



Childcare Inspection Report on

New Beginnings Ltd Day Nursery

**209 Ystrad Road
Pentre
Treorchy
CF41 7PE**



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Description of the service

New Beginnings Ltd Day Nursery is registered with Care Inspectorate Wales (CIW) to provide care for up to 49 children under the age of 12 years. The nursery is situated in Pentre and operates from a converted four storey building. It is open between the hours of 7.00am and 5.45pm and offers a flexible service, which includes a breakfast club, day care, after school care and a holiday scheme.

The responsible individual, who is also the person in charge responsible for the day to day running of the service, is Christine Morris. The main language of the service is English with some incidental Welsh promoted.

Summary of our findings

1. Overall assessment

Children who attend New Beginnings have a strong voice. They are able to take part in a wide range of activities that promote development, are interesting and fun.

Children very much enjoy their play and learning and interact well with one another.

Children make very good progress and have good opportunities to develop their independence. Staff are kind, caring and competent as they are well qualified and are knowledgeable. Staff successfully promote children's learning and development through the planning of a variety of fun and stimulating activities.

Leaders are successful in ensuring the environment is clean, safe and secure. A good range of stimulating resources are provided for the children to use which promote children's development. Overall, the leadership at New Beginnings is good. The service is very inclusive of children and adults with additional needs, and have developed good partnerships with parents, other agencies and the local community. However, there is a need to inform CIW of the change of name of the service to New Beginnings (Rhondda) Ltd, which is the registered name on Companies House.

2. Improvements

As a result of being informed at the inspection visit, the service has confirmed they have submitted a change form to CIW to change the services name to New Beginnings (Rhondda) Ltd.

The lock on the front door has also been repaired.

The service now provides the children with fresh drinking water at all times, as recommended at the last inspection.

3. Requirements and recommendations

We made recommendations to the provider in relation to policies and safeguarding. These are detailed at the back of the report

1. Well-being

Summary

Children feel relaxed and comfortable at the nursery and they really enjoy their play and learning. Children are learning to co-operate and share and they have good opportunities to develop their individual skills and independence. Children's choices and personal preferences are respected.

Our findings

1.1 To what extent do children have a voice?

Children make choices and their communication and preferences are listened to.

Children were offered choices of what they wanted to eat at snack time and they could freely choose their play activities for a significant amount of the day. Children had opportunities to speak and/or express themselves, including those who were non verbal. For example, one child indicated that they wanted some grapes, and staff cut some up for them, they then wanted more, and more was given. Children were free to move around their base rooms and we saw children taking resources from the low level storage boxes to play with.

Children have a strong and confident voice at this service.

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

Children are relaxed and familiar with staff and the routine of the service.

Children were content when they arrived at the start of a session and quickly involved themselves in some kind of activity. Some children rode trikes and ride on toys in the main play area, and had lots of fun racing from one side to another whilst staff held up coloured boxes, to represent traffic lights. Children thoroughly enjoyed changing the indoor climbing frame into a den, and confidently used the soft play resources and blankets to place around the frame. Children showed that they had formed bonds with staff as they involved them in their play and clearly enjoyed their interactions with them.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children are learning to co-operate and share.

Almost all children behaved appropriately, joined in with activities and followed staff instructions. Children played contentedly alongside each other at various activities or by themselves and children were happy to allow others to join in their play. Almost all children helped to tidy up and said "please" and "thank you," when prompted. We saw children carrying a box of Lego together as it was too heavy for one, and a child helping another out of their dressing-up clothes.

Children interact well with one another, and with staff.

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

Children enjoy their activities and periods of free play.

Children showed interest in the toys and activities available to them, and freely chose other resources that interested them. We saw lots of smiles and heard lots of laughter throughout the day showing that the children were enjoying the different activities and play that they took part in. The babies particularly enjoyed the bubbles that were blown around them in their room. The younger children had great fun building their den, and racing around the room on their bikes. The older children told us they liked playing snap, and we saw a child building a 'robot' out of plastic blocks. The children were looking forward to a visit to the cinema the following week.

