



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Resolven Building Blocks**

**Resolven Integrated Centre  
Resolven  
Neath  
SA11 4AB**



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## **Description of the service**

Resolven Building Blocks Day Nursery was registered in March 2007 to provide care for 63 children. The service is open Monday to Friday from 08.00– 18.00 hours. The responsible Individuals on behalf of Resolven Building Blocks are Ceri Pritchard, Janet Harris and Nicola Gnojek. The persons in charge are Stacey Morgan, Rhian Peek and Maria Mead.

The service operates from Resolven Integrated Centre, a self-contained building within Resolven School grounds, in Resolven, Neath. The language of the service is English.

## **Summary of our findings**

### **1. Overall assessment**

We, the Care Inspectorate Wales (CIW) formally known as Care and Social Services Inspectorate Wales (CSSIW), found that children enjoy attending Resolven Building Blocks Nursery and they are happy and content. Staff are kind and responsive to the children and are both respectful and genuinely warm in their care of the children. Children are settled and they have developed relationships with their peers and the staff who care for them. Children are actively engaged in activities and are able to play with a range of resources which stimulate their curiosity and interests. Children mix with all ages throughout the nursery, allowing them time to develop relationships across the nursery rather than just their peer group. Overall, we (CIW) found that the needs of the children are at the centre of the service. Staff have good knowledge of child development and use this knowledge to effectively support children to learn and track their development. Leadership is strong as they are proactive and, on the whole, are compliant with the regulations and national minimum standards. Leaders have a well developed system for evaluating the service that they provide and setting action points in order to drive improvements. Good partnerships have been developed with parents.

### **2. Improvements**

The service makes changes and improvements regularly during the year, such as; changes to some policies and procedures have been made to ensure they comply with our regulations; new resources had been purchased such as toys and equipment for children's sleeping purposes and practitioners have attended training and courses relating to the children's care.

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

- We recommended that sleeping arrangements for the younger children are age appropriate.

# **1. Well-being**

## **Summary**

Children who attend Resolved Building Blocks have a strong voice as they are able to make choices and decisions. Children are inspired and encouraged to speak and express themselves and the children are confident to do so. Children are able to take part in a range of play and learning experiences that encourage them to develop holistically. Children have opportunities to develop their independence. The children at this service very much enjoy the time that they spend at the service. Children's individual needs are met and are well supported.

## **Our findings**

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

Children are able to make choices and decisions and are provided opportunities to express themselves.

Children evidently enjoyed their play and learning through an excellent choice of resources, toys and equipment with both planned and unplanned play and derived a sense of achievement from the activities that they were engaged with. Children have a strong voice at the service and were given the opportunity to make plenty of choices and decisions for themselves. They spoke confidently and enthusiastically about the play that they were involved to the staff and their peers. For example when dressing up and role playing, and when making up their own stories and sharing them with their friends and staff. Children's attempts to communicate and speak were also respected by the staff and children were listened to and valued. Most of the older children were leading the choice of activities that they wished to be involved in and excitedly chose to carry out a quiz about the theme they had been following 'seasons'. They had much fun and laughter together whilst being thrilled with the praise they received from staff for their answers, for trying and for being involved. They were delighted when presented with a certificate for their participation.

Children have a strong voice at this service.

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

Children form positive emotional attachments with staff and each other and are happy safe and valued.

Children were seen to be very happy and enjoying their play. Children explored the environment freely, showing that they felt confident and relaxed. All children showed that they had positive attachments to the staff caring for them and we saw children were confident to approach adults for comfort and support. Babies were regularly being cuddled and reassured and involved in play activities for example sand play which they happily played with whilst having some support from staff to scoop the sand into different containers. We observed that all children enjoyed their play and

were relaxed in their surroundings. They laughed and talked animatedly with each other and we saw that some had made friends and played together very well. Their contributions were responded to, for example, we saw children relish the praise they received for their art work which was displayed so they could talk about their creations. They presented and were observed as having very close bonds of affection with the staff.

Children feel suitably safe, happy and valued.

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

Children are learning to co-operate, take turns and manage their behaviour.

