



# Childcare Inspection Report on

**Cherry Hill Children`s Day Nursery**

**91 Borrass Park Road  
Borrass Park  
Wrexham  
LL12 7TF**



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## **Description of the service**

Cherry Hill Children's Day Nursery is located in Borrass Park, Wrexham. Cherry Hill Children's day Nursery Ltd have nominated Mahendran Bakeirathan as responsible individual and Lisa Holland as person in charge. The service is open Monday to Friday 7:30 to 18:00, closing for Christmas and Bank holidays. The service is registered to care for up to 61 children aged up to 12 years. Funded places are offered to children aged 2-3 if entitled, as part of the Wrexham Flying Start scheme and children aged 3-4 as part of Early Entitlement. The service is also inspected by Estyn.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and settled. They learn through their play opportunities and develop a range of skills. Staff are caring and responsive to the children's needs. They plan effective opportunities and support children's learning and development. The environment provides a calm atmosphere and it is equipped with suitable good quality resources and equipment. Leaders manage the service well but staffing ratios need to be consistently met. Partnerships are developed and help sustain and improve the effective care children receive.

### **2. Improvements**

Since the last inspection the service has;

- further developed a sensory room, and
- created a separate sensory garden for children to access.

During the inspection the complaints policy was updated to include a response time so it was clear how leaders would respond to concerns they received and the contact number for CIW was corrected.

### **3. Requirements and recommendations**

We made recommendations relating to staff consistently using anti-bacterial hand wash after wiping children's noses, staffing ratios and ensuring all staff sign the register.

# **1. Well-being**

## **Summary**

Children express themselves confidently and know their ideas and needs will be listened to and respected. They feel safe and happy as they have formed positive relationships and friendships. Children learn to share and interact well with others. They enjoy the activities and opportunities available and learn a range of skills through their play.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are listened and responded to effectively.

Children were able to express themselves and make their needs and wants known as staff were responsive and caring towards them. Children who used non verbal cues such as babbling and pointing were able to make their needs known. Children were also confident to verbally express themselves and ask for items they wanted. For example, a child was playing with a doll and wanted a blanket. They asked a member of staff to help them find one, which they did. During snack time children were enjoying the fruit and were provided with more when they requested. Children of all ages were happy and confident to explore the environment and move around the activities. They were able to freely choose where and what to play with.

Children have a voice and know their views and needs will be listened to.

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

Children are settled and comfortable in their surroundings.

Children were happy in the care of the staff. They had developed relationships with staff which helped them feel safe. Children had formed friendships with other children which helped them feel settled and happy. This was evident when we observed two children looking for each other so they could play together. They enjoyed following each other round the room, pushing their cars. Children knew and understood the routines of the service, which helped them to understand what was happening and what would take place next. For example, children knew to line up by the wall before being seated for their snack or lunch. Children felt valued as their needs were known and met and their ideas and communication was respected, with staff responding to them in a compassionate and caring manner. This feeling of being valued was also reinforced by the children's work being on display.

Children form relationships and friendships that promote their happiness and help them feel valued and safe.

### **1.3 How well do children interact?**

Children are polite and able to communicate effectively.

Children were happy to interact with us. They were approaching us and showing us activities they were taking part in, or toys they were playing with. Children of all ages were helping to tidy up when requested and they knew where items went and treated resources with respect. They accepted and followed simple instructions given to them by staff, such as, "would you please put that toy on the window sill?" Children knew, or were beginning to understand how to effectively cooperate and share. For example, two children were taking turns to cross the balance apparatus. They watched each other attempt to get across without falling off. Children were happy to play alongside each other and for others to join them in their activity. For example, a child was playing with the dolls and was putting them on cushions and covering them with blankets, pretending they were going to sleep. Another child was watching and wanted to join in, which they were able to do.

Children interact positively with other children and adults and they learn to share and cooperate.

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

Children have choices and can follow their interests.

Children were able to freely explore their environment and could access a range of resources and toys they wanted. They had the opportunity to play alone, with other children or alongside a member of staff, which helped them enjoy their experiences. For example, we saw a child thoroughly enjoying kicking a ball down the small hill outside. They were smiling and laughing as they ran down the hill to try and catch it. A baby was enjoying waving at themselves in the mirror, curious as the reflection waved back. Children showed excitement at the activities on offer. For example, when it was time to play outside, they ran to find where and what they wanted to play with.

Children enjoy their play and learning experiences.

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

Children feel happy and safe to try things for themselves and learn new skills.

