



# Childcare Inspection Report on

**Upsa Daisy Day Nursery Limited**

**The Old School Building  
Stanley Street  
Cwmfelinfach  
NP11 7HF**



**Date Inspection Completed**

12/06/2019

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<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

Upsa-Daisy Nursery provides full day care and wraparound care for children between the ages of six weeks and eight years old. The Responsible Individual (RI) is also the person in charge, supported by two deputies. At the time of the inspection, the RI was in the process of nominating the deputy managers as named Persons in Charge. The service is registered to care for up to 44 children at any one time. It is located in the village of Cwmfelinfach in the Caerphilly Borough. The nursery is divided across three floors with four base rooms. Children have access to a secure outdoor play area. This is an English language service.

## Summary

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

### 1. Overall assessment

Children are settled and have formed bonds with the practitioners who care for them. They show familiarity with routines and enjoy the activities available. Some routines require reviewing to improve the outcomes for children. Practitioners are nurturing and caring. They value training opportunities and feel supported by the whole staff team. Leadership is good. The RI is responsive to feedback and has established effective systems to monitor and develop the service.

### 2. Improvements

Since the previous inspection the provider has regularly notified CIW of staff changes. Investment into new resources was evident. Practitioners have benefitted from a variety of additional training. The service has successfully registered to provide Flying Start places and offers the 30 hours' free child care places.

### 3. Requirements and recommendations

We made some recommendations in relation to some operational matters, reviewing methods for activity planning and children's developmental files and reviewing routines.

# 1. Well-being

**Adequate**

## Summary

Most children are happy, content and well settled at the service. They enjoy the activities and resources available to them. We discussed some practice recommendations to ensure all children have plenty of opportunities to enjoy freely chosen play.

## Our findings

Children make choices and decisions some of the time. Children often looked to practitioners for direction and were mostly led by routines within the service. Occasionally, children made requests for specific resources and these were responded to. However, other children's requests were declined and practitioners chose the items to put out. Some children were disappointed with these choices. During group activities children are encouraged to speak and contribute to discussions. They are listened to and practitioners responded well, encouraging further participation from children. Babies and younger children communicate well through emerging speech and babble.

Nearly all children are settled and formed strong bonds with their key worker. Babies and younger children smiled in recognition of familiar practitioners. Some children sought reassurance and comfort to help them settle. For example, an older toddler stayed close to a practitioner and frequently asked for cuddles, but they soon became settled and contently looked at books. Some of the older children were very confident in their surroundings and they told us about the things they do with enthusiasm.

Children are beginning to develop an understanding of emotions. Some of the children in the over three's room recognised feelings of sadness, happiness and feeling left out. They show some signs of sensitivity towards others. For example, one child was upset and others watched them with concern. Once practitioners comforted the child the other children felt content to continue their play. Some children can share and co-operate with confidence but others are developing these skills, which is appropriate for their ages and stages of development.

Children are active and curious learners. They are excited by some of the play activities available such as, jelly sensory play and looking for insects in the garden. However, at times there are many group activities in some of the rooms, resulting in children spending too long sitting. For example, they moved between a story time to singing, waiting to washing hands in small groups, snack time and a table top activity all of which involved sitting down. The amount of time spent sitting was over 40 minutes. This resulted in children becoming restless, fidgety and less engaged. Babies and younger toddlers explore toys with interest. They thoroughly enjoyed playing with shaving foam and squealed with excitement as they squashed it in their hands and rubbed it into their skin.

Children have some good play experiences which contribute to their learning and development. However, at times they are often directed by practitioners. For example, when drawing pictures and building with blocks, children were asked to draw/build a policeman, hospital or police station. This was to relate the activity to the theme. Although some children were content with this level of direction, it restricts their freedom and expression and some children became frustrated and mischievous.

## 2. Care and Development

**Adequate**

### Summary

Practitioners suitably promote children's health and well-being. They demonstrate a kind, caring and responsive attitude towards children. Most of the time, practitioners work well together but improvements are required to ensure children receive consistent care and to ensure they progress their learning and development well.

