



# Childcare Inspection Report on

**The Wendy House Day Nursery**

**Lixwm Road  
Brynford  
Holywell  
CH8 8AD**



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## Description of the service

The Wendy House Day Nursery is registered to provide care for up to 90 children and operates from a purpose designed building in the village of Brynford on the outskirts of Holywell. The service separates children into designated age groups and provides play space and an enclosed outdoor play area for each. Children who attend are between 0 and 11 years old. The service operates Monday to Friday between 07:30 – 18:00 closing for bank holidays and Christmas. The service implements Early Years Entitlement, offering 30 hour funded places and is inspected by Estyn. The nursery is owned by The Wendy House (Wales) Ltd and Wendy Powell is the nominated responsible individual on behalf of the company. Wendy Powell also acts as joint person in charge of the day to day operation of the service along with Julie Semourson. The main language of the service is English, the service does not implement the 'Active Offer' in relation to the Welsh language, meaning parents and children are able to access the service and it's policies through the medium of Welsh without having to ask for it however, the use of the Welsh language is encouraged and basic Welsh words are used by staff throughout the day.

## Summary of our findings

### 1. Overall assessment

Children flourish due to the exceptional care and interactions they receive from the well qualified staff caring for them. Leader's have high expectations of their staff and the delivery of the expected service. They effectively challenge and stretch staff performance for the benefit of the children, with the overall ethos of the nursery being based on the delivery of a high standard of care. Children develop and learn well due to the thoughtfully planned vibrant environment which is well organised and well resourced. Leaders actively seek ways to continually improve the service delivered and are committed to keeping up to date with political developments and implementing these successfully within the service for the benefit of parents and children.

### 2. Improvements

Since the last inspection, leaders have developed their quality of care review. The thorough written report is accessible to parents and external agencies and gives details of priorities for improvements and how these will be achieved within their designated timescales.

Since the last inspection, leaders have worked tirelessly on embedding the policies and procedures throughout the nursery, making observations of staff practices to ensure policies are being adhered to and that standards of care are maintained to the expected standard. Leaders have also developed an '*embedding policies and procedures*' policy which outlines staff's responsibilities to deliver policies and procedures.

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

We have made recommendations in relation to recording staff information.

# **1. Well-being**

## **Summary**

Children are confident that they will be listened to, valued and encouraged to make choices and decisions independently and when needed, with support. They are happy, develop bonds of affection and interact well. They are provided with play opportunities which they are interested in and which motivate them to learn, develop and become independent.

## **Our findings**

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

Children have a voice and are encouraged to make choices.

Children throughout the nursery were able to participate in child directed play. They enjoyed moving freely between the activities but knew staff were there for support when they needed it. They benefitted from a regular routine which had a positive balance of child initiated play and adult led sessions. Children were regularly offered choice, for example a child playing outside was asked 'would you like a drink?' whilst another was offered a toy ride on car to play in. Children were confident to speak to us and approached staff if they wanted something new to play with. Children were active participants throughout the session being asked questions and during periods of transition between activities making choices for example, choosing which song to sing. Younger children's non-verbal cues were recognised and staff responded to these appropriately and swiftly. For example, a child eagerly awaiting their lunch began crying, staff responded swiftly to this using a musical toy to distract the child briefly until their lunch was served.

Children enthusiastically contribute to their day, leading their play and enjoying what they do.

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

Children are settled, happy and are beginning to develop positive emotional attachments.

Children throughout the service were settled and content. Some children, new to the service that week were observed to be relaxed and played happily. They benefitted from being cared for by familiar and well qualified staff with whom they were able to develop positive emotional attachments. Children were spoken to by name and were treated with respect. An effective keyworker system meant staff knew the children well and were able to anticipate what their needs may be, for example, at sleep time children's bed's had been laid out with their favourite comforters. Children enjoyed the company of the staff who sat on the floor and played alongside them. This was evident from the smiles the children gave staff and from the relaxed atmosphere. We saw one baby expressing they wanted a cuddle, the child was responded to and given a cuddle by a member of staff both subsequently sharing smiles together. Children's

art work was displayed in a celebrative way throughout the nursery ensuring children had a sense of ownership over the environment and that they felt valued.

Children are secure and happy; knowing their needs will be recognised valued and compassionately provided for.

