



Childcare Inspection Report on

Paradise Community Nursery

**Phoenix Centre, Paradise Park
Powys Avenue
Townhill
Swansea
SA1 6PH**



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Description of the service

The Hill Community Development Trust Ltd registered in 2006 to provide day care at Paradise Community Nursery, based at the Phoenix Centre in Townhill, Swansea. The responsible individual is Sandra Williams and the persons in charge are Sandra Williams and Katie Kneath. The service caters for children aged up to the age of 12 years and operates Monday to Friday between the hours of 8am to 5pm. This service does not provide the 'Active Offer' in terms of the Welsh language.

Summary of our findings

1. Overall assessment

Children who attend Paradise Community Nursery are settled, happy and feel valued. They have freedom to explore and choose the toys and resources that they play with and undertake some pre-planned activities that support their development. Staff are caring towards the children and meet their individual need, although some improvements could be made by staff to improve the experience for children and ensure that they reach their full potential. The nursery is safe and secure and is adequately resourced. Leadership of this service is adequate.

2. Improvements

The responsible individual was found to have implemented the recommendations from the last inspection as Care Inspectorate Wales's (CIW's) contact details had been added to the complaints policy and other documents had been updated to correctly reflect the current leaders of the service.

Following this inspection visit, a quality of care report was forwarded to CIW and the responsible individual sent in a copy of her current DBS certificate.

3. Requirements and recommendations

We informed the responsible individual (RI) that the service was non-compliant in respect of the RI's DBS check, staff supervision and records. We did not issue a non-compliance notice on this occasion as it did not impact on the care of the children. This will be followed up at future inspections.

We made recommendations to improve outcomes for children. These are detailed at the back of the report.

1. Well-being

Summary

On the whole, children are very settled and are content to spend time at the nursery. Children have sufficient voice. They are able to follow their personal interests as they spend a great deal of time involved in free-play with the toys and resources of their choosing.

Our findings

1.1 To what extent do children have a voice?

Children are able to make some choices and decisions about how they spend their time and what they play with.

Children decided which toys to play with from the selection on display around the room. A few chose to push a doll around in a pram, whilst others selected the 'Batman Cave' to play with. Some children confidently made their wishes known. For example, at lunch, one child clearly stated, "*I don't want cake!*" when it was offered to them and their request was respected. Another child ate all of their lunch at breakfast because they were hungry and staff acknowledged their need. A few others who had finished their food or had eaten enough were allowed to play rather than continue waiting for the other children to finish.

Children have sufficient voice.

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

Children are settled and cope well with separation from their parents/carers.

On the whole, the majority of the children were settled and were confidently exploring the main room. This showed that most children had no issue with being separated from their parent or carer and were happy to stay. One child, who had recently started initially was quite tearful but eventually was soothed and reassured by staff who were patting their back and providing words of comfort. Children felt valued. For example, cake had been brought in to help celebrate a child's birthday and everyone sang 'Happy Birthday' as they blew out the candles, making them feel special.

Children feel suitably safe, happy and valued.

1.3 How well do children interact?

Children are learning to understand their feelings and are learning to co-operate and share with others.

Children showed that they were beginning to sustain interest in their play and the activities they took part in by spending a sufficient length of time focusing on one toy or task. Some children experienced minor disagreements, which were typical for their age and level of understanding. For example, difficulties in sharing the same toy. However, children responded to staff who quickly reminded them of the need to take turns and share between themselves which showed that they were willing to listen and co-operate.

Children interact appropriately for their age.

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

On the whole, children spend their time involved in free play either indoors or in the outdoor area.

When children arrived they sought out toys and resources that they wished to play with or sat down to use the play dough and cutters. Children showed interest for a reasonable length of time when new resources were brought out, such as the soft play shapes and the blocks. Children were generally attentive when they listened to a story of "Five Little Ducks." Children were most animated when playing in the outdoor area. They smiled and giggled as they used trikes or the cars to move about the garden.

Children suitably enjoy their play and learning.