We saw children in the nursery playing and chatting together. Before mid morning snack we observed a relaxed relationships between them and staff as they chatted in a warm, comfortable manner and sang songs whilst they waited for their snack to arrive. The older children chatted excitedly about their play ideas and what they were going to play with next. Later they joined in a game of bursting bubbles where they waited for their turn to blow them into the air for their peers to burst whilst they asked staff to help them when needed. There was much excitement and enjoyment during this activity and children were clearly forming friendships with each other through their play. All children were polite when spoken to, for example we heard them say 'Please' and 'thank you'. Generally the children shared the toys well. We saw that they took turns during some activities, for example to push a 'push along activity centre' around the nursery.

Children interact well with each other and are confident in approaching the staff at the service.

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

Children have opportunities to take part in structured activities and also enjoy periods of free play.

Children took part in different activities during the sessions, which included story time, and telling their friends a story, dressing up, reading books, table top activities construction play and sensory play. We saw lots of smiles and heard much laughter as the children explored their environment as part of free play. Parents had commented during the quality of care review that their child, "Enjoys nursery rhymes, playing in the playground and riding bikes" whilst at nursery and that "X is extremely happy there, which is the most important thing to us." Parents that we spoke to during our visit all said that their children liked and enjoyed attending the nursery. Children very much enjoy their play and learning.

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

Children have opportunities to develop a range of skills and knowledge and to do things independently.

Children were encouraged to develop skills through taking part in a variety of different activities that had been set up for them, which included art and craft, story time, quizzes and free play. We saw that children were prompted to practice language skills such as responding to questions during activities and story time as well as during song time. Children were given the opportunity to play outdoors and used equipment promoting their physical abilities, such as ride on toys, climbing and crawling games as well as sand and water play. Children were encouraged by staff to do things independently, such as to find and put on their coats or hang them up on their peg, pour water for themselves and the older children were able to make their own sandwiches. Children learned good hygiene practices and washed their hands and faces after eating their lunch and the older children went to the toilet by themselves.

Children at this service develop well and have some excellent opportunities to be independent.

## **2. Care and Development**

### **Summary**

Staff are well qualified and have a good understanding of child development and are positive role models for children. Staff create a warm, fun atmosphere that is conducive to learning. Staff plan for a range of activities that encourage children to develop their skills and learn new things. Staff liaise with other professionals to support those who require additional support. Staff have changed some of their procedures following an incident in to order to better ensure that children are kept safe. Staff are motivated and enthusiastic consistent and thorough in supporting children's development and have an understanding of the children's individual needs and work effectively to meet these needs. They know the children well, they are caring and responsive towards them and manage their behaviour in line with the service's policy. The staff are warm, and affectionate and have positive bonds with the children.

### **Our findings**

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

Staff implement a comprehensive range of policies and procedures in order to keep children safe and healthy.

Staff promoted healthy eating and took personal responsibility for knowing the children's allergies, which they recorded on each child's personal file, and responded appropriately to. Staff provided children with water to drink with their main meals and snacks, and babies and some younger children were given milk. There was a safeguarding policy in place and practitioners were familiar with how to implement this and were able to tell us about their responsibilities regarding safeguarding and who to report any concerns to. All staff had attended a relevant child protection training course. We saw that staff had fully completed records for any child who was administered medication and that permissions from the child's parent or carer had been received. Staff had undertaken first aid training.

Staff consistently keep children safe and healthy.

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

Practitioners work in line with the nursery's behaviour management policy. They are consistent in their approach and have regard to the children's individual stage of development and understanding when managing interactions.

Practitioners implemented the service's behaviour policy which encouraged them to think about the reasons behind children's behaviour with consideration given for each child's age and stage of development. Some staff had attended a behaviour management training course. We saw that all staff were positive role models and we saw many examples of staff encouraging good behaviour throughout the nursery's daily routine. For example, by being respectful, encouraging children to share toys and



take turns. We saw a member of staff including the older children in 'shared thinking' for example, when they saw that a child was upset because he wanted the same toy as his friend, a discussion ensued whereby we saw the staff member kneeling down to the children's level engaging with them calmly. The children quickly acknowledged that they could share and take turns and offered the toys to swop with each other. We saw that the staff member followed this through with warm praise for the children's actions and understanding. The nursery behaviour management policy and procedure was available for parents, carers and staff and we were told by the person in charge that if repeated unwanted behavioural issues had arisen with a child, the nursery ethos was that management and staff members would gain an understanding of the reasons behind the behaviours and would work in partnership with parents to resolve the issues.