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

Children are forming positive friendships and learning to get along and, with the support of staff, are learning to develop from playing in parallel to playing cooperatively together.

We observed children at play in the outdoor construction play area. This play was enhanced by a member of staff who offered frequent praise, modelling of suggested play and encouragement to the children to play co-operatively together. Children enjoyed each other's company; two children came to tell us they liked playing with the dolls before taking hold of a hand each on the doll and taking the doll for a walk together. Two other children laughed together as they crawled up the grass embankment and rolled back down. We saw one child had packed two bags full of the dolls belongings, a staff member recognised another child wanted to play with the same toys and so asked the child 'do you really need two, do you think someone else could have one?' the child responded positively to being asked in this way, happily unpacking the bag and carefully re-packing just one bag. Both children benefitted from this timely intervention and contently continued with their play. Children throughout the service were polite and well mannered, staff modelling these through their interactions with the children, for example staff were heard to thank children for their help.

Children are successfully learning to manage their behaviour and recognise when to share and take turns.

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

Children have fun, and are fulfilled with the variety of play and learning activities available to them.

All children were motivated and engaged with the play opportunities available and participated with enthusiasm. Very young babies expressed enjoyment from pressing the musical books and toys which were in reach whilst older children enjoyed participating in music and movement sessions which were available twice per day and were accessing toys of their choosing independently. The service contracts an external drama teacher 'Sophie drama' to lead drama classes for all the children throughout the service every two weeks. Feedback received from parents reported that their children enjoyed and benefitted from these sessions. Planned activities were evident throughout the nursery and enriched the children's play.

Children receive frequent praise and encouragement to achieve their potential.

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

Children at this service learn well and are developing confidence and independence.

All children had a good variety of experiences and were encouraged to try new things and become independent. We found the children were given the opportunity to have a go at feeding themselves, with staff on hand and available for support if it was required. Children were observed trying to put their shoes on independently with the encouragement of staff and received praise for their efforts. The babies are taken for walks in the outdoors each morning to ensure they get fresh air and alternative stimuli to help their all round development. This also develops a sense of familiarity with the local community for the children. Children benefitted from outdoor play and exploration being encouraged year round with the children having access to waterproof all in ones for the wetter days and sun hats and sun cream for warmer days. Photos and the children's art work displayed on the walls showed that children had thoroughly enjoyed receiving a visit from the local police constables and, as a result had produced some fantastic art work.

Children have a broad range of learning and development opportunities at this service and as a result progress well.

## **2. Care and Development**

### **Summary**

The majority of Staff have a strong understanding of child development and this is reflected through their practices. They are all trained to recognise and report any child protection concerns and they understand the principles of good food hygiene and the need for thorough infection control procedures. They work in accordance with the services' policies to promote children's development and meet their individual needs and they act as positive role models.

### **Our findings**

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

Staff have a broad understanding of how to keep children healthy and safe.

Staff keep accurate records of the administration of medication and first aid. They are all first aid trained and know what to do in the event of an accident. Staff had a sound understanding of child protection and the procedures to follow should they have any concerns about a child. The person in charge was familiar with the Local Authority procedures and knew who to report concerns to. Staff encouraged healthy lifestyles by encouraging the children to be active and to try new fruits and vegetables. There is a nutritionally balanced menu available at the service which is beneficial to children's health. Staff had an awareness of children's dietary needs and provided alternative food choices for two children with identified allergies. They had worked towards and achieved the Healthy and Sustainable Pre-School Award. Nappy changing procedures were followed carefully by staff to prevent any cross infection. Staff were reminded of the need to consider cross infection in relation to sun hats and ensure children only wear their own hats.

Staff competently meet the needs of the children whilst prioritising their health and safety.

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

Staff understand the service's behaviour management policy and strive to work consistently within it.

Staff supported children to develop an understanding of right and wrong. We found children throughout the nursery co-operated and behaved well. They benefitted from a consistent approach from staff in relation to behaviour management. They set age appropriate and realistic boundaries and the children responded well to these. Staff were good role models for the children, speak to the children, each other and parents respectfully, modelling good manners. Staff were well presented instilling a sense of professionalism which reflected their practice. We found most staff worked well together for the benefit of the children however, further reflective practice from some staff would be beneficial as we found that in some areas slow, unprepared transitions

between activities such as having the correct resources to hand in order to prepare adequately for lunch, meant children did not always remain focussed and became easily distracted by other things.

