



Childcare Inspection Report on

Playdays Nursery

**The Spinney
Fronhir
Knighton
LD7 1HT**



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Description of the service

Playdays Nursery provides a service for up to a maximum of 19 children aged under 8 years of age. The nursery operates from a converted house in a quiet residential area of Knighton. The owner is also the person in day to day charge of the nursery; it is open Monday to Friday 8; 00am to 5; 30pm. The registered person and person in charge is Hannah Price.

Summary of our findings

1. Overall assessment

We, the Care Inspectorate Wales (CIW) found that the children are generally safe, happy and well cared for at Playdays Nursery. The premises are some what stimulating and welcoming in which children can play, learn and develop. Staff know the children very well and are able to meet their needs; children benefit from warm and caring relationships. A number of areas which need addressing have been identified.

2. Improvements

The Registered Person has appointed a new Person in Charge (PiC)

3. Requirements and recommendations

We recommended that the registered person should:

- To review the level of support given by staff during meal times; staff to be more involved at lunch time;
- children to be kept in appropriate clothing at all times;
- ensure that behaviour issues are dealt with in accordance to the nurse behaviour policy;
- to tighten up on infection control routines;
- introduce effective planning for the toddler room;
- record development appropriately;
- take the opportunity to further develop activities;
- make more resources available for the toddler room;
- encourage free play more;
- risk assessments to be reviewed;
- smoke alarms to be tested;
- fire drills to be carried out last one recorded April 2017;
- ensure that blind cords to be out of reach of the children;
- complete the quality of Care report;
- supervisions bought back up to date;
- cleaning rota needs to be in place;
- staff files need reviewing;
- files to be kept on students; and
- appraisals need to reflect reality.

1. Well-being

Summary

Children are settled and have affectionate relationships with others at this service. However children were not always given the ability to make decisions, have a choice and develop their individual skills and independence.

Our findings

1.1 To what extent do children have a voice?

Children have limited choice and abilities to make decisions about the service they attend.

We saw that older children, those over 3 years of age, were encouraged to speak up and that staff listened to them. We saw children in this age range approach staff to ask questions and the responses they received were generally positive. However, on the whole younger children did not have many options to express their needs. For example, activities were put out for the children to play with although no opportunities were given for them to choose. Younger children in the toddler room were directed rather than encouraged to make choices, for example children were told to 'sit and play with a specific activity' or to 'be quiet' as other toddlers were put to rest within the room. We saw the older children had some choice over which resources they played with. Children were heard asking to go to the toilet and their needs were met.

Children have limited choice.

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

Children are happy, settled and relaxed. The children had a warm relationship with the staff caring for them and were able to communicate with them confidently.

We saw children arriving at the nursery, happily separating from parents and greeting each other and staff warmly. The children settled quickly and played with the resources that had been set out. Children were confident to approach adults for comfort and support and we saw, at times, children being cuddled and reassured. . Children received support when transitioning to other areas for taster sessions. Most children were familiar with the routines of the service, which gave them a sense of belonging. We saw that children maintained eye contact with the staff caring for them.

Children, in the main, feel happy and valued.

1.3 How well do children interact?

Children form friendships at this service.

Children told us about their friends and we saw that children played co operatively and chatted amicably together. We saw younger children approaching staff for cuddles

and we observed relaxed relationships between older children and staff as they chatted in a warm, comfortable manner. Older children in the service behaved well and interacted positively. We observed younger children playing together outside and the children interacted and co-operated well with their peers and adults. We noted that the children were learning to express their needs. Children were polite, used good manners and were well behaved. They were forming positive friendship groups. We saw that there was an emphasis on the importance of working together and helping each other. We heard children saying please and thank you regularly and they were praised for good manners. Children were calm and relaxed throughout our visit and it was clear that children were beginning to develop good relationships with each other.

Children experience positive interactions with each other and there is a strong emphasis on friendship and co-operation.

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

Children participate in appropriate developmentally activities but some children are disengaged at times.

We saw that children in the 3+ room had lots of different activities. For example, they played with natural materials in the garden; they looked at books, drew pictures and painted. Children played with home corner items and some played outside. We saw children in the 3+ room having a lovely time outdoors; one child took great delight in playing in the mud kitchen, whilst others enjoyed playing on the equipment. Younger children played with toys on the floor. During an observation we noted that children spent long periods of time waiting for staff to complete the routines of the day such as setting up resources for the children to play with. We noted that the children were restless and disinterested during this time.

Some children enjoy their play.

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

Some children are confident and able to do things for themselves.