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

Children are able to follow their personal interests and take part in activities that support their development. Children undertake a few tasks independently although there are missed opportunities to involve the children more in the day-to-day routines.

The majority of the children's time was spent involved in free play which involved toys and resources of their choosing. This allowed them to time to follow their individual interests. Children participated in one focused activity in relation to Valentine's Day which involved using fine motor skills and introduced them to the concept of love. Children were able to be physically active as they spent time, both morning and afternoon in the outside area whilst also able to climb on the pirate ship and the soft play shapes. Staff said that children were able to take part in other themed activities that covered the seven areas of learning so that they had opportunities to develop skills, although we did not see them participate in any activity on the plans that had been developed. Older children washed their hands independently and all children fed themselves with sufficient skill. A few children helped staff to tidy away toys when they had finished playing.

Children make sufficient progress and become suitably independent.

2. Care and Development

Summary

Staff are warm and caring towards the children. Staff capably meet the children's individual needs. However, staff could better support children's play and learning by interacting and asking questions whilst children played and by undertaking more focused activities which promote development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff generally follow the policies and procedures that are in place to support children's health and safety. Some improvements could be made to ensure staff consistently follow infection control procedures.

The service had a basic child protection policy in place which outlined the procedure for staff to follow if they had concerns about a child. There was no detail about the procedure to follow if a concern was raised that involved the leaders of the service. Staff we spoke told us of the correct procedure to follow if they had concerns for a child. The policy also made no reference to the 'Prevent Duty' which is the responsible individual's obligations in relation to the government's terrorism strategy. Staff recorded children's pre-existing injuries as good practice. Staff encouraged some children to wash hands before they ate, but not all children performed this task before meals. Anti-bacterial spray was used to wipe down highchairs and tables before and after eating. Staff did not consistently use gloves or aprons when changing children's nappies, although we did see staff wear vinyl gloves when assisting in the preparation of food. The concept of healthy eating was promoted through the provision of some fruit and vegetables to the children through the daily menu. Milk and water was provided for the children to drink as a healthy option to remain hydrated.

In the main, staff are competent at keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are calm and caring towards the children. Staff sometimes take the opportunity to extend and further children's play and learning.

Staff were observed to be relaxed with the children and speak to them calmly and quietly. Staff had good relationships with the children in their care, which was evident by the way they interacted with one another. This helped to create a comfortable and friendly atmosphere for the children. Staff helped to keep children occupied when waiting for their snack or meal to arrive by involving them in singing nursery rhymes. Some conversation was initiated by staff at the table to make it a sociable experience, although generally the children were left to eat quietly. Staff tried to encourage children to stay seated whilst waiting for others to finish eating or to remain on an activity. Some staff were heard to use positive language to encourage good behaviour in children and recognise their efforts, using phrases such as, "*Good helper, thank you.*" Staff quickly reminded children of the

need to share and take turns when children had minor disagreements which supported children to understand socially accepted ways to behave.

Staff sufficiently engage with children to enhance their experience and to promote positive interactions.

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

Staff facilitate children's play and learning by setting out toys and resources for them and giving them opportunities to take part in some planned activities during the day. Staff are attentive to children's needs.

Staff took out resources during the day so that children played with different toys throughout the day. For example, play dough was set out on the table at the beginning of the day and later on they set out the soft play shapes and blocks to play with. A few staff members sat with the children whilst the children played and took the opportunity to enhance their play and learning. For instance, staff counted the number of blocks as a child built a tower. At times the resources were left out for a little too long, so children ventured off to find other things to play with. Activity plans were displayed on the walls that outlined a range of activities covering the seven areas of learning, although staff did not know what activities had been covered to date and there was no record to show what the children had participated in. Staff had ticked development sheets to indicate children's progress, although no observations had been developed or targets set for them. Staff had planned a Valentine's Day activity for the day and we saw children cutting and sticking tissue paper onto a picture. However, whilst it provided the children with some stimulation, the intended outcomes of the activity were not met. Staff later gave the children pictures of love spoons to paint to introduce them to Welsh culture, although there were missed opportunities to talk to them about what they represented. Staff capably met children's needs by providing reassurance wiping their noses or took them to the toilet as was required. Staff tended to do things for the children, such as pouring drinks for them and handing their food on a plate rather than involve them in these tasks so that they practised doing things independently.