Staff work consistently in line with the service's behaviour management policy.

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

Staff get to know the children well and develop a positive rapport with them in order to meet their individual needs and promote their play, learning and development.

Staff take time to get to know the children in their care. An effective keyworker system ensures staff know their children well, understand their needs and preferences and can respond to these accordingly. Staff told us that settling in days help them to develop an understanding of parental preferences and children's individual needs. Staff were aware of children in their care who have or had allergies and knew what action was required as a result. Staff had a secure understanding of how to support children with additional needs and from where further advice and guidance could be sought. Staff are knowledgeable in relation to child development and understand the foundation phase principles, planning a variety of stimulating play and learning opportunities for children as a result.

Staff are well qualified and experienced. They understand how to support children's play, learning and development to ensure children progress well whilst having fun.

## **3. Environment**

### **Summary**

Leaders provide an environment which enhances children's physical development whilst also providing them with sensory experiences, a place to rest and a safe place to play, learn and develop. There is an exceptional outdoor play space which caters for all ages and stages of development and offers children a variety of learning and play opportunities. Leaders ensure toys and equipment are of high quality and are well maintained with a programme of ongoing investment in place.

### **Our findings**

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

Leaders ensure children are cared for in an environment which is kept clean, safe, secure and free from unnecessary risks.

We found entry into the premises to be secure with access only being granted by a member of staff. A telecom system on the main entrance enabled staff to know who was at the door before granting access to the building. All children were signed into the building by their parents/carers on arrival and are signed out on collection, this ensures there is always an up to date record of which children are on the premises which is good practice for fire safety. Infection control measures are in place throughout the nursery and staff know the procedures to be followed to prevent cross infection, for example, we observed staff to be following the recommended practice for cleaning in order to prevent cross infection when changing children's nappies. We found all areas of the nursery on both visits to be clean and fresh. Staff told us they had responsibility for keeping their own room clean and were also allocated a further communal area of the nursery to clean each evening thus ensuring the whole nursery remained clean to a high standard. The nursery had been awarded a level 5 food hygiene rating. Outdoor and indoor areas were assessed daily by staff in each area to ensure the environment was safe, suitable for the children's use, and remained as far as possible free from hazards.

Leaders are committed to ensuring that children are cared for in an environment which is safe, secure and clean in order to optimise their enjoyment whilst at nursery.

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

Leaders thoughtfully and carefully plan the environment to ensure it is suitable to meet the needs of the children attending.

The environment was welcoming, friendly and showcased the children's play and work throughout. Each area of the nursery had sufficient space for the children to move around freely, develop physically, learn to take controlled risks and provided access to a dedicated outdoor play space meaning children of varying ages could have access to toys and equipment suitable for their age and stage of development and play

outdoors at their choosing. An indoor climbing frame was available, portable carpeted steps and an indoor slide enabled children to learn and practice new skills. Outdoor play spaces provided a stimulating place for children to be creative and learn through their play. There was a role play building area with hard hats and high viz vests and a vegetable garden to help the children learn about the food they eat. Playrooms for the older children each had direct access to toilet and hand washing facilities meaning the children could develop independence when learning to use the toilet whilst staff being at hand if needed. Playrooms were well equipped with flexible, good quality storage and equipment which motivated staff to use the space creatively to meet the children's needs. Temperatures were monitored by use of a thermometer in each room and fans were readily available to ensure the environment remained at a comfortable temperature for the children.

Leaders provide an environment which stimulates children's curiosity, accurately takes in to account their needs and provides an excellent range of equipment and facilities for these needs to be exceeded.

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

Leaders invest significantly in the resources and equipment available to the children to ensure it is of good quality.

