



Childcare Inspection Report on

Funtazia Day Nursery Prince Charles Hospital

**Prince Charles Hospital
Gurnos Estate
Merthyr Tydfil
CF47 9DT**



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Description of the service

Funtazia Day Nursery Prince Charles Hospital is registered with Care Inspectorate Wales (CIW) to provide care for up to 48 children under the age of 12 years. Nichola Cronin and Vanessa Jones are the Responsible Individuals (RI) on behalf of the limited company. A Person in Charge (PiC) has been appointed to run the service on a day to day basis. It operates all year round with the exception of bank holidays and is open from 7.30am until 6.00pm, Monday to Friday. They offer sessional care to children as part of the Flying Start programme, as well as full, part time, wrap around and before and after school places. The service runs a holiday scheme and places are available to children with additional needs who are referred through the Children's Disability Service. The language of the service is English with some incidental Welsh used through play.

Summary of our findings

1. Overall assessment

Children experience a good range of play and learning experiences to promote their all round development. There is a nurturing atmosphere within the nursery, as a result children learn and play in an informal and supportive environment. Staff practice is responsive and warm and children's development is supported well. The environment is well resourced, clean and inviting. There is good outdoor space for physical activities, although we have made a recommendation in this area. Leadership of the service is effective. Records and documents are maintained to a good standard, the staff team is well qualified and good systems have been implemented in relation to record keeping.

2. Improvements

Since the last inspection the service has improved the use of incidental Welsh and promotion of independence for babies, both recommendations of the last inspection. New outdoor sports equipment has been purchased to give children a greater selection of play resources, a dance programme has been introduced and a review of lunch time routines for the toddlers and pre-school children has been undertaken.

3. Requirements and recommendations

We have made some recommendations in relation to the environment and leadership of the service. These are outlined in the body of the report and summarised at the end.

1. Well-being

Summary

Children enjoy a good selection of play and learning experiences and are familiar with routines in the nursery. They are forming strong relationships with their carers and peers and are developing their independence in preparation for more formal education.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak out and make their needs known. They were able to self direct their play and choose their preferred resources. We saw examples of children picking out toys which they were interested in and we heard staff asking children if they would like to take part in specific activities. For example a member of staff asked *'Do you want to come and build a tower?'* and a child answered *'Yeh.'* Older children are consulted and asked their opinion about the service and we saw that service questionnaires had been sent out to children as part of the quality assurance process.

Children have a voice in the service. They are listened to and their requests are respected.

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

Children are secure and are developing good relationships with their carers and peers. Most children were familiar with routines and were comfortable in their surroundings and moved around their base rooms with ease. Younger children who needed reassurance approached staff for comfort and were supported well. Babies moved around their base room exploring their environment and were happy crawling and playing outside. One of the base rooms had an 'Our Families Tree' display with photographs of children and their loved ones. This gives children a sense of belonging. We also noted that children were happy for staff to sit and play alongside them and we heard one child say to a member of staff *'Come and sit by me.'*

Children are happy in the nursery and have a sense of security and belonging.

1.3 How well do children interact?

Children are learning important social skills in line with their age and stage of development. Many of the children have emerging skills in this area because of their age. However, we noted that they sat nicely together during circle time and during table top activities. Some children were able to play co-operatively with their peers. For example, we observed two children playing in the home corner with one assuming the role of the customer and the other the shop keeper. We spoke to older children and they told us that they had made friends and like playing with other children. In the after school club children accepted that they had wait their turn to use electronic equipment and happily watched other children playing computer games.

Children are beginning to share, co-operate and take turns.

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

Children show pleasure and interest in the range of suitably challenging and age appropriate play opportunities available to them. They have positive experiences in relation to their play and are active participants in their learning experiences. Across all base rooms we saw that children were engaged in their play and enjoyed the balance of free play and more structured adult led activities. They enjoyed messy play and imaginary play, as well as table top activities such as arts and crafts. There were outdoor play opportunities which promoted their balance and co-ordination such as throwing balls, balancing balls on rackets and using large climbing equipment. Children had the freedom to run around the garden and play hide and seek games.

Children benefit from a good range of play and learning experiences to promote their all round development.

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

Children are learning to become independent and are developing their all round skills. Babies and children were encouraged to feed themselves, and those that needed help were given assistance but also given time to attempt tasks independently. For example; children washed their hands, tidied resources away putting plastic shapes back in trays, they used appropriate cutlery at meal times and there were opportunities for them to use equipment such as scissors to develop their fine motor skills. They were independent in terms of their play choices and babies explored their environment confidently.

Children are developing their independence through play activities and as a result of the care and support given to them.