Children thoroughly enjoy their play and learning.

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

Children have opportunities to take part in a range of activities and play that enables them to learn and develop new skills. Children have many opportunities to do things independently.

Children were able to develop holistically as they took part in a wide range of activities. Children had opportunities through the routine to develop language and communication by talking to their peers and singing songs. Children were encouraged to be independent, such as putting their shoes on, whilst staff talked them through the process. They also took their cups and plates to a bowl, scraped the food waste into a container, and helped themselves to a drink by accessing the water dispenser. Older children were able to access the toilets independently, wash and dry their hands after using the toilet, and before eating. Children had dressing up clothes from different nationalities, and celebrated festivals, such as Chinese New Year where children had tasted Chinese food. Parents spoken to said that their children had made good progress and they had particularly noted that their child's development had greatly improved.

Children make good progress at this service.

2. Care and Development

Summary

Staff effectively follow policies and procedures to keep children safe and healthy. They are calm and positive and manage children's behaviour very well. Staff undergo relevant training and they provide a range of interesting activities to children to effectively support their development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff undertake training and follow the service's policies and procedures to help keep children safe and healthy.

Staff were attentive to the children and showed good awareness of what was happening around them. The majority of staff had current first aid certificates, child protection and food hygiene training. Staff knew of the correct child protection procedures and were proactive in recording any concerns that they had and passing these concerns on. We saw good recordings of any concerns regarding children, including incidents at home. Staff had recorded accidents and medication administered, however not all had been signed by the parents. Staff followed infection control procedures by wearing aprons and gloves when changing children and when preparing snack, wiping tables with anti-bacterial spray and encouraging hand washing. However the nappy changing policy did not state that disposable aprons were to be worn, only gloves. Staff ensured that children were provided with healthy snacks, remained hydrated and received regular periods of exercise. Children, who were sleeping on the mats, did not have a sheet between them and the plastic mat. The service has the Small Workplace Health Award, promotes the Designed to Smile tooth brushing scheme, is working towards the Public Health Bronze Award, promoting health and wellbeing, and staff have had training in this and Cross Infection and Dental Health. Although there was currently no outdoor play space, the staff were proactive at taking children for walks to the park and around the local community.

Staff are successful in helping to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are positive role models and extend children's learning and thinking through the interactions that they have with them.

Staff constantly talked to the children to extend their learning and to explain the reasons for things. For example, when playing on the bikes and ride on toys, the staff explained the traffic light system, by holding up corresponding soft play blocks of red, green and amber. She explained what each colour meant and the children had great fun following her signs. Staff encouraged children to speak to extend their speech and language, saying things like, "*Can you say hello? Good girl!*" One staff member asked a child for a 'cwtch' and this was given and returned with affection. Staff helped to

create a fun and relaxed atmosphere by using cheerful voices, showing an interest in what the children were doing and offering lots of encouragement.

Staff effectively manage interactions with children.

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

Staff have the knowledge and understanding to support children's development and meet their needs. They provide a range of activities for the children, which promote their development and play.

Staff had completed childcare qualifications either to level 3 or working towards a level 5 and so had a sound knowledge and understanding of child development and current child care practice. Staff were responsible for a key group of children; they had a good understanding of their needs and showed knowledge of what the children were capable of. For example, one staff member supported a child to reach for a toy, which they had difficulty in picking up. All of the staff made regular observations of children's development and contributed to tracking the development of children on the 'Nursery in a Box' on line, which their parents could access to see their progress. We saw that a colour coded system showed whether children were 'below age', 'actual age' or 'above actual age', and that next steps in their development was recorded. Staff gave children time to play freely and make their own choices. For example, when children wanted to make a den, play on the small trampoline or with Lego. We heard very little Welsh used throughout our visit. Staff identified that some children needed additional support, and they met their needs very well. The nursery was instrumental at inclusion for all children and adults, so that children could learn that we are all different.