### Our findings

Practitioners have a solid understanding of their roles in safeguarding. They are familiar with the services policies and procedures and know when to seek support. The policy considers wider aspects of safe practice including visitors, safe recruitment, training, and support for students. Records show that practitioners attend regular training to update their knowledge and all visitors are routinely signed in and given basic information regarding safeguarding matters and reporting concerns. Accidents and incident records are completed and maintained well. Monitoring arrangements have recently been introduced to review these documents and identify possible patterns. Accidents at home forms had recently been devised and were due to be implemented.

Healthy lifestyles are encouraged and promoted by practitioners. Children enjoy plenty of fresh air. Practitioners promote good hygiene routines, including hand washing and encouraging children to use tissues when needed. Most food and drinks provided were nutritious and healthy and they achieved the gold standard snack award in 2017. However, squash was provided to children at mealtimes which is not in line with the most up to date food and nutrition guidance for child care. Sleep routines are well established and records are retained for any checks undertaken. However, we noted that the policy for sleep time did not reflect current practice. We also noted that some unsettled children, were checked on every ten minutes, which is the same as children who were asleep. Staff to child ratios were consistent with the National Minimum Standards nearly all of the time. However, we saw many occasions where staff were focusing on tasks or leaving the base rooms to undertake tasks which put pressure on others in the team. At times, this led to missed opportunities with children and resulted in them being under the required staff to child ratios for short periods of time.

Practitioners manage children's interactions well. Their practice is consistent with the service's policy. For example, they use phrases such as use kind hands when encouraging children to share items. When making requests of children, practitioners explained why and spoke at their level. Nearly all children responded well to these strategies.

Practitioners provide a caring and nurturing atmosphere and they plan some interesting activities to stimulate learning. Activities were mostly based on the seven areas of learning but link to the current theme. At times, this method detracts away from the intended

learning outcomes and some planned activities were not appropriate for the age of children. Basic development files are maintained for children. These include observations recorded on 'post it notes.' They do not identify the next steps in children's learning or clearly link to the activity plans set. We discussed these methods with the RI who explained that they referred to a set of outcome statements, developed a long time ago by the service. It was evident that some practitioners were unclear on the links to activity planning, children's developmental files and identifying the next steps in learning. However, the RI was receptive to feedback and is keen to develop staff and improve the current methods, demonstrating this commitment by seeking further advice and training during the inspection. All children attending speak English. We did not hear any incidental Welsh used during the inspection, which would benefit children, in particular those starting school.



### 3. Environment

Good

#### Summary

There is ample space to care for children at the service. They benefit from access to a variety of rooms, which are divided across three floors. Children on the lower ground floor have direct access to the outside play spaces. Good systems are in place to monitor and manage potential risks. There is a wide range of resources available to keep children occupied.

#### Our findings

Leaders and practitioners have established good systems to manage safety. We saw a sample of risk assessments which covered generic premises and specific activity based activities. The RI confirmed these are reviewed as needed. All practitioners were aware of their responsibilities in identifying and eliminating risks. They frequently tidied away resources that could pose a trip hazard and reminded children to walk rather than run indoors. Cleaning routines are well established. Practitioners undertake some cleaning and tidying within base rooms. A cleaner is employed to undertake further deep cleaning of other areas. Outdoors children were restricted to certain areas due to wet weather, reducing the risks of slips and falls. Safety gates and barriers were utilised carefully both indoors and outside to prevent children from accessing some areas. Health and safety checks such as, fire, annual gas checks and electrical safety checks are all up to date.

There is plenty of suitable space for children both indoors and outside. Careful planning has ensured that all spaces are utilised and offer children different opportunities. For example, there is a sensory garden with various plants and soft bark, grassed garden area and tarmac area for wheeled toys. Indoors, large rooms are sectioned off with partitions, creating base rooms for different aged children. On the whole these are suitable for the care of children. However, there is only one child sized toilet accessible on the lower ground floor. More than 25 children, over the age of two were being cared for on this floor leading to some children having to wait their turn. There are three toilets on the ground floor, where children under the age of two are cared for. Overall, there are a sufficient number of toilets in the building. Children benefit from access to a separate dining room for meals. A small teaching room and separate cot room are beneficial in providing restful and quiet spaces.

Good quality resources and equipment are available in sufficient quantities. Each room is set up to suit the needs of children attending and is well stocked with games, toys and creative materials appropriate for children's age and stage of development. Furniture is robust and in good condition. The environment is welcoming, brightly decorated and attractive. Children have areas to place their belongings and their work is displayed, giving them a sense of belonging.