2. Care and Development

Summary

Children are cared for by staff who are nurturing, supportive and responsive to their needs. Promotion of children's play and learning is good and children's social development is promoted effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of their responsibilities in relation to children's safety and health and follow the nursery's procedures appropriately. They ensured that infection control measures were implemented in relation to hand washing, cleaning of tables and nappy changing procedures and we saw that the Public Health Wales Infection Prevention and Control for Child Care settings was being used to ensure good practice in this area. Medication records were completed appropriately and children's individual dietary preferences and requirements had been identified. The nursery participates in various nutrition and health related schemes including the Designed to Smile programmes for which they have a gold award, the Healthy Snack Award and the Healthy and Sustainable Pre-school scheme – Phase 1. A child protection policy and procedure was in place and we saw that referrals had been made to safeguarding agencies in line with the nursery's procedures.

Staff implement the nursery's policies and procedures in relation to children's safety and health.

2.2 How well do practitioners manage interactions?

Staff support children's social behaviour in line with children's age and abilities. They were effective in supporting children's understanding of 'good' behaviour using praise frequently to promote children's self esteem and self worth. They gently reminded children of the importance of treating each other kindly and as a staff team they were respectful to each other and the children in their care. The behaviour management policy sets out the strategies that staff are expected to follow and these strategies were implemented by staff who used positive reinforcement to engage children and encourage kindness to others.

Management of children's social interactions is good. Children receive consistent care which supports their social development.

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

The staff team promote and encourage children's play and learning effectively allowing children to self direct their play and focus on play which most interests them. Systems are in place to identify children's development needs and plan for the next steps in their development. We observed care practice which was responsive and nurturing with babies given good eye contact when being fed. Staff ensured that

children were made aware when tasks were going to be carried out so that children were prepared for them. There was good engagement with children during table top activities and staff encouraged their involvement during more structured activities such as circle time. We heard staff use Welsh through song and basic Welsh words were used to support children's understanding of the language. We did question the effectiveness of the lunch time routine as we found that when both the toddlers and pre-school groups were in the dining room together the space was limited and it was quite noisy. Following our first inspection visit the staff and RI's took the decision to split the toddler and pre-school lunch times and told us that the new system they had implemented was working well.

We examined a selection of children's development records and saw that observations had been undertaken and that children's progress was noted and their next steps identified. A variety of methods are employed to capture children's progress including Foundation Phase Profile Booklets, Birth to Three assessments, Wellcomm (a speech and language tool kit for early years) assessments and Individual Play Plans. Staff we spoke to also demonstrated an understanding of children's specific individual needs and there was evidence of collaboration with outside agencies to support children's learning.

Staff support children's play and learning in a positive way and children's individual needs are identified in order to plan for the next stage in their development.

3. Environment

Summary

The building is owned by the NHS trust and is located in the grounds of Prince Charles Hospital. All facilities are located on one floor making the nursery very self contained. It is safe for children, welcoming and well maintained overall, although the outdoor area would benefit from development.

Our findings

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

Leaders ensure that good safety measures are in place to ensure that it is safe for children. Relevant safety checks, which are the responsibility of the NHS Trust had been completed. We examined the nursery's own service safety records and saw that there was a fire evacuation procedure and fire drills had been undertaken. Daily safety checks are undertaken but these could be more effective as we noted a plastic box on the floor in the toddler room toilets and a cluttered shelf in the toddler sleep room. The RI took immediate action to address both of these issues. Entry to the nursery is via an intercom system and we saw that the garden area was safe with exits secure.

Effective systems have been implemented to ensure that the environment is safe for children but daily checks could be more thorough.

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

The nursery is well maintained internally, clean, welcoming and offers children some nice areas for play and learning. The after school club uses an area just off the office which is somewhat limited but children can also use the dining room which gives them additional space. The entrance area was nicely arranged with lovely noticeboards providing parents with information about healthy eating and other important nursery information. The playrooms were well designed with zoned areas for messy play, imaginary play and quieter activities. Externally the baby outdoor area had been updated and offers a small but nice area for outside play. Older children have a good sized outdoor area at their disposal but this area is in need of development. We noted that the railings were rusty and the construction area had been blocked off and was in need of attention. The RI's recognised that work was needed to improve this area. By our second visit the railings were in the process of being painted and additional work on the garden has been scheduled.

The internal spaces are well maintained and child friendly but at the present time the outdoor area requires development.