We saw children in the 3+ room and the baby room, to some extent, being encouraged to select and help themselves to a range of resources. Children throughout the nursery were given limited opportunities to develop independence during snack time this was because children were not involved in the preparation of snack; however, we were told by staff that children had been involved previously. Staff sat with the children at lunch time but did not support them to develop their independence and social skills. However, children were seen using the toilet independently and washing their hands.

Children are not always encouraged to things independently.

2. Care and Development

Summary

Staff are kind and caring and receive appropriate training to keep children safe. However, they are not always able to meet children's needs promptly or are able to be consistent in their approach.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of the child protection policy and know what to do if they have concerns about a child. Practitioners receive appropriate training and are familiar with the service's policies. However, there are instances where basic needs of the children are not met.

Staff make sure that the service offers a healthy varied menu which encourages a healthy lifestyle. The service had been awarded a five star rating by the Food Standards Agency. We saw that systems are in place which are designed to promote the health and safety of children. For example, children were encouraged to wash their hands. Incident and accident records were appropriately maintained. Children with medical needs were supported and all medication is administered safely with parents' signatures obtained. At lunch time food was mixed up and staff were not aware which one was for the children with specific dietary needs.

Staff ensure that the children's basic needs are being met.

2.2 How well do practitioners manage interactions?

Staff work in line with the nursery's behaviour management policy and are, on the whole, consistent in their approach.

Staff demonstrated that they have an understanding of child development and how this impacts on children's behaviour. Staff followed the nursery behaviour policy which is appropriate to the age and development stage of the children and most staff manage behaviour positively. In general, they also understand the importance of being good role models themselves and of the need to promote positive behaviour. Staff are patient and speak to children clearly about the expectations within the nursery. Throughout the rooms we heard staff remind children to, "*Be kind,*" to one another and encourage them to share and take turns. Staff acted as good role models because they demonstrated good manners and polite interactions. We observed that they spoke in calm and gentle tones which were respectful and warm. However, we observed one occasion where a child struggled to share; this was dealt with inappropriately by a member of staff. This was discussed and dealt with at the time of the inspection.

Practitioners manage interactions satisfactorily.

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

Staff plan activities that promote children's development in the older age range but not for the younger children.

Staff do not always promote children's development or meet their individual needs consistently. Staff in the 3+ area provided care which was child centred and met children's individual needs. Key workers made observations on children's progress and planned for the next steps in their play and learning. Staff stated that they planned activities in the toddler room but no evidence was seen of this. There was planning and evidence of observations available for the 3+ room. In some areas we saw that the quality of activities available and engagement of children was inadequate. Staff told us that they promoted children's awareness of other cultures by celebrating festivals such as Diwali, Chinese New Year and Saint David's Day and have a selection of multicultural toys and resources.

Children's development is not fully or consistently promoted and improvement is required.

3. Environment

Summary

We found the environment is not always suitable to support the care needs of children. The 3+ has a variety of resources available to use. However, the toddler area and baby room are sparsely furnished and there is a lack variety and choice for the younger children. We found that some areas within the nursery are of adequate quality but require further action in order to provide an enhanced environment for the children. Some resources and furniture are of a satisfactory standard and offer children a variety of learning opportunities.

Our findings

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

Leaders have implemented effective measures to ensure the safety of the children using the service.

Leaders kept the main entrance door to the nursery locked and access was only available via pressing the bell. A record of visitors was maintained and registers for children's attendance were completed appropriately. We saw that there was an accident and incident book with records of incidents and accidents that had occurred on the premises. The nature of the accidents was typical of the age and stage of development of the children. Risk assessments were in place for the nursery but needed reviewing. Fire drills had not been completed regularly last one on record was completed in April 2017.

Leaders have identified potential risks throughout the service and taken action to eliminate or manage the risk.

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

The indoor environment does not fully meet children's needs.

Leaders have tried to make sure children benefit from a suitable environment, although work is needed to improve the indoor environment baby and toddler areas are sparsely furnished and there is a lack variety and choice for the younger children. We saw a range of imaginary play items such as a farm set, shapes and a selection of books. We saw that leaders had displayed children's work and that they had made some of the playrooms colourful and stimulating. Leaders had created a large amount of space where children could play and explore. There were two separate sleep rooms.

Leaders do not ensure that children are cared for in a suitable environment.

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

Leaders do not always make sure that there are sufficient resources and equipment available to support the age range of children.

