



Childcare Inspection Report on

Hill Tots House Nursery

**Enterprise Centre
Blast Road
Brymbo
Wrexham
LL11 5BT**



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Description of the service

Hill Tots House Nursery is part of the Brymbo Community Enterprise Learning Information and Resource Centre. The service is located within the heart of the Brymbo village near Wrexham and operated by the Brymbo and Tanyfron Regeneration Trust which is a registered charity. The responsible individual is Sarah Griffiths. The service is open weekdays 7.30 – 6.00 closing for Bank Holidays and Christmas. The service is registered for 36 children. The nursery is part of the Flying Start scheme for two year olds. There is direct access to outdoor areas from the open plan area where children can play. English is the language of the service.

Summary of our findings

1. Overall assessment

This is a busy service with active, happy and contented children. Practitioners are experienced, qualified and have a good rapport with the children. A varied programme of activities is planned and provided for the benefit of all children. The environment is safe and suited to the care of children with many facilities and equipment which provides good exercise and also is a stimulating environment, both inside and outdoors. The leadership and management of the service is supportive, efficient and successful ensuring that children and their families have the best experience.

2. Improvements

Since the previous inspection children benefit because:

- new soft toys, cushions and books have been bought for the “Book Nook”;
- practitioners are aware of how to encourage speech and language after attending training and displays of “Speech and Language Strategies” remind them of essentials;
- supervision and observing practitioners has given them greater involvement and has been a positive experience, and
- information about the children’s development was shared with parents at a special event.

3. Requirements and recommendations

We made two recommendations in relation to greater independence for the children and the environment. These can be seen in section 5.

1. Well-being

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities. They are happy, relaxed and interact well with each other and the practitioners whilst engaging with the interesting activities on offer. Children are developing well as observations, photos and notes show.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak, are listened to and given choices.

Children expressed themselves well and made appropriate choices and decisions because they were aware of the activities available, including playing with sand or playing outside. Children knew that practitioners understood their needs and preferences and non verbal clues and that their individual needs took precedence over daily routines. Children moved around freely and confidently and the sleep patterns of the younger toddlers were adhered to. Children had a choice of snack with milk or water and could go to the toilet whenever they needed. Children were asked what they would like to play with and suggestions were offered by practitioners. Children were confident to speak with us and the practitioners.

Children have a voice and know they are listened to and respected.

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

Children feel secure, happy and valued.

Children were content, spoken to kindly and reassured by practitioners when necessary, for example when they hurt themselves. We heard children laughing often and they had clearly formed friendships with each other and the practitioners. They were settled and familiar with the routine and we saw photos of aspects of the routine used to help children adjust. They had formed friendships with each other and chatted frequently for example whilst playing in the hair dressing corner. Children comfortably approached practitioners, for instance if they wanted more sauce at lunch time. Photos of children around the service and on their place mats helped to give the children a sense of belonging and their creations were displayed on the walls.

Children feel safe, happy, valued and trust the practitioners.

1.3 How well do children interact?

Children interact very well with each other and the practitioners.

Children co operated well with their peers and adults. They negotiated delightfully with each other as they played together, sharing toys including cars and dressing up clothes and deciding which part to play in the home corner. We observed they were polite with adults, for example, saying thank you at snack time and declining food politely. Children took appropriate care of equipment and resources and knew where toys were kept.

Children interact very well and have learnt valuable social skills.

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

Children enjoy their play and learning.

Children were motivated and engaged in their play and learning. They were able to explore their environment freely and safely. Children had great fun with bubbles and with blue foam. Children had extended periods of uninterrupted play, for example we saw a child fascinated watching dry sand coming through a watering can. During practitioner led activities children concentrated for an appropriate amount of time, for example when using scissors.

Children enjoy the activities provided and have a sense of achievement.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences including unstructured play enabling them to gain skills for instance we saw a child speaking on a toy phone expressing themselves in sentences, developing language skills. Children were able to accomplish things for themselves because they had the appropriate self help skills, for example many children went to the toilet by themselves and washed their hands before a snack with help if needed. They were confident and eager to talk about recent events and what they had done. One child was very happy to show us "Incy Wincy Spider" on the wall. We discussed the suggested use of the "Helper of the Day" system with the responsible individual who agreed that it was a good idea to extend the opportunities for children's independence skills. Children had secure relationships with consistent practitioners which helped them gain confidence and overcome challenges such as helping toddlers to lift themselves up.