Staff are effective at managing children's interactions and behaviours.

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

Practitioners know, understand and meet children's individual needs and plan for the next steps in their play and learning.

Practitioners knew the children in their care well through regular observations and an understanding of each child's developmental progress. We saw a sample of the development records for children and found that practitioners had consistently identified the next steps in the children's developmental progress and planned activities to develop these. We saw that planning was informative and organised and we saw that the principles of the Foundation Phase for 3-7 year olds was understood and applied in a way that was appropriate for the age, abilities and stage of development of children in their care. Practitioners told us that they encouraged children's ideas and suggestions which formed part of the planning of themes and activities. Parents were very complimentary about the staff at the nursery, describing them as 'dedicated' and 'kind.' Welsh was introduced to children through activities, use of books and verbally and we saw examples of this throughout our visit, such as bilingual displays.

Practitioners are dedicated and enthusiastic in promoting children's play, learning and development and in meeting children's needs.

### **3. Environment**

#### **Summary**

The leaders ensure that children are cared for in a safe and stimulating, rich learning environment and that the premises are safe, clean and well organised. The leader provides good quality toys and resources which reflect diversity. Policies and procedures promote safe practices and records show that these were followed by the staff.

#### **Our findings**

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

The leaders ensure that children are cared for in a safe, clean and secure environment.

We saw that risk assessments were in place for all areas of the nursery, for activities and particular aspects of the care, such as taking children on walks outside the nursery and for the checking of toys and equipment. We saw that staff stayed with sleeping children. We also saw that staff had ensured that there was a balance between acceptable and unacceptable risk for children during play and we saw that staff promoted opportunities for children to take part in activities such as climbing, riding on toy cars bikes and balancing activities. Staff members rotated the responsibilities to prepare and cook food, and maintained cleanliness and good hygiene practices in this area. The nursery had been inspected by the Food Standards Agency and awarded a rating of 5. We saw good hygiene practices with regards to nappy changing and that there was a comprehensive nappy changing policy and procedure which all staff followed, for example by wearing gloves and aprons when changing nappies. We observed staff encouraging children to learn about good personal hygiene and practise through their daily routine, by washing their hands before snack and lunch time and after toileting or a messy play activity. The entrance to the nursery was monitored and we saw that all visitors signed the visitors' book.

The leaders are competent at ensuring the safety of the environment.

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

The leaders ensure that the environment is suitable for children of a varying age group it is well resourced and child friendly.

Indoor areas are welcoming and friendly, well-decorated and provide a rich environment for learning and play. There is sufficient space and facilities to meet the needs of different age groups and individual children. There is access to a large and resourceful outdoor play area which benefits children of all ages. We saw that the different rooms used provided exciting and a wide range of play opportunities for

children which created a friendly and child focused place to play and was an integral part of the learning environment.

We saw that children could access toys and resources that encouraged role play, construction play and exploration. We saw children also enjoyed free play such as skipping, jumping and running around, sand and water play.

All the rooms in the nursery were laid out with sufficient space to allow for various activities of which were suitable to the children's age and stage of development. Babies had space to crawl in a comfortable environment and one which had toys and equipment laid out for them so that they were easily accessible to them. Many were seen to pull themselves up to a standing position, hold onto equipment placed around the room and onto play walkers whilst learning to walk. Others were contented to read books in the quiet cosy corner of the room. The leaders and staff had ensured that the environment was bright and welcoming and that children's work and photographs were on display throughout the nursery which created a good sense of belonging.

The leaders effectively ensures the suitability of the environment.

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

The leaders ensure that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are clean and of good quality.

The leaders had ensured that children of different ages had access to toys that were suited to their age and interests. We saw for example, children under two years old playing with toy cars and dolls, sand and water and younger children and babies played with sensory toys, dressing up and construction as well as enjoying art and craft. The older children enjoyed reading books, colouring in activities and construction play. The tables, chairs and high chairs with trays on were suitable for the age of the children. Staff said that they had a satisfactory supply of the resources that they needed to meet the children's needs promptly, such as tissues and nappy-changing resources and that regarding toys and equipment new toys and equipment were purchased regularly.

The leaders ensure that there are good quality resources, toys and equipment available to the children and staff.

## **4. Leadership and Management**

### **Summary**

The leadership at the nursery is effective. The leaders review the service provision in partnership with parents and carers, staff and children. The service runs smoothly and they support the staff well. Policies and procedures are available and reviewed regularly.

