



# Childcare Inspection Report on

**Little Rascals Day Nursery**

**133 Victoria Road  
Prestatyn  
LL19 7SS**



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## **Description of the service**

Little Rascals Day Nursery is registered to care for no more than 67 children at any one time. The registered person is Karen Stephenson who lives on the first floor of the premises. The service is based in a converted large house on the coast road of Prestatyn. The downstairs consists of a baby room, tweenie room, toddler/pre school, kitchen, conservatory and staff toilet. Upstairs there are two playrooms, one with a kitchen. This caters mostly for older children who come to the after school club and holiday club. A drop off and collection service is offered to some local schools.

The language of the service is English and the Welsh Language Active Offer is not offered.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy, settled, engaged in their play and comfortable in their environment. Children do not always have sufficient opportunities to choose their own activities and to decide whether they want to play indoors or outside. Although practitioners meet children's needs and provide a range of activities these are set out for them and so do not promote independence or provide daily opportunities to play outside. The environment is secure, fresh and clean and children benefit from a suitable variety of toys and equipment as well as trips within the locality such as to find baby seals on the beach. Leadership and management of the service is appropriate resulting in care for the children by a committed team of practitioners. Practitioners are experienced and show respect towards the children and many have long standing service.

### **2. Improvements**

Parts of the nursery have been re-decorated and make a fresh and clean space for the children's play and learning. New resources have been purchased both indoors and out which means children have a greater variety of experiences. Practitioners have completed mandatory and additional training. The planning and assessment documentation is being updated. Outdoor themes have been introduced with tasks taking place outside to encourage learning outdoors. The younger children are having earlier playtime sessions outdoors. A change in planning means a free play session takes place each day giving the children the choice of which toys or activities they want to help themselves to. In the tweenies room children are now able to select toys rather than practitioners putting resources out. Paperwork has been updated in particular parent information forms and booklets, additional specific consent, accident at home and cause for concern forms. Parents and the service can communicate via message too. A health and safety consultant has visited the service and as a result new documentation has been introduced.

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

**None**

## **1 Summary**

Children are happy, settled. Children interact well with each other and are active and interested in what they do. Children are listened to and they communicate well with practitioners. They enjoy their play and learning and have a good range of activities both indoors and out. However they do not have enough choice over where they want to play or opportunities to become independent by selecting their own activities.

### **Our findings**

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

Children are settled and enjoy themselves.

We saw children deciding which activity they wanted to take part in, however these were ready set out and younger children were not able to choose whether to play indoors or outside. Children were listened to and the practitioners know about each child as their parents had completed registration and contract forms and through valuable exchanges of information on a daily basis. During the inspection children were able to express themselves and had an appropriate level of confidence.

Children are confident to speak up

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

Children feel safe and valued.

They settle well and have good relationships with each other and practitioners.

We saw children playing alongside each other inside in the construction area. Children are familiar with the routine and are secure with the practitioners. Children are treated with equal dignity and respect and experienced warmth, attachment and belonging. Children were very relaxed playing inside or the older children outside after lunch. They were at ease with the practitioners and we heard lots of happy chatter, supporting them to feel safe and valued. Older children were observed requesting to play different games outdoors and we saw practitioners join in with their chosen activity.

Children are happy and enjoy secure relationships with their friends and practitioners.

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

Children interact well with each other and adults around them.

We saw children playing together and on their own. They were all engrossed in their activities such as colouring and dressing dolls. Children interacted well with each other and with practitioners. We

saw they were comfortable to ask for help when they wanted something and the practitioners had a good relationships with the children. The children were seen to be developing friendships with the practitioners and each other.

They took turns well with the equipment and it was good to observe different ages of children playing well together outside. We saw children listened well to instructions and they were keen and interested.

Children play together well and are happy to help.

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

Children enjoy their play and learning.

We saw children enjoying playing with the toys and equipment available to them. They had some choice of resources inside and older children made up games to play together outside. Children have opportunities to learn, be active, and were positively occupied. Younger children were able to explore their surroundings and received support from practitioners. They had some choice of activities inside and were happy and smiling as they played alongside their friends. We saw children's craft work displayed on the walls and it was good to note some of these were their own ideas and creations.

Children are busy and very interested in what they are doing.

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

Children develop well but do not always have opportunities to become independent.