Children are learning a variety of skills, developing well and are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to a number of policies and procedures. They manage interactions successfully using positive strategies. They are caring, nurturing and responsive to children's needs. A variety of interesting activities is planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well and have attended necessary training.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Discussion with a practitioner showed that they knew the safeguarding process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training and the necessary contact numbers were on display. All practitioners had current First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Practitioners ensured that all children had the opportunity to be physically active outside at least twice a day. There were sheltered areas to protect children from extremes of weather. We observed a healthy snack of fruit pieces, cream cheese on crackers with water or milk to drink being provided, evidencing that practitioners promoted healthy eating principles. We also saw a healthy lunch was provided and evidence that child nutrition training had been completed by key practitioners. The Food Standards Agency had awarded a Level 5 for safe food preparation. Comprehensive records showed that fire drills were conducted regularly and procedures evaluated to ensure children and practitioners know how to safely evacuate the children from the premises in an emergency. Dental hygiene was also practiced as practitioners had been guided by dental professionals. All areas were clean and practitioners applied the principles of the Infection Control Audit Tool as we observed the correct nappy changing procedure.

Practitioners ensure that children's health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions successfully using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour. They praised children often, for example for saying please, thank you and for helping to tidy toys away. Practitioners showed respect for children's views as they sat and spoke informally around the snack table. They understood child development and how it impacts upon child behaviour and used opportunities to give simple explanations to help children understand principles such as taking turns. Practitioners made their expectations of standards of

behaviour clear, such as calmly explaining that throwing sand into a child's face is not acceptable as it hurts them. The child did not repeat the action.

Practitioners manage children's interactions well, helping the children to be co operative and learn social skills.

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

Caring practitioners promote children's learning and development, providing a variety of experiences inside and outdoors.

Practitioners constantly interacted happily with the children, creating a relaxed atmosphere and helping children to engage with activities. Monthly planning was seen which evidenced a good variety of ways to engage the children in areas of development such as physical, language, numeracy and opportunities to be creative. Separate planning had been prepared for the babies and toddlers. We also observed a programme for extra curricular activities for pre school children in the afternoons. Practitioners provided a variety of play spaces and activities inside and outside including music and play, craft, a "Book Nook", and outside balancing objects, a play tent, see saws and large blocks. Welsh was promoted as we saw a Welsh display board and heard practitioners using occasional phrases. There were sheets which evidenced that older children were learning about words for aspects of the weather such as "haul" the sun.

Practitioners met individual needs as they knew the children well, for example they knew about children's allergies and ensured avoidance of certain foods and had provided a list on the kitchen door. Personal details for children had been updated by parents and developmental records were kept and shared with parents.

Practitioners promote children's learning through providing a play environment with ample activities. They meet individual needs as they know the children well.

3. Environment

Summary

Leaders provide a very secure environment and comprehensive and evaluated written risk assessments ensure all practitioners are aware of how to keep children safe. Leaders ensure children are supervised well both inside and outdoors by knowledgeable practitioners. Leaders also ensure the environment is varied, stimulating and suitable for the children attending. The quality and variety of the resources are good.

Our findings

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

Leaders ensure the environment is safe and secure.

All areas inside and outside were safe and we saw safety features such as safety gates and rubberised tarmac outside. There were risk assessments evidencing practitioners knew what the risks were and how to manage them which included some activities such as using scissors. A full review of risk assessments had been undertaken in June 2018, including accidents, to ensure the environment was maintained to the best possible standards and was safe. Children were supervised as they went from one area to another and all visitors were required to sign the visitors' book after being admitted through the outer security door. Documents showed electrical equipment had been checked for safety. Records showed fire drills had been practiced regularly and practitioners showed us the equipment used for evacuating babies safely. Some practitioners have attended Fire Marshall Training giving them a greater understanding of the issues involved with safe evacuation of the premises.

Leaders have robust systems to ensure the environment and activities are safe.

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

Leaders ensure the environment is suitable for the ages of the children attending.