Children enjoyed the activities and experiences available to them which helped them learn. Children learnt through the planned activities available and the free play opportunities they had access to. For example, children enjoyed finding the different fruits in the basket as they listened to the story, Handa's Surprise. They had fun interacting with the story and predicting what might happen. Children also developed skills through copying staff and being allowed to be independent. For example, children were heard saying Welsh words spoken by staff and children were confident to try putting their coats on to go outside as they knew they had the time and space to do so. Children's skills were further developed by

the activities available to them when outside. They could practice, balancing, kicking or throwing a ball or hoop and climbing.

Children develop a range of skills through the opportunities available and they learn to become independent as they are given the time, space and support needed.

## **2. Care and Development**

### **Summary**

Staff understand their role in keeping children safe and implement most procedures effectively which ensure a healthy lifestyle is promoted. Interactions are supported and encouraged and staff model expected behaviour well. Staff plan effectively and consider children's development and individual needs.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff implement policies and most procedures effectively.

Staff had an effective process to follow should they have concerns about a child. Registers of children were kept and staff attendance was recorded but we found on some occasions staff were not signing the room register. This led to confusion about which staff were caring for some children and had an impact on the ability to account for everyone in an emergency. Records showed regular fire drills were conducted at different times of day, which ensured all staff and children knew the correct procedure to follow if the service had to be evacuated.

Staff implemented positive procedures that ensured a healthy lifestyle was promoted. Effective cleaning routines were implemented, including tables being cleaned before and after food, signs were displayed and followed with regards to colour coded mops and cloths to use and an appropriate nappy changing procedure was followed. We noted that staff using anti-bacterial hand wash after wiping children's noses was not always consistent which could lead to cross contamination. Menus seen and food provided during inspection evidenced that staff provided healthy and nutritious meals. Staff ensured children had regular opportunities to access the outdoor areas to get fresh air and be physically active.

Staff keep children safe and a healthy lifestyle is generally promoted effectively.

#### **2.2 How well do practitioners manage interactions?**

Staff are consistent in their approach to managing interactions.

Staff were caring and good role models for the children. They were actively involved in the children's play and daily activities which taught and supported them to interact positively. Staff sat with the children during snack and lunch time, encouraging the children to be well mannered and making the time a sociable experience. Lots of words of praise and celebration of good behaviours was heard and any unwanted behaviour was dealt with in line with the services behaviour policy. For example, when two children wanted the same book, a staff member distracted the child and found another book for them which diffused the situation quickly.

Staff manage interactions effectively and are good role models.

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

Staff ensure children's needs are known and catered for.

Staff knew the children well and provided resources and opportunities appropriate for their ages and stages of development. Forms completed by parents' ensured staff were fully aware of children's routines, needs and preferences before starting at the service. Regular assessments of individual children's development allowed staff to plan next steps in their learning and provide activities that were of interest to the children. Inspection of the tracking files evidenced children's individual learning needs were considered during planning. Weekly planning identified specific learning intentions for children so their skills could be developed. Daily evaluations were completed by staff and these identified how the day had gone and allowed staff to reflect on their practice. Staff were responsive to children's individual needs. For example, if children were tired they could sleep and a baby who was in a swinging chair signalled they wanted to get out and staff responded quickly to the child. Staff encouraged and supported children to be independent. For example, children were provided with the help they needed to try and feed themselves and put their coats on to go outside.

Staff effectively plan opportunities for children, which help them learn through their play and they promote independence by providing the required support.



### **3. Environment**

#### **Summary**

Leaders conduct risk assessments on all areas that ensure the environment is safe. They have developed a warm and welcoming atmosphere and an environment where children have the space to play and learn. Resources and equipment are of a good quality and suitable for the children's ages and stages of development.

#### **Our findings**

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

The environment is kept safe and secure for the children.

Leaders conducted risk assessments on all areas and these were displayed in each space, which ensured staff were aware of them and implemented the relevant procedures. For example, safety gates were used to prevent children from accessing areas where they were not allowed and preventing them from leaving the rooms unsupervised. The fire routes and routines were clearly displayed and practised at regular intervals. The outdoors was secure as it was surrounded by fencing and gates were kept locked. Entrance to the service was controlled and all visitors were recorded.

Leaders conducted effective assessments on the environment and managed risks that could not be eliminated.

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

The environment provides children with the space to play and learn.

Leaders ensured children had the rooms available for them to be grouped according to their age and stage of development. This ensured children had access to the required resources. There were also extra rooms that were used for groups of children. These included dining areas, a music room and a very inspiring and inviting sensory room. The service was well maintained and decorated throughout. The colours used for decoration and the general feeling of the service meant the atmosphere was warm, welcoming and calming, whilst being child centred. The separate porta cabin used for children attending Flying Start and Early Entitlement was self-contained with toilet facilities and a small kitchen area used for craft and messy play activities.