## **4. Leadership and Management**

**Good**

### **Summary**

Leaders of the service have a solid understanding of the requirements and demonstrate a strong commitment to providing a good service. Records are well maintained. Systems to review practice and improve practice are effective. Partnerships with others and the community are good.

### **Our findings**

Leaders have devised a number of policies and procedures to help them manage the business well. A detailed Statement of Purpose is informative and reviewed regularly. Practitioners were clear on many of the policies discussed demonstrating they are routinely reviewed. The RI also acts as the Person in Charge (PIC). Two deputy managers manage the staff and make day to day decisions in the absence of the RI. In each room, some practitioners are referred to as seniors. Through discussion it was difficult to ascertain some of the roles and responsibilities of all staff. These have not been set out in an operational plan. It was evident that all staff work well together and are happy to undertake any task. However, at times there was multiple staff moving in and out of rooms undertaking various tasks. This caused some confusion when we were considering ratios and room capacity sizes. We discussed this with the RI, who took immediate action and we noted this was beginning to improve on the second day of the inspection. Communication with CIW is good and we nearly always receive notifications in a timely manner. There was one occasion this was overlooked but the RI made changes to reduce this happening again.

A number of quality assurance systems have been established and implemented. The service has undertaken a very detailed annual quality of care review and produced a report and action plan for the year ahead. Views from staff, parents, children and other professionals have been considered as part of this process. They have also achieved the Caerphilly local authority quality standard award. The RI was receptive to any feedback during and after the inspection, immediately seeking ways to improve standards. She valued the inspection process as a way of improving her service and was responsive to any information we shared.

Practitioners and other staff are managed well. Recruitment processes are safe and follow good practice guidance. Induction procedures for new staff were evident and additional systems were in place to support students. All staff spoken to told us they felt valued, supported and they were a strong team. New supervision and appraisals systems were in the process of being implemented as a result of reviewing previous practice. Additional staff training is valued and all staff are encouraged to attend additional training to improve their knowledge and learn best practice.

Partnerships with parents, professionals and the community are good. Since the previous inspection they have expanded to provide some Flying Start places for eligible children and

parents benefit from the 30 hour childcare offer. They provide a wrap around services to three local schools which is well attended. Children benefit from local walks in the community which gives them a sense of belonging as they come familiar with the local parks, public areas and open spaces. We saw a wealth of positive comments from parents in the service questionnaires and thank you cards displayed. Professional relationships are well established and well utilised when needed. Examples were provided of the support and advice they receive from various local authority and health professionals.

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

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

None

### **5.2 Recommendations for improvement**

We discussed the following recommendations to improve outcomes for children and raise standards:

- Review sleep routines and update the sleep policy;
- the operational plan should include information on room capacity, ratio's and responsibilities for all staff;
- review routines to increase opportunities for children to engage in plenty of freely chosen play, reducing the time children are sitting down at group activities or kept waiting;
- review activity planning to ensure all activities are appropriate for ages of children and staff should be clear of the learning outcomes;
- child development records should identify the next steps in learning;
- increase the use of incidental Welsh;
- review the most recent Welsh Government food and nutrition guidance available for early years and childcare settings;
- ensure registers of attendance are completed in a timely manner, with actual times of attendance and
- notifications for any significant events must be sent to CIW as soon as practically possible but no later than 28 days after the event.

## 6. How we undertook this inspection

This was a scheduled full inspection undertaken as part of our normal schedule of inspections. Two inspectors carried out an unannounced inspection of the service. One inspector returned on the second day.

We:

- spent approximately ten hours at the service;
- observed the practice and interactions between staff and children;
- spoke to the practitioners and the children present about the service;
- reviewed all information held by CIW;
- examined a range of documentation including, policies, procedures, daily records, two children's files and other relevant records maintained as part of the service;
- undertook a visual inspection of the premises and
- provided formal feedback on the second day of the inspection

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



## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Sarah Finnermore
Person in charge	Sarah Finnermore
Registered maximum number of places	44
Age range of children	6 weeks – 8 years
Opening hours	7:30a.m. – 6:00p.m. Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 July 2016
Dates of this inspection visits	11 & 12 June 2019
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?	<p>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 people /children who use, or intend to use their service. <i>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i></p> <p>We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</p>
Additional Information:	

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