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

Leaders maintain toys and equipment to a good standard overall, although the introduction of more natural learning materials would be beneficial. There was some robust and good quality equipment and toys accessible to children to promote their

independence. There was some very good outdoor sporting equipment which had recently been purchased and there were some lovely multi cultural story stacks. Older children had resources suitable for their age and abilities including arts and crafts and board games. There were a number of plastic high chairs, a couple of which were stained, but we were told by the RI's that these are used by younger children when they do messy activities. We noted few natural materials to extend children's curiosity and we spoke to the RI's about introducing more of these types of learning materials.

Children have access to a good selection of toys which are robust and well maintained but additional natural learning materials would be beneficial.

4. Leadership and Management

Summary

Leaders have introduced effective working practices and systems to ensure that the nursery runs smoothly. Both RI's are actively involved in the service to support staff and meet with parents. Collaboration with agencies is evident and self evaluation and on going planning for improvement is undertaken.

Our findings

4.1 How effective is leadership?

Leadership is effective and both RI's are committed to developing the nursery and improving the service offered to children and parents. Records and policies were well maintained and organised, although as children over 8 years attend the nursery they need to be aware of how they can raise a concern or complaint about the service. Contracts and children's records we inspected contained all relevant information and accident records had been completed appropriately. The accident records are audited regularly by the RI's to identify any patterns and address any issues arising from them. The Statement of Purpose was sufficiently detailed and offers parents information about the service so that they can make an informed decision about its suitability for their child. We saw that records of children and staff attendance were maintained appropriately. There was current liability insurance and current vehicle documentation. Leaders ensure that records and documents are maintained to a good standard.

4.2 How effective is self evaluation and planning for improvement?

Leaders have established effective systems to monitor the service and plan for improvements. They have completed their Self Assessment of Service Statement (SASS) as required by regulations and have consulted with parents/children as part of their annual review process, a report has been produced and there was clear evidence of evaluation and action plans for improvement. We saw that questionnaires had been circulated to parents and feedback from them was very positive. Comments included *'Very good staff,' 'I am very happy with the service,'* and *'I would recommend this nursery to everybody.'*

Leaders have implemented quality assurances processes to monitor their service and plan for improvements.

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

Overall, management of the staff team is good, although the frequency of one to one supervision should be reconsidered. Staff from a sister nursery provide cover for holidays and sickness and consequently there is no requirement to use agency staff. 13 staff questionnaires have been returned to CIW and no issues were highlighted in them. Disclosure and Barring Service (DBS) checks were up to date and leaders maintain a training matrix to identify when key training is required. Staff files were maintained to a good level although some did not have a copy of staff contracts. The

RI's subsequently updated these files. We saw that staff receive an induction, annual appraisals and one to one supervision, although at present these are six monthly. We discussed the frequency of one to one formal sessions with staff with the RI's and the importance of regular meetings so that staff can reflect on their practice and discuss any issues pertaining to their role in the service.

Leaders ensure that good systems are in place for the management of staff.

4.4 How effective are partnerships?

There are good partnerships with parents and agencies. We spoke to four parents and all were complimentary about the nursery. One parent told us that the nursery is '*brilliant*,' and others stated that they were happy with the service provided. The two parent questionnaires returned to CIW were both positive with comments such as '*Excellent service*,' and '*Very supportive unit not just to children but to parents*.' The nursery communicates with parents in a variety of ways via termly newsletters, through social media, via yearly parent meetings and when parents drop off and collect their children. There is partnership working with Flying Start professionals who visit the service and occasional visits to feeder schools as part of the transition process for children moving into full time education. The service also links with other agencies such as speech and language and with the Children's Disability Service who refer children to them for holiday care.

Good partnerships are being formed with parents and agencies.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Further development of the outdoor area;
- more frequent daily checks of rooms;
- introduction of more natural learning resources;
- review of the frequency of one to one formal supervision meetings and
- development of a complaints policy for children over the age of 8 years.

6. How we undertook this inspection

This was an unannounced inspection conducted as part of our regular schedule of inspections. One inspector visited the service for approximately nine hours over a two day period. The methodology used as part of the inspection process included:

- speaking to the RI's, staff, children and four parents;
- observing care practice and interactions between staff and children. This included completion of a Short Observation Framework for Inspection (SOFI) Tool. This tool focuses on the quality of engagement and staff interaction experienced by children;
- looking at a selection of service records and documents including policies, children's development records and safety records;
- inspecting the premises and
- considering information held by CIW including the last inspection report, the SASS, thirteen staff questionnaires and two parent questionnaires.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Nichola Cronin Vanessa Jones
Person in charge	Angela Thomas
Registered maximum number of places	48
Age range of children	6 weeks – 12 years
Opening hours	7.30am – 6.00pm Monday – Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 April 2015
Dates of this inspection visit(s)	16 July 2018 and 19 July 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow up strategic guidance for Welsh language in social care.'</i>
Additional Information: None	