### **Our findings**

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

Leaders oversee the management of the service and ensure the service is very well run and high standards are maintained.

The leaders have a clear vision for the service. There are clear and robust policies that are focused on children's needs. The leader creates a positive ethos whereby staff feel valued and supported. There was a display in the nursery of information relevant to parents and carers, which included the public liability insurance certificate and the nursery's statement of purpose, with photographs and the names of all staff members working at the nursery. Additional information was shared with parents via a nursery social media site, verbally, and in written daily sheets. We saw a comprehensive and methodical file which contained all relevant policies and procedures, which staff were familiar with and aware of. For example, staff followed the service's settling in policy and procedure when showing a prospective service user around the nursery. We saw from training records and certificates that the leader followed developments in child care practice by attending relevant training courses and by ensuring that staff also attended relevant child care related courses. The leaders set and maintained high standards for their staff, which was evident with staff in the consistent care given to children. The leaders created a good team ethos and gave staff credit for their work by thanking them verbally and during the exchange of information in their one to one supervision sessions and team meetings. An annual appraisal is carried out with all staff members. Staff morale was high at this nursery and they said that they felt appreciated, supported and listened to by the leaders.

Leadership is very effective.

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

The leaders create a reflective culture of ongoing review of the quality of care of the service and involve staff, parents, children and other interested parties.

The leaders had a visible presence throughout the nursery. We observed their presence with staff members and this was evidently a normal part of daily life at the nursery. They had established a system that kept track of the feedback from parents,

staff and children by the use of questionnaires and speaking to them and that this was part of the ongoing review of the care provided. We saw that a quality of care review had been completed and a report compiled which was available to all service users staff and other external parties who had an interest in the nursery. The feedback from parents' completed questionnaires was very complimentary about the staff and how their child/children enjoyed attending the nursery. We spoke to two parents who said that all staff were very approachable and kind. They said that they were listened to and that they could discuss their child's progress with them as and when was necessary.

The leaders implement systems that review the nursery's quality of care.

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

The leaders have a robust system of staff recruitment and induction in place. Staff are deployed appropriately and are clear about their roles and responsibilities.

We looked at a sample of staff files and found that all the relevant documentation and information was in place to demonstrate that there had been a thorough recruitment process which ensured that staff were fully prepared for their roles and responsibilities and that they had the experience and qualifications to undertake these. The leaders ensured that they recognised staff's strengths and interests by giving them mutually agreed specific responsibilities. For example, the deputy manager with responsibility for overseeing the running of the nursery in the person in charge absence. The leaders act as a positive role models promoting the development of the staff group. The staff rota ensured that there was additional staff available for busy periods and to cover absences.

The managers manage staff effectively.

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

Leaders work with parents and carers to identify children's needs and to keep them informed about their children's progress and well-being. The leader involves parents in making decisions about their children's care and builds effective partnerships with them.

We saw that the leaders obtained detailed information about children's needs and preferences by agreeing contracts with parents and/or carers and through the completion of child record forms. We saw that all staff and the leaders thrived on giving verbal feedback to parents and carers when they collected their child/children. When there was a proposal to change an aspect of a child's care parents and /or carers were fully involved in the decisions and in the review of these decisions, for example when children were making a transition between rooms.

The leaders have established good partnerships with parents.

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

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

None

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

- We recommended that sleeping arrangements for the younger children are age appropriate.

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

This was a full inspection undertaken as part of our normal schedule inspections. One inspector undertook a visit to the service on 16 November 2017 and 04 December 2017 for a total of 9 hours;

- feedback was given to the responsible individual during the second visit;
- we inspected a sample of documentation and policies;
- we viewed the premises;
- we observed practice and completed observations;
- we spoke to the responsible individual, children, parents and staff

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Janet Harris Ceri Pritchard Nicola Gnojek
Person in charge	Stacey Morgan, Rhian Peek and Maria Mead.
Registered maximum number of places	63
Age range of children	0 to 12 years
Opening hours	8:00am to 6:00pm
Operating Language of the service	English
Date of previous CSSIW inspection	04 December 2015
Dates of this inspection visit(s)	16 November 2017 and 04 December 2017
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 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'. However incidental Welsh was spoken with children with a bilingual approach in some activities.
Additional Information:	