Staff successfully promote children's play, learning and development and capably meet their needs.

3. Environment

Summary

Leaders are successful in ensuring the environment is clean, safe and secure. A good range of stimulating resources are provided for the children to use which promote children's development and which appeal to their different tastes and interests. There is currently no outdoor space available.

Our findings

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

Leaders arrange and oversee a range of health and safety procedures and checks.

Leaders had risk assessments for the environment and these had been kept under review. We saw evidence of the annual gas safety check and an up to date Portable Appliance Testing (PAT) certificate. Fire drills were practised termly and recorded and we were informed that the emergency lighting was tested monthly. However, the fire safety checks did not include the month and the year. There was a very secure system for entry to the nursery, as there was a fingerprint recognition entry and a buzzer for visitors. The front door was not catching securely on our first visit, and this was quickly repaired. Staff followed an effective procedure at the end of the session to ensure that children left the premises in a safe and managed way to a parent or other person with prior authority to collect on their behalf. Leaders kept records of visitors to the service and CCTV cameras were positioned in the nursery rooms as an added security and safeguarding measure. The service had been awarded a 5 rating from the Food Standards Agency, which is 'very good' in terms of hygiene. First aid kits were available in each room, and in all vehicles used to transport children. Appropriate car documents and car seats were in place.

Leaders ensure that the environment is very safe.

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

Leaders provide a suitable environment for play and learning indoors. They provide ample space and facilities for the needs of the children.

Leaders provided a satisfactory environment for children. They had provided designated areas for children's learning such as a reading area, a role-play area and a messy play area. The different floors were used for different age groups, with the older children on the lower floor. Leaders provided an environment, which encouraged children's independence because children could move around freely, toys were mostly stored at a low level and toilets and hand wash basins were a suitable size. A few of the wall displays had some English signage, and a few Welsh posters were displayed. There was no outdoor space available, however it was envisaged that the land attached will be suitable for children to use in the near future.

Leaders provide a suitable environment.

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

Children have access to adequate toys, resources and equipment.

The resources and the equipment were all of satisfactory quality and condition. A good range of stimulating resources was available which catered for differing tastes, ages, interests and abilities. This included the soft play area, train tracks, jigsaws, dressing up and ride on toys in the young children's area, a selection of soft toys, walkers and play kitchen in the baby area and floor games, Lego, board games and a football table in the older children's/out of school room. The table and chairs in each room were age appropriate, safe and suitable for the children using them. Leaders informed us that toys were routinely cleaned termly, or more often if needed.

Leaders provide suitable resources and equipment for the children to use.

4. Leadership and Management

Summary

Leaders work well together to provide a very effective service. Leaders establish good working partnerships with parents and agencies involved with the children's care.

Our findings

4.1 How effective is leadership?

Overall, the service is run smoothly and with regard to the regulations and national minimum standards.

The service had a clear and informative statement of purpose, which was an accurate reflection of the service that they provided. The responsible individual/person in charge worked closely with the deputy to ensure the smooth running of the service and to maintain close links between the service and the parents. The service was a very positive work-environment; all staff we spoke to said that they valued each other and said that they felt well supported by their team, and the leaders. Leaders and staff regularly evaluated children's outcomes and made arrangements for support, when it was needed. Public liability insurance was in place, electric wiring had been recently checked and a valid heating certificate was seen. There were contracts in place for each child and relevant consents had been sought from the parents, such as for sun cream and first aid. The child protection policy, whilst detailing clear procedures, did not outline the procedure to follow if an allegation was made about the leader of the service. The complaints policy was not user friendly, and did not include the timescales for dealing with complaints. However, the leaders have a range of other detailed policies and procedures in place to ensure the service ran really well.

Leadership at this service is strong.

4.2 How effective is self evaluation and planning for improvement?

Leaders have embedded self evaluation into the service's day-to-day practice. They have a good system in place for seeking the views of others in order to plan for improvement.

