we noted incidental Welsh used during our visits.

Practitioners ensure the children's developmental needs are identified and provide a caring atmosphere to promote children's wellbeing and development.

2. Environment

Summary

Overall, resources and furniture are of a good standard and offer children an adequate variety of play and learning opportunities. Children have access to equipment and activities which support the ethos of the Foundation Phase. However, risks and hazards are not effectively identified and eliminated to ensure children's safety.

Our findings

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

We found that staff do not play an active role in fully identifying risks and hazards to children. Indoors, we noted that the older toddler's base room had children's work displayed using pins. We highlighted the issue to management who agreed to put effective daily checks in place to allow staff to actively engage and take responsibility for reporting any concerns with the environment they work within. During our inspection we noted that the RI had begun to address the issues. They have given assurances that any outstanding issues will be rectified and appropriate safety levels maintained in the future.

Management are beginning to develop a suitable tool so that everyone is aware of their responsibilities in relation to the safety and welfare of children.

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

The nursery has a secure entrance and ample space both indoors and outdoors for children to play. Indoors there are quiet areas in each base room for the children to relax and read books or sit quietly and rest. Babies have plenty of space in their play room and a sleep room is designated for them and each child has a their own cot. Overall, the indoor play spaces were clean. However, we noted that the baby sleep room was used for storing additional equipment. These issues can impact on children's health and safety because we saw one item stored so close to the cot that a young child could have reached it. We discussed this with the RI who told us that this was for a short period and not usually kept in that manner, the area was de-cluttered before the inspection was completed.

Older children and toddlers have access to child-sized toilets and low level wash hand basins to support independence. Children generally eat their meals within their base rooms, in a designated area. Children's art work is displayed which gave a pleasant atmosphere and gave a sense of security and belonging for the children. The nursery has a separate unit within the premises which is used for after school and holiday club children. We noted that this unit was very well laid out, bright, with its own designated outdoor play area.

Management are beginning to ensure the environment is used flexibly and create a good sense of security and belonging.

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

Furniture within the nursery is of a good standard. Each room has child-sized tables, chairs and role play furniture suitable for children to use. We saw a wide range of toys, games and dressing up materials which were well used by the children. With the exception of the baby unit, all other rooms have access to their own play area, where children have access to wheeled toys, a play house, digging and planting area. We saw children playing freely in the indoor role play area, mark making and paint/messy play area which they clearly enjoyed. The babies' and younger toddler unit was based on the ground floor. Both rooms were well decorated with plenty of light and a designated changing room with nappy changing facilities. The baby unit had good quality of toys and suitable equipment to help the young children play and develop well. Toys and resources were well organised and within the young children's easy reach. This encouraged them to become more mobile. During the inspection we noted there were suitable books and resources that promoted cultural awareness and the Welsh language. The PiC and the RI told us that they celebrate various festivals throughout the year.

Staff are beginning to ensure that all children have access to a wide range of suitable quality, developmentally appropriate play and learning resources inside and outdoors.

Leadership and Management

Summary

The service is generally run with reference to the National Minimum Standards for Regulated Child Care and the Child Minding and Day Care (Wales) Regulations 2012. Planning for improvement is undertaken, management of staff is sound and in the main there are suitable partnerships with parents. Records and documents are generally well organised with some development required. The Responsible Individual (RI) should take action to address matters we identified to improve standards and ensure continuity of care for the children.

Our findings

4.1 How effective is leadership?

The management complies with the relevant regulations and national minimum standards. The nursery maintains up to date policies, procedures and records sufficiently and overall these translate into sound practice. However, some improvements are required. We examined a range of documentation and records maintained and overall, found these to be adequate. The Statement of Purpose has been updated. All staff are clear about the quality of care expected but they lack knowledge on health and safety issues and their responsibility to report matters to the RI so that action can be taken to ensure children's safety. This can impact on the standard of care provided. The RI needs to ensure all policies and procedures are understood and practised by staff and that there is a system in place to monitor and update documentation in a timely manner. On viewing the daily registers we noted that there were no registers for children who attend the breakfast club from 7.30 in the morning. The PIC told us that she is responsible for completing the register but she is not on duty until 8 o'clock. This could impact on safe evacuation of the premises in an emergency and it does not give a clear picture of which staff and children are present at any given time. We discussed this with practitioners and the RI and they agreed to make the improvements immediately. We viewed medication permission forms and records and noted that currently the RI had agreed with parents to administer medication such as Calpol if a child became unexpectedly ill whilst in their care. Practitioners told us that parents supply the medication and that these can be kept indefinitely in the child's belongings. We discussed that this was not an appropriate medication system and that parents must supply medication for each child individually. All medication must be clearly labelled and stored in an allocated place with the child's name. The medication should be kept at the nursery for a specified time only. We discussed with the RI that in any other situation they should seek emergency advice and ask parents to collect their child if they were unwell so that medical advice could be obtained. The RI agreed to improve this system immediately. We saw evidence of contracts that were shared with parents setting out the expectations of both parties.

