



Childcare Inspection Report on

Bloomfield Day Nursery

**Bloomfield House Community Centre
Redstone Road
Narberth
SA67 7ES**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/04/2019

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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

Bloomfield Day Nursery is a full day care service which provides care for a maximum of 17 children aged between six weeks and four years. The care is provided from dedicated rooms within a community centre. The service is provided mainly through the medium of English, with some Welsh also used, particularly with children from Welsh-speaking homes. Emma Richards is the registered person for the service and the person in charge is Cheryl Crowdy.

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

Summary

1. Overall assessment

Children are very content and feel secure at this service. Staff are enthusiastic and caring and provide good support to children to develop their individual skills and independence. The environment is developing as is the leadership and management of the service, under a new registered person and a new person in charge.

2. Improvements

Leaders and staff had improved the environment for babies by redecorating the babies' room and having a new carpet laid. Following our visit, leaders updated the statement of purpose and a number of policies so that they were informative and met regulations. They introduced a parents' evening for parents to discuss their children's progress with nursery staff.

3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to staff appraisals (regulation 29 (3) (a)) and obtaining full suitability checks on all staff (regulation 28 (2) (b)) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the

service. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

We also made recommendations and these are included at the back of this report.

1. Well-being

Good

Summary

Children are happy and enjoy their play and learning at this service. They have very positive bonds with staff and with other children. They develop their independence well and have regular opportunities to make their voices heard and to develop their individual skills.

Our findings

Children are able to make choices and decisions regularly and their interests are valued. For example, when a child wanted to continue with her painting and the remainder of the group had finished, she was able to do so.

Children form strong bonds with consistent carers. Children happily approached staff for cuddles and sat on their laps. There was a keyworker system and a settling in process in place and parents confirmed that their children enjoyed attending the service. Children were confident and resilient. For example, when a child fell over in the outdoors, they got straight back up and continued to play happily.

Children are learning to share with support and they are forming friendships, in accordance with their stages of development. For example, when an older child had a toy which he knew his friend was waiting for, he continued to play with it for a while and then gave it to his friend.

Children are interested and engaged in their play. We observed children very engaged in activities such as painting, playing with a toy kitchen and doing actions to songs. Babies smiled broadly as a member of staff read a story to them and a child smiled and clapped when they put the jigsaw piece in the correct place.

Children have good opportunities to do things for themselves. They took their own coats off, carried their plates at lunchtime, scraped the plates into a food waste bin and independently retrieved resources that they needed. They were happy to have a go at doing things themselves, such as peeling an orange and persisted to solve problems. When a child wasn't happy with the position of a chair, they got up, pushed it in and then sat down again. They recognised colours and some of the older children were able to count to 20 in Welsh and English.

2. Care and Development

Good

Summary

Staff work very well together to meet children's needs effectively. They know the children's skills and preferences well. Staff are enthusiastic and positive and they support children effectively to develop their individual skills and independence. Staff follow relevant policies and procedures well to keep children safe and healthy.

Our findings

Staff have good understanding of how to keep children safe and healthy. All staff had up to date training in child protection and food hygiene. Almost all staff had up to date training in paediatric first aid. We found that staff used good hygiene procedures for nappy changing, for providing clean bedding and for serving lunch. Staff showed that they were familiar with the medication policy and followed the agreed procedures when giving medication. They showed through discussion that they understood safe procedures to follow in the case of a hypothetical child protection scenario. Staff provided healthy snacks such as a wide range of fruit, breadsticks and toast. Parents provided lunch for the children and leaders and staff had recently revised the light meal menu for the afternoons to make it healthier. The person in charge told us that she intended that the nursery worked through the Healthy and Sustainable Pre-schools programme again in order to continue to make improvements. Staff implemented the Designed to Smile tooth-brushing programme confidently, encouraging children to brush their teeth well and following suitable hygiene procedures. Staff took children outside to play on a regular basis, ensuring that they had access to suitable clothing to go out in all weathers.

Staff were very enthusiastic and positive in their interactions with children. They supported children to manage their behaviour and boosted children's self-esteem by giving them lots of praise. For example, staff said, "Wow! Well done" and "That's so special!" when children showed their painting and sticking creations. They gave consistent, positive messages to children, such as "Kind hands," and "Be kind to our friends."

The staff know the children's skills, needs and preferences well and effectively ensure that they meet children's needs. For example, they ensured that children had their comfort items to go to sleep and could tell us how they met children's specific medical needs. Staff made regular observations of children's development and planned activities to extend their skills. Although staff planned in detail, they based their planning on the English Foundation Stage rather than the Welsh Foundation Phase. Staff were aware of children's language needs and Welsh-speaking staff spoke only Welsh with children from Welsh-speaking homes.