All staff were encouraged to evaluate and reflect on their practice whilst planning activities, when they attended supervision meetings and appraisal meetings. This created a culture of reflection that sought to constantly improve on the service that they provided. Leaders had completed a quality of care review and report and parents had contributed to this by providing their views on line. Children had also contributed, and the report evaluated the parents and children's views. Leaders had put into place actions to improve as a result of the report, such as establishing an outdoor play area, and face paints and new films for the after school club. The service had completed the on line CIW Self Assessment of Service part 1 and 2, as required, which was also reflective of their service.

Leaders create a strong culture of self-evaluation and improvement.

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

Leaders operate a system of regular staff appraisals, supervisions and meetings. They identify and arrange relevant staff induction and training and they ensure that there are sufficient qualified staff looking after the children. Volunteers are encouraged and welcomed.

The leaders had an online programme called Tapestry, which was a great tool to support the management of the staff at the service, including working out the ratio's of children to staff. We saw on line records of staff supervision meetings and found that these were conducted on a regular basis. Staff confirmed that they were confident to raise any issues they may have with leaders. There was evidence in staff files that staff had undergone a process of induction, which included familiarisation with the service's policies and procedures. All staff files were complete, confirming that robust recruitment checks had been undertaken. We checked a sample of attendance records for staff and children and found that these were recorded as required. Some volunteers have helped at the service for some considerable time, and they told us how much they enjoyed coming to the nursery.

Management of staff and other resources is very good.

4.4 How effective are partnerships?

Leaders involve parents in the service that they provide to children. They maintain communication and professional relationships with other organisations to meet the needs of the children and they have strong links to the community where the service is situated.

Leaders kept parents informed via Tapestry and by providing information on the notice board within the parent's room. Daily diaries were also kept for children under the age of three years, and verbal feedback was given to the parents/carers on collection of their child. They also invited parents to attend parents and partnership meetings on a regular basis. The leaders had involved parents and children in a gala, raising funds for 'Dream Flight' for children with additional needs, where children were taken to the airport, along with their 'passports'. The leaders took the children into the community on a regular basis, and had been to the barbers shop, pet shop and for picnics in the park. Leaders had numerous thank you cards from parents, with comments such as *"Thank you ALL so very much for the excellent standards of care you have provided for 'X', who has grown beautifully into a confident and lively little boy". "Thank you so much for letting me have such an amazing experience at your nursery, I've had the best time..."*

Partnerships with parents and other agencies are very effective.

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 to the responsible individual that:

- Policies are updated with CIW's name and the correct name of the nursery, when they are next reviewed;
- include the month and the year on the fire safety checks;
- sleeping children have a sheet on top of the plastic sleep mats;
- the nappy changing policy includes the wearing of disposable aprons;
- all accident and medication records are signed by parents;
- more Welsh language and signage is considered;
- the complaints policy is more user friendly and contains timescales for dealing with complaints;
- the leaders and staff are aware of Prevent Duty guidance and
- the child protection policy is updated to include the procedure to follow in the event that an allegation is made about the leader of the service.

6. How we undertook this inspection

The inspection took place over five hours on 7 August 2018. This was an inspection as part of the planned schedule.

The following methodology was used:

- One inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service;
- we held conversations with four parents of children attending the service and questionnaires were provided for other parents to fill out and send to us, if they so wished;
- we spoke to some staff members working for the service, including the person in charge and left staff questionnaires for them to complete, if they so wished;
- 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 and areas used by the service;

Feedback was provided by telephone on 13 August 2018 to the responsible individual/person in charge and the deputy manager.

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	Christine Morris
Person in charge	Christine Morris
Registered maximum number of places	49
Age range of children	6 weeks to 12 years.
Opening hours	7am to 5:45pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29 January 2016
Dates of this inspection visit	07 August 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?	This is a service that does not provide an 'Active Offer' of the Welsh language. This is because the service is situated in a primarily English speaking area. Some basic Welsh and some signage is used. 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:	