Staff adequately promote children's play, learning and development.

3. Environment

Summary

The nursery is located in a room within the Phoenix Community Centre. It has a dedicated and secure outdoor play space and a small office area/storage space leading to children's toilets and changing area. Plans are underway to extend the nursery by knocking through to an adjacent room, creating a new kitchen area and increasing the external play area.

Our findings

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

On the whole, the premises is well maintained and checked to ensure that the areas are safe and secure for children.

Leaders had kept records to evidence that a regular maintenance programme was followed so that the premises and its utilities were safe. For example, fire equipment, gas boilers and electrical items had been checked within the last year. The premises manager undertook practice fire evacuations every three months with the whole building and the responsible individual performed monthly fire drills with the children, of which records were maintained. Leaders said that staff undertook daily safety checks of the areas that they used and ticked off tasks on a wipe clean checklist when they had completed them. Other rotas were used to show the staff member responsible for the cleaning tasks each day, such as for cleaning the kitchen. The play areas were generally clean and tidy, however a bucket of dirty water had been left in the office area en-route to the children's toilets. This was removed during the inspection visit so that it was not accessible to children.

Whilst the nursery, including the outdoor space was secure, the main door to the nursery was unlocked when we arrived and we were able to get immediate access. Staff monitored this throughout the remainder of the day and ensured that the door was locked immediately after staff or parents left the room. A visitors' book was in place that had been routinely used to record visitors' details; this was requested during the afternoon so that the inspector could sign in.

Leaders are generally successful in ensuring that the environment is safe and secure.

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

The nursery provides sufficient space in which children can play and relax.

The room was light and airy, with large windows along the length of the room and a glass door leading to the outdoor area. This ensured the room was warm and pleasant to spend time in. Many of the toys and resources were stored around the room at child's height so that they could access them easily, although some were stored out of view behind curtains. A suitable range of toys and resources were available which were appropriate for a younger age group. For example, soft play mats, pirate ship to climb on, some dressing up clothes, garage, bat man cave, a few dolls, soft toys, plastic rocker, wooden play kitchen, train set, pushchairs for dolls. The layout provided a level of independence. For instance the toilets

were close to the main room, the outdoor area allowed for a degree of free-flow and the toys were generally accessible to children. Younger children benefitted from a small play space, separated from the older children which they could safely explore and relax in.

Leaders appropriately ensure that the environment is suitable for children.

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

Children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs,

Leaders had provided appropriate child-sized furniture, highchairs, cots and mats to suit the children's needs. The toys and resources were generally clean and of a suitable quality. As well as children being able to access toys of their choosing, staff set out one set of toys at a time and changed what they set out throughout the day, although there was no continuous provision. A noticeboard was in the process of being updated to reflect the Welsh culture in time for St David's Day which incorporated pictures of love spoons that the children had painted. Some books were available for the children which reflected other cultures such as Elmer the Elephant in Arabic and books on Judaism.

Leaders adequately ensure the range and quality of the resources, toys and equipment.

4. Leadership and Management

Summary

Leadership of the service is adequate as some issues of non-compliance were identified. Leaders tend to be heavily involved in the day-to-day routines and care of the children; improvements could be made if they allowed more time for overseeing their staff and undertaking management tasks.

Our findings

4.1 How effective is leadership?

The service is generally run smoothly, although greater attention to the regulations and national minimum standards would be of benefit.

Leaders had developed a statement of purpose that was largely accurate of the service provided and this was provided to parents to help them make an informed choice about using the service. A telephone number had not been included which would have been useful for parents to contact the service. The responsible individual tended to undertake tasks that other staff could have performed and would have been better to delegate, allowing for more time to spend on staff supervision or reviewing the care practices, for example. Staff spoke positively about working for the service and said that they felt well supported.