We saw most resources were stored at children's level however they were not always given the opportunity to select toys for themselves. Older children enjoyed a good range of activities such as an outing to the beach and outdoor play, which promoted their physical motor skills. Children were helped to practice language skills, they chatted freely to us and practitioners telling us what they were doing and asking questions about why we were there. Children were helped to practice language skills, they chatted freely to us and practitioners telling us what they were doing and asking questions about why we were there.

Children have opportunities to develop their skills.

## **2. Care and Development**

### **Summary**

Overall, practitioners keep children safe and are aware of their needs. Practitioners manage interactions appropriately. Practitioners support children to develop skills and are good role models. Practitioners promote play and learning and meet children's developmental needs, however they do not always promote children's choice and independence.

### **Our findings**

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

Overall practitioners keep children safe.

Children's good health is promoted in a variety of ways. The premises indoors are clean, and tables wiped before food is served. A healthy snack is offered. The food is prepared hygienically as practitioners have attended Level 2 Food Safety courses. Practitioners had attended external courses relating to safeguarding children and evidenced they knew what to do if they had concerns about a child. Practitioners held paediatric first aid qualifications so they knew what to do in case of an accident. Medication records were sampled and were in order. Dental health is promoted as the service is part of the Designed to Smile programme. The building is safe from unauthorised access because there are locks on all entrances. We saw practitioners ensured children washed their hands before eating.

Practitioners promote children's good health.

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

Practitioners are good role models for the children.

Practitioners were observed to support children according to their individual needs and stage of development. They stayed calm with quiet voices and gave good explanations which the children understood. We heard practitioners speak to children gently and remind them of simple rules such as not to climb and to be careful. Practitioners also used praise and encouragement with the children and they all responded well. We observed distraction to another activity when two children wanted to use the same clothes for their dolls. Practitioners are polite and courteous to all and use praise and encouragement when children do something well and were seen giving a younger child cuddles to help them settle

Practitioners are supportive of the children, helping them to play well with their friends.

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

Practitioners are able to support children to develop and learn because they know the children well.

Practitioners knew the children well and as a result were able to provide an appropriate level of care for them and meet their individual needs. Practitioners planned activities and then observed and assessed the children. Weekly activity plans were seen but there is still no indication of which skills the children are developing through their activities. Ongoing progress records enabled practitioners to plan for children's next steps in learning. Practitioners encouraged them to get the best out of each activity and supervised them appropriately. Although the older children played outside we did not see the younger children go out on either of the inspection days. We been informed however children now have regular access to outdoors which includes specific focused tasks. We saw practitioners provided opportunities for children to develop their skills such as counting and naming colours. When children were not in school the leaders planned outings and visits to places of interest so they could learn effectively about the local environment and the wider world around them.

Practitioners appropriately promote children's play, learning and development.



## **3 Environment**

### **Summary**

Leaders are aware of how to keep children safe. The main door is kept locked and visitors sign in and out. Leaders ensure children are cared for in an appropriate environment and plan activities for the children many within the local area. Fire drills are carried out and practitioners know what to do in an emergency. Resources indoors and out are suitable for the needs of the children and are of good quality.

### **Our findings**

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

Leaders ensure the premises are safe and secure for the children.

We saw the main door was locked when we arrived so the premises were secure from unauthorised access. We were requested to complete the visitors' book on arrival and departure. We were informed the service was cleaned regularly and we saw toys and equipment were fresh. The outdoor play area was secure and free from hazards. The service is registered with the Local Authority's Environmental Health Department and has been awarded a level five rating meaning there are good standards of food hygiene in the service. Emergency evacuation procedures are established and cleaning tasks are completed to keep the service fresh and clean. Safety gates are fitted which show that there is a commitment to keeping children safe.

Leaders ensure the learning environment is safe for the children.

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

Leaders provide a suitable environment for children's play and learning.

The after school and holiday club are based on the first floor and experience play in two different rooms. All areas are fresh and clean and benefit from good natural light. The environment is welcoming and attractive, making children feel comfortable and at home. All the furniture is child sized and in good order and both the indoor and outdoor facilities provide a suitable environment for children's play and learning. Leaders ensured both indoor and outdoor play areas were appropriate for the children. The rooms were divided into learning areas to follow the Foundation Phase ethos and were furnished with suitable play items.