Generally leadership and management are effective but further improvements are required.

4.2 How effective is self evaluation and planning for improvement?

There are quality assurance processes in place. Parents, children and practitioners are consulted as part of the nursery's review of quality of care and there is an action plan for improvement as part of this review. However, the process would benefit from noting what the service had learnt such as reporting on any incidents, which required the provision to make improvements. For example, the report should note how they intend to restructure the base room so that dedicated members of staff are responsible for each age group. We were told that through recent incidents management have noted that staff need to improve their closer supervision of all children. The RI and PiC both agreed to include such improvements into the quality of care report and act upon them in a timely manner in the future. The setting has identified the importance of children having a smooth transition to school.

There are adequate systems for improving and evaluating the effectiveness of the setting to benefit children and parents who use it.

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

The staff are managed adequately. There is a stable group of practitioners, many of whom have been working at the nursery for a number of years. The RI told us that the PiC ensured that staff have regular supervision and an annual appraisal. However, supervision sessions with staff were not formally recorded. The PiC agreed to implement the formal recording of staff supervision meetings. Staff meetings are held on a monthly basis. There is a small pool of part time staff to cover sickness and annual leave. Lunch times are covered by additional help from the nursery cook. Practitioners are qualified but the current structure within the nursery means that there are no designated staff who hold overall responsibility for each age group. This means safety measures may not be highlighted quickly and reported to management so that effective actions could be taken. We saw a training matrix that showed that regular training is undertaken. This includes first aid, child protection and food hygiene. Recruitment processes are safe.

Overall, staff are beginning to be managed effectively to ensure that the service is run efficiently. However, improvements recognised need to be implemented and sustained.

4.4 How effective are partnerships?

The service generally works well with parents and partnerships are strong. Parents of babies told us that they are given daily diaries so that they know what their child has done each day, including records of their sleep patterns and the food they have eaten. Relevant information is gathered before children attend so that their preferences and daily requirements are noted. Some parents told us that when changes were made in their child's group or those affecting their own child these were not always fully explained. Therefore parents could be left not knowing why things had been changed. We discussed this with the RI who agreed to implement a better communication system with all parents

Partnerships with parents are positive and the feedback we have received from parents indicates that overall they value the service provided by the nursery.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

In order to further develop the service and improve outcomes for children we discussed the following matters with the RI and PiC. They should:

- Ensure that all areas that are accessed by children are safe and fit for purpose and are monitored by the use of effective daily check lists;
- review access for outdoor play so that children have better opportunities for free flow throughout the day;
- ensure that staff use their time effectively joining in with children and giving individual children effective one to one attention when required rather than ensuring daily cleaning tasks are completed;
- extend all observation and assessment records to consistently evaluate and record children's next steps in order for parents to be fully informed of their child's progress;
- ensure that daily registers accurately record when staff and children are on site in a timely manner including breakfast sessions and afterschool sessions;
- ensure that procedures for administering medication clearly identifies that parents must provide any medication for individual children and that this is stored by the nursery for a specific time only;
- ensure that all staff receive supervision which is formally recorded;
- ensure any learning that has occurred such as through any incidents occurring within the year is reflected in the Quality of Care review to show that changes made have led to improvements and
- undertake an awareness of Prevent Duty programme and update the safeguarding policy to include information in respect of the duty to prevent radicalisation.

3. How we undertook this inspection

We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including concerns raised and any notifications and changes since the service was last inspected;
- the inspection was carried out by one inspector and took place over two visits;
- we observed activities and interactions between the staff and children;
- we sampled documentation and records, which included the statement of purpose, policies and procedures, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of medication administered;
- we viewed all parts of the premises, looked at maintenance records, risk assessments and other documentation relating to safety measures and took account of the security measures in place.

Our findings were fed back to the RI and the PiC at the end of the inspection and all recommendations discussed in full.

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

www.careinspectorate.wales

4. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Theresa Spuffard
Person in charge	Gail Davies
Registered maximum number of places	50
Age range of children	Nine months to nine years old
Opening hours	Monday to Friday 7.30am to 6pm including school holidays. With the exception of Bank Holidays and some additional days closing over Christmas period.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 March 2015
Dates of this inspection visits	18 and 19 April 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?	The service does not provide the 'Active Offer' in relation to the Welsh
Additional Information: None	