Leaders have ensured there is ample play space both inside and outdoors. Areas of play were set out at child height for them to access easily in two main areas, and activities were available for the various age groups attending. Child sized chairs and tables and comfy seating were used in all areas. There were child sized toilets to enable children to use them independently and a fully equipped nappy changing area. Blinds were used inside to make an indoor area more comfortable for children using the craft table.

The outdoor space was used to best effect to enable children to benefit from regular exercise and fresh air. We saw children using a variety of equipment such as a digging area, chalking and mats and cushions for the younger children. There were canopies to enable all children to play outside in inclement weather. Whilst there was a bamboo lining to the robust and secure outer fence to provide privacy, there was a gap near the public right of way and in our discussions with leaders they told us that this was being addressed.

Leaders ensure the environment is well equipped, child friendly and stimulating.

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

Leaders ensure the resources and equipment are varied, age appropriate, clean and of good quality.

All toys and games were clean and in good order. Equipment and furniture was suited to the ages of children attending, including outdoor equipment such as balls and hoops of various sizes. There were plenty of consumables such as painting and craft items. Multi cultural and Welsh resources were available and we saw a culturally inclusive "My Family" display. Children had their own pegs which were labelled with their names helping to give them a sense of belonging.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable and strives to provide a quality service and good outcomes for children. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Partnerships with parents and others are effective for the benefit of the children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders, being the person in charge, responsible individual, and trustees, have a sense of purpose and expectations to promote improvement and good outcomes for children, for example ensuring the calibre and practices of practitioners are meeting the needs of the children being cared for. The responsible individual told us the trustees are very supportive and meet quarterly to discuss reports prepared by her. We observed a happy, competent and well supported workforce and practitioners told us it is a good place to work. We saw consistent practice throughout the service and practitioners worked well as team. Leaders have always complied swiftly with any recommendations made and ensure legal obligations are met such as public liability insurance.

Leadership has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is ongoing review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. They consider the views of others and implement changes when they are able. Their annual quality of care report contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as having questionnaires for older children giving them a greater voice about their preferred activities and aspects of their care. More frequent meetings with parents to discuss the children's progress were also carried out as a result of suggestions from parents. Flying Start professionals also review the provision and the leaders make improvements as a result such as purchasing more resources for the "Book Nook".

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain standards and constantly improve practice.

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

Leaders have systems in place for managing practitioners and resources.

We inspected a sample of practitioner's files and saw robust recruitment processes were followed ensuring practitioners had the relevant experience and qualifications. Some practitioners were qualified to Level 5 which exceeds the recommended standard. All practitioners had current Disclosure and Barring Service checks in place. We also spoke to practitioners who confirmed they had a good experience during their employment. There were documented annual appraisals and supervision notes evidencing regular feedback from practitioners was noted. Leaders had also identified the need for practitioners to attend relevant training such as manual handling.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them and other agencies.

Leaders and practitioners were approachable and communicated openly with parents when required. We observed a list of practitioners with their photos on a notice board for parents / carers to see who they can approach. Parents can speak to practitioners daily and have an opportunity to feedback their opinions annually in writing using a questionnaire. There were photos of a recent graduation ceremony and a parent's evening. We saw many thank you cards from parents and children indicating satisfaction with the service. Leaders also communicate and work with other professionals such as speech and language therapists, health visitors and Flying Start professionals.

Leaders ensure partnerships with parents and others benefit the children and have positive outcomes for them and their families.

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:

- a system of “Helper of the Day” is implemented for older children to give them a greater sense of achievement, responsibility and independence, and
- the bamboo fence lining or similar is extended to afford more privacy near the public right of way.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 25 July 2018 from 08.30 – 13.10.

We:

- inspected a sample of documents and the service's own returned parent's questionnaires;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and three practitioners;
- inspected the areas used, and
- reported our findings to the responsible individual and a representative from the Brymbo and Tanyfron Regeneration Trust.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Sarah Griffiths
Person in charge	Lauren Hughes
Registered maximum number of places	36
Age range of children	3 months – 8 years
Opening hours	07.30 – 18.00, Monday – Friday; excluding bank holidays and the period between Christmas and New Year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 July 2016
Dates of this inspection visit(s)	25 July 2018
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?	No This service does not provide an 'Active offer' of the Welsh language. This is 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.
Additional Information:	