A sample of children's files showed that leaders did not have the required personal information, parental permissions and contract in place for each child, which would be required in the event of an emergency. This was because the original forms and contract for at least one child had been returned to parents to update but had not been returned.

Leadership is adequate.

4.2 How effective is self-evaluation and planning for improvement?

Leaders have developed a basic system for self-evaluation and they identify areas that can be improved.

The responsible individual had completed the last self-assessment (SASS) which is required by regulation. A quality of care report was not available for CIW to view on the day of the inspection but was forwarded a few days later. The report stated that children, staff, parents and other partners had been asked for their views in October 2018. The report briefly referenced some of the parents' feedback but not that of others. Much of the report was the same as the one that had been sent to CIW as part of the SASS in July 2017, including some of the targets for improvement, which suggested that little progress had been made. Leaders did give examples of when they sought others' views or feedback throughout the year, although there were no records or notes to support this that would have been useful for reviewing the service that they provide.

Leaders self-evaluate and plan for improvements in a reasonable way.

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

Staffing ratios are sometimes exceeded so that children are well supervised. Leaders do not provide supervision sessions to discuss their practice or deploy staff appropriately.

Nine children were present during the inspection with six members of staff working within the service. This exceeded the national minimum standard relating to the ratio of children:staff. However, leaders did not always deploy the staff appropriately during the day. For example, staff tended to stand back and watch the children as they played or ate food rather than engage with them and leaders did not address this.

Leaders had undertaken basic appraisals with staff, most recently in October 2018. Records in the staff files showed that staff had not benefitted from supervision sessions to discuss practice and progress with leaders since 2017, and in one case 2016. Some files did not contain records of supervision having taken place.

Staff recruitment files showed that leaders had generally undertaken robust checks on staff before they started work, although one staff member's file contained only one reference, rather than the required two. The RI had not completed the DBS process as the certificate had not been forwarded to CIW to check following its issue. Almost all staff had attended paediatric first aid training. The responsible individual said that she provided internal child protection training to staff but this was not recorded. There was no formal training record which evidenced that staff had been encouraged to develop professionally through training, despite some having been on outdoor learning courses and others were enrolled in qualifications in play.

Leaders manage staff and resources inconsistently.

4.4 How effective are partnerships?

Leaders encourage parent/carer participation to involve them in their child's care and development and to help create good links.

The responsible individual had planned monthly activities to involve parents/carers and to promote the service. For example, for the month of March to celebrate St David's Day, parents were encouraged to build a model at home with their child to enter a competition. Activities often supported other events or activities that took place in the Phoenix Centre, thus helping to promote a sense of community. A closed Facebook page was used to provide parents with regular photographs showing the children playing and involved in various activities.

A parent told us that they were very happy with the service. They felt that staff were approachable and met with them to discuss their child's progress. The parent said that their child had made good progress in the short space of time using the service and that their child had settled well because they were happy to spend time there.

Leaders have developed positive partnerships with others.

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:

- children are encouraged to be more independent;
- staff observe what children do and keep a record to help plan the next steps for children's play, learning and development;
- the child protection policy is updated to reflect the 'Prevent Duty' and include the procedure for staff to follow if a concern was raised about the leaders of the service;
- records are kept to evidence training that staff have undertaken, such as child protection; and
- tighten up on infection control procedures.

6. How we undertook this inspection

The inspection took place over five and a half hours on 7 February 2019. This was an inspection as part of the planned schedule.

- one inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool and spoke to children attending the service;
- we held conversations with a parent of children attending the service and questionnaires were left for other parents to fill out and send to us, if they so wished;
- we spoke to staff members working for the service;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose and
- we performed a visual inspection of the rooms of the areas used by the service.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Sandra Williams
Person in charge	Katie Kneath Sandra Williams
Registered maximum number of places	14
Age range of children	0 to 8 years
Opening hours	8.30am to 5pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 October 2016
Dates of this inspection visit	07 February 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 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. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	