Children have opportunities to experience different environments.

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

Leaders ensure resources and equipment are of good quality.

We saw resources were clean and well maintained. There is on going maintenance to the premises ensuring it remains fresh. The owner makes all the soft furnishings for the service which contribute effectively to an environment which is warm and cosy. Toys and equipment seen were suitable for the children's ages and in good condition. We saw new natural wooden resources which had just been purchased. Low level tables and chairs enabled children and practitioners to sit together during planned group activities or meal times. There was a good selection of toys and resources including a garden area which was being developed so the children could experience a variety of different learning experiences.

Resources are clean and well maintained.

## **4. Leadership and Management**

### **Summary**

Leaders have created a positive ethos and established a committed team of practitioners. Their roles and responsibilities are clear to deliver quality care to the children. There are strong partnerships with parents and a good relationship with the local schools to which children will transfer. Policies and procedures are updated and positive changes have been made to the service to improve children's experiences.

### **Our findings**

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

Management of the service is appropriate.

There is a statement of purpose giving a picture of the service and parents are clear about what the service sets out to provide. The practitioner files sampled were in order and a training matrix allowed the information to be clear and easy to find. The service's statement of purpose provided parents with the information they needed in order to decide whether the service met their and their child's needs and policies and procedures were updated to reflect the running of the service. Practitioners were well deployed and knew what they needed to do to carry out their roles and where to find or how to ask for additional information when required. Many practitioners have long standing service in the setting. We saw the team worked well together for the benefit of the children. Children are cared for by practitioners who work as a team to deliver appropriate levels of care. They are suitably qualified and have relevant experience.

Leadership of the service is appropriate.

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

Leaders are improving the service they provide.

The self evaluation process and future plans for improvement are appropriate because leaders take into consideration feedback from parents, practitioners and children. A quality of care review report shows improvements as well as those planned for the future. Improvements include re-decoration of parts of the premises and those which benefit the children, such as the new outdoor resources. Improvements for the future include re organising the outdoor area to provide a range of different play opportunities and continued redecoration of further rooms. Although more frequent outdoor play opportunities had been previously identified this does still not form part of the continuous provision.

Leaders evaluate the service and plan for improvement but not all changes are sustained.

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

Leaders ensure practitioners have opportunities to develop their skills.

Leaders are on hand daily to offer support and guidance. We saw children received plenty of individual care from a committed team of practitioners. Leaders held meetings with practitioners in order to discuss any issues in relation to the service and to share ideas. Practitioners are encouraged to attend training and courses such as Paediatric First Aid. Practitioners complete appraisals which gives them an opportunity to discuss current practices as well as planning future training. Resources suit the children's ages and stage of development and are clean and in good condition.

Leaders manage the service appropriately

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

Leaders maintain regular communication with parents.

A range of partnerships ensures that children and their families are effectively supported. Leaders worked with parents to identify children's needs and preferences before they started in the service. When additional needs were identified, leaders told us they had worked with parents and taken additional advice and support in order to provide the care each child needed. The service supports the children and their families by fundraising as well as working in the local community raising money for different charities. Good partnerships with parents are established, for example parents receive both written and verbal feedback about their child's day. Parents also receive newsletters during the year which provide additional information such as changes in the service.

Leaders have developed effective partnerships which benefit the children.

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

We made the following recommendation;

- Planning of activities for the younger children should evidence which skills are being encouraged and link to the children's development records.

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

An unannounced baseline visit was undertaken on 30 August 2018. We did not have the opportunity to check documentation so a further visit was made on 25 October 2018. We received confirmation the recommendations had been addressed following the second visit.

The following methodology was used;

- observations of care routines and practices indoors and outside;
- discussion with the registered person, practitioners and speaking to many of the children and a few of their parents;
- viewing a range of records and documentation;
- using the short observational tool (Sofi2) to gather evidence of what life is like in the service for the children attending and
- consideration of information held in practitioner personnel files and children's developmental files.

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

## 7 About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Karen Stephenson
Person in charge	Karen Stephenson
Registered maximum number of places	67
Age range of children	0-12 years
Opening hours	Monday to Saturday 8am to 5.45pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 August 2017
Dates of this inspection visits	30 August 2018 and 25 October 2018
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?	No
Additional Information:	