The outdoor spaces were welcoming and inspired children to be active and curious learners. There was an area suitable for riding bikes and trikes, a grassed area with fixed play equipment including wooden playhouse and balance equipment and a sensory garden, which children could explore and learn about the world around them.

Leaders ensured the environment was suitable, welcoming and provided a warm and calming atmosphere.

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

Resources promote children's learning and development, as they are appropriate for their ages and stages of development.

Leaders equipped each room with resources that were age appropriate and encouraged and supported children to develop. There was access to natural resources including sand, water and bottles filled with a range of materials which children could investigate and develop their senses. The rooms were laid out with the foundation phase philosophy of continuous provision in mind, especially the porta cabin, which had areas including home corner, small world and maths area. Resources and equipment were stored effectively including those for outdoor use. This helped keep them well maintained and clean. Equipment was child friendly with low level tables, chairs and storage. This helped children to develop their independence.

Leaders ensure resources are of a good quality and the equipment provided is suitable for the children.

## **4. Leadership and Management**

### **Summary**

Leaders have a clear understanding of the service they provide and this is shared effectively. Self evaluation is on going and improvements are made considering their findings and the views of others. Staff are generally managed well but leaders need to ensure ratios are always met. Positive partnerships are created that benefit children and the care they receive.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders have a clear vision and understanding of the service they provide.

Leaders had a statement of purpose in place that gave parents the information they required to make an informed decision about the care their child would receive. Policies and procedures were generally up to date and relevant. Leaders were open and welcomed advice from outside agencies, including us. For example, improvements needed to policies were dealt with quickly and effectively and recommendations from previous inspections had been addressed. The person in charge had an active role in the running and organisation of the service which allowed them to identify and implement improvements needed.

Leadership is generally effective and leaders listen and respond to advice given.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders consistently evaluate the service.

Leaders conducted annual self evaluation on the service and used the evidence gathered to write a quality of care report. Opinions of the service were collected from parents, staff and children and improvements were identified and changes made accordingly. For example, it had been identified that a secure social media page would help parents be kept informed about their child's experiences and allow information to be shared. This was set up and has proved to be useful and effective. Evaluation was also completed throughout the year and improvements made when needed.

Leaders are effective in self evaluation and gaining views of others to plan and make improvements that benefit those using the service.

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

Leaders ensure staff are suitably qualified and have relevant training needed.

Leaders had a robust recruitment process in place that ensured all required checks were completed on staff before starting at the service. Inspection of staff files evidenced these were kept up to date, included first aid, child protection and Disclosure and Barring Service

Checks (DBS). Leaders had developed a strong team of staff who worked well together. They knew their roles and responsibilities and received regular supervision and appraisals. This helped information to be shared and training needs to be identified. We noted, through inspection of registers that the service was operating over ratio in the baby room on some occasions. We brought this to the attention of leaders.

Staff are generally managed well but improvements could be made to ensure the service remains compliant with all regulations.

#### **4.4 How effective are partnerships?**

Leaders develop positive partnerships.

Leaders ensured parents were kept informed about their child's experiences and development. Discussions on arrival and departure and daily diaries allowed information to be shared daily. The introduction of a social media page, kept parents well informed. Leaders organised social events regularly throughout the year. Parents and children were invited along to meet and participate in activities such as picnics or trips to the zoo.

Leaders had links with outside agencies including Early Entitlement and Flying Start. This allowed current good practice advice to be shared and also gave the service access to some relevant training.

Leaders have effective partnerships that benefit the children and the care they receive.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We made the following recommendations;

- to ensure staff consistently use anti bac hand wash or wash their hands after dealing with personal care including wiping children's noses. This will help prevent cross contamination, and
- to ensure required staffing ratios are always met and staff always sign the register to show which room they are working in and which children they are responsible for. This will help ensure the service continues to meet regulations, the information can be referred to at a later date if required and make sure everyone can be accounted for in an emergency.

## **6. How we undertook this inspection**

This was an unannounced full inspection undertaken as part of our normal schedule and we also considered a recent concern regarding staff and ratios. One inspector visited the service on 08 January 2019 from 8:40 to 15:30.

We:

- Inspected a range of policies and procedures including, risk assessments, staff and children's registers, three staff files and five children's files ;
- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children, the person in charge and staff;
- inspected all areas used by the children, and
- gave feedback to the person in charge on the day and to the responsible individual by phone on 9 January 2019 as they were unavailable on the day of inspection.

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

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

## About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Mahendran Bakeirathan
Person in charge	Lisa Holland
Registered maximum number of places	61
Age range of children	0 – 12 years
Opening hours	7:30 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 January 2017
Dates of this inspection visit(s)	08 January 2019
Is this a Flying Start service?	Yes
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 is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. 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:	