Leaders do not ensure that all children have access to a wide range of good quality, developmentally appropriate play and learning resources indoors. This is because although staff told us that although the children had adequate resources available to them the children could not always access the equipment or play materials. We observed that such toys and play materials were not put out or were stored in areas where the children could not have access to them. We observed that resources and furniture was generally fit for purpose and appropriate for the setting. The nursery had tables, chairs and role play furniture suitable for some children to use. We saw that most areas were not set up or had limited resources for the children to engage with.

Leaders do not fully ensure that equipment and resources are of sufficient quantity and quality to support children's needs and are always appropriate to the requirements of all children.

4. Leadership and Management

Summary

Leaders do not always make sure that practice is carried out in accordance with their own policies and procedures. At times, the supervision and monitoring of staff and practice is ineffective. Leaders need to address shortfalls concerning self evaluation and planning for improvement. Leaders make sure there is an adequate, qualified number of staff on duty.

Our findings

4.1 How effective is leadership?

Leaders of the service could do more to ensure that they are meeting regulations.

We found, through observation that leaders do not consistently meet all of their responsibilities. Leaders have a vision for the service and this was referred to in their Statement of Purpose.

Leaders have an understanding of current best practice relevant to the children in their care; however this is not always applied by staff. We saw that parents are provided with information prior to their children starting at the service including policies and procedures. However, these policies and procedures were not always up to date and need reviewing. The children's contracts had been updated and appropriate records were maintained in respect of the children.

Leadership is developing.

4.2 How effective is self evaluation and planning for improvement?

Leaders have evaluated their service to some extent.

Leaders had not completed a quality of care review yet this year. We discussed this with the responsible individual who agreed to complete the review and produce a quality of care report without delay. During the inspection we held constructive dialogue with the responsible person and found her to be open to discussion and keen to implement any recommendations, it was evident that she had found a number of key areas that she wanted to prioritise.

Leaders are developing systems of evaluating the service and planning for improvement.

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

We noted that leaders have adequate numbers of suitably qualified staff caring for the children at all times.

Leaders had evidence that there was a system in place for staff to receive supervision and appraisals. However, we found that this system was not robust and required

review and development because regular supervisions did not take place regularly. Leaders agreed that the current supervision process was inadequate and were committed to improve this immediately. We looked at a sample of information about staff and we found that on the whole they contained the necessary information required; however there is a need to keep the same level of information on students and volunteers. Staff registers shows that acceptable staff child ratios were kept at all times.

Leaders are fully effective in the management of staff and their systems for supervision and appraisals are not robust.

4.4 How effective are partnerships?

Leaders have good working relationships with parents.

We found that leaders provide parents and carers with relevant information about the service. Parents told us that they received an information pack at an induction session. Parents also confirmed that they received daily feedback and ongoing developmental progress updates about their children. Leaders keep the parents and carers informed about aspects of the nursery, for example diaries are kept, there is a notice board in place and we saw staff talking to parents at the end of the session these encouraged parents to be active partners in their children's well-being, development and learning. They have established strong links with the community and positive relationships with other child care and education agencies. Leaders work well with relevant agencies to support children, including those with additional needs.

The nursery has developed strong and effective partnerships.

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 the registered person should:

- To review the level of support given by staff during meal times; staff to be more involved at lunch time;
- children to be kept in appropriate clothing at all times;
- ensure that behaviour issues are dealt with in accordance to the nurse behaviour policy;
- to tighten up on infection control routines;
- introduce effective planning for the toddler room;
- record development appropriately;
- take the opportunity to further develop activities;
- make more resources available for the toddler room;
- encourage free play more;
- risk assessments to be reviewed;
- smoke alarms to be tested;
- fire drills to be carried out last one recorded April 2017;
- ensure that blind cords to be out of reach of the children;
- complete the quality of Care report;
- supervisions brought back up to date;
- cleaning rota needs to be in place;
- staff files need reviewing;
- files to be kept on students; and
- appraisals need to reflect reality.

6. How we undertook this inspection

One inspector made an unannounced visit to the service on 14 and 15 March 2018;

- we talked to children, the responsible individual, staff and the person in charge;
- we observed children and staff across the nursery;
- we observed children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the premises;
- we looked at a sample of documentation and policies, attendance register, children's records, staff information, the statement of purpose and a sample of policies and procedures, and
- we gave feedback to the person in charge and staff after the inspection.

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
Registered Person	Hannah Price
Person in charge	Hannah Price
Registered maximum number of places	19
Age range of children	0-4 years
Opening hours	8am to 5.30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29 February 2016
Dates of this inspection visit(s)	14 March 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	<p>This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.</p> <p>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.</p>
Additional Information:	