3. Environment

Adequate

Summary

Leaders are developing the environment. They have made improvements to some areas and have identified other areas for improvement. They provide the facilities that children need and the environment is generally safe.

Our findings

Leaders had identified some risks and had taken steps to minimise or eliminate them. For example, they kept the door to the service locked, there were safety gates in place and the person in charge kept a record of visitors. However, there was no risk assessment in place for the outdoor area and members of the public walked through the children's outdoor play area as they played. Staff dealt with this professionally and safely by asking children to stay together in one spot as they walked through. There were processes in place to ensure that leaders and staff kept the nursery clean and safe, such as a list of opening and closing checks to be completed each day and a cleaning schedule.

Leaders had begun making improvements to the indoor environment, particularly the baby room, where they had re-painted the room and laid a new carpet. The person in charge recognised that there were further improvements they could make and planned to focus on the older children's area next. This room had chipped paint and some dents in the walls. Leaders and staff had started to develop learning areas such as a mark-making area, role-play corner and maths area. Leaders provided a sleep room so that babies could sleep undisturbed, easily-accessible toilets for older children and a dedicated nappy changing room to allow privacy and dignity for the children. Leaders and staff had put colourful and suitable displays on the wall that included bilingual vocabulary. There was only some labelling of resources but children could access many resources independently as they were stored at a low level and visible. Leaders provided an outdoor area, which included a small garden, yard area and an area of willows which contained some seating and basic resources such as small slides and a play house. Leaders had also identified the outdoor environment as an area for improvement.

Leaders provided suitably sized furniture for the children and had pushchairs for babies. They provided resources which were suited to the age of the children but varied in their condition. For example, babies had toys to support them to walk and simple building blocks and older children had easily accessible puppets, small world toys and mark-making equipment. However, some of the toys looked old and tired. For example, the paint was peeling off a shape-sorting toy. Leaders provided some natural resources for the children to explore, such as sand and lentils but they had not provided toys which promoted cultural diversity.

4. Leadership and Management

Adequate

Summary

Leadership of the service is developing. The person in charge, who has been in post for approximately seven months is making ongoing improvements and recognises that further improvements are necessary. All of the relevant information is included in the statement of purpose and policies.

Our findings

The leadership of the service is improving. Leaders had made a number of improvements. For example, the person in charge updated a range of policies that we inspected, including policies on confidentiality, safeguarding, complaints and behaviour. The updated policies were informative, child-centred and met requirements. Leaders had updated the statement of purpose to make it clearer who was responsible for the service and it contained all of the relevant information. The person in charge told us that she had checked with the Information Commissioner's Office (ICO) and did not need to register.

Previous leaders had completed an annual quality of care review and report, although this did not clearly reflect that staff and children's views were taken into account. Information from parents and staff, which we obtained as part of the inspection process, indicated that leaders do not always listen to their views.

Leaders did not meet all the regulations in relation to the management of staff. Staff had not been receiving annual appraisal and supervisions. We inspected a sample of staff files and found that leaders had completed all of the relevant suitability checks on regular staff. However, the person in charge confirmed that someone had covered, when the service was short staffed, who had a Disclosure and Barring Service (DBS) check but not all of the other suitability checks. Since then, the person in charge told us that she had a number of fully-checked bank staff that she could call upon if such an issue were to arise again.

Leaders had put systems in place to ensure that they kept records effectively, including records of attendance, administration of medication, and accidents. The person in charge implemented a system to ensure that there were always enough staff to meet the relevant staff to child ratios for children of different ages.

Leaders had obtained all of the relevant information from parents about children's needs and preferences. However, leaders had not agreed contracts for the children's care. Following our visit, leaders and staff held their first parents evening which enabled parents to meet with their child's keyworker and discuss their progress. Although there were consents in place for some aspects of the children's care, leaders had not sought consent to share information about children's care with any other person or group. However, the

person in charge confirmed that this was sometimes necessary as the children may be transferred between the nursery and the Cylch Meithrin operating in the same building.

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 provider should:

- Seek permission from parents to share information about children where relevant;
- agree a contract with parents for the care of each child;
- develop a system for reviewing the service which ensures that the views of parents, staff and children are fully considered;
- apply the principles of the Foundation Phase for assessment and planning;
- provide resources which reflect cultural diversity; and
- complete a risk assessment for all outdoor areas used by children.

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 on 16 April 2019 for approximately eight hours. We:

- inspected a sample of documentation and policies;
- observed the care being provided by staff;
- spoke with the children, parents, staff, the person in charge and the registered person;
- read two questionnaires from parents and two from staff.

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
Registered Person	Emma Richards
Person in charge	Cheryl Crowdy
Registered maximum number of places	17
Age range of children	6 weeks to 4 years
Opening hours	8am to 6pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 November 2016
Dates of this inspection visit(s)	16 April 2019
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?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	

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