Throughout the nursery children had access to equipment which was appropriate for their age and stage of development and which encouraged them to develop skills whilst remaining safe. For example, we saw babies had low chairs with trays to sit in securely to eat their meals, young toddlers had low chairs with some arm and leg support and a low table to share their meal at with their friends and older toddlers had low chairs which they could get in and out of independently. The baby room was equipped with toys which appealed to and developed the children's senses and equipment which facilitated independence and encouraged them to begin to stand and walk. Older children benefitted from a wide range of toys and equipment to meet their needs including a large climbing frame, tricycles and ride of toys which were purposefully purchased for their age group. There were ample resources available to assist staff to deliver the foundation phase curriculum which ensured that children reached their potential. All resources were of good quality and utilised well by staff. Low level tables and chairs ensured children could play, learn and share snack times together developing their social and communication skills.

Leaders aspire to provide children with high quality, purposeful resources and equipment which enable them to flourish.

## **4. Leadership and Management**

### **Summary**

Leadership and management work tirelessly to ensure that their high expectations for this service are achieved and maintained for the benefit of the children. They do this by achieving continued compliance with the regulations and exceeding the National Minimum Standards for children's day care. They have processes in place to review, analyse and continually improve the service. They remain up to date with new initiatives and child development advice and implement those appropriate into their service. They recognise potential in staff and provide them with development opportunities. They recruit new staff according to the needs of the service and in line with who they feel will enhance their current team. Leaders are keen to meet the needs of the children and parents using the service and actively seek ways to enhance communication with parents and develop partnerships with the wider community.

### **Our findings**

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

Leaders have clear aims and standards and communicate their vision for the service well.

Leaders are visible and play an active role in the day to day running of this service. They have a clear vision for what they hope to achieve, and appreciate that this is only achievable with the professionalism and commitment of staff. They observe staff practices regularly and offer staff training to meet their current needs. They take pride in the progress some staff have made since working at the nursery, encouraging them to gain further qualifications and supporting them to develop and progress on to deputy and room leaders. Leaders ensure policies and procedures are in place, that these are reviewed regularly and that staff know and work in accordance with these policies. There are monthly staff meetings to ensure messages delivered to staff are consistent, relay the latest developments in the nursery and provide staff with the opportunity to develop as a team and discuss any issues they may have. Leaders speak to staff daily and provide staff with regular opportunities to raise any concerns which they may have; this promotes an open door culture and promotes children's safety. They have a clear and thorough Statement of Purpose and Operational plan which is informative to parents and enables them to make informed choices in relation to child care. There are procedures in place to ensure compliance with the regulations is maintained; leaders monitor these procedures to ensure they are being followed by staff, and, as a result, that children are being kept safe.

Leaders are dedicated to securing positive outcomes for children and exceeding expectations. They achieve this through enthusiastic, dynamic and systematic leadership.

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

Leaders have processes in place to assess, review and improve the quality of their service.

Leaders actively involve all participants using the service in assessing the quality of the service delivered. They have procedures in place to obtain the views of Parents, children and other professionals, collating these views to develop action plans for ongoing improvements. Recent feedback highlighted that parents would like new and regular ways of keeping up to date with their child's progress and keeping in touch with the nursery. Leaders have acted upon this and have commissioned the development of an App which parents will be able to download and use as a means of keeping up to date with their child's progress and communicating with the service. Staff within each room are responsible for recording any concerns and complaints which may be received day to day, these may be things, such as a lost item of clothing, these records are reviewed monthly by leaders and assessed in order to consider whether the issues raised have been satisfactorily addressed, whether appropriate action has been taken and whether processes need to be altered to prevent a re-occurrence. Leaders encourage live feedback and are transparent about this. They have a presence on a day nurseries website which allows parents to provide and read online feedback from the past two years.

Leaders have a forward thinking approach to obtaining a wide range of views of their service and use this information effectively to drive improvements.

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

Leaders have thorough processes in place to manage timely recruitment, plan for staff absences and ensure consistency of care for the children.

Leaders ensure staff have clearly defined roles and responsibilities. Staff had job descriptions and contracts of employment within their staff files and knew what was expected of them within their roles. The person in charge told us that all staff had a qualification in child development with 90% of the staff having a level three qualification or above. The remaining 10% who were level two qualified were currently undertaking training up to level three. Leaders had deployed staff effectively across the nursery to ensure that children's needs were sufficiently met. We found staffing to be in accordance with the recommended ratios and that this was further enhanced with the addition of college placement students meaning ratios in parts of the nursery were exceeded. Leaders recognised a bond between a member of staff and a child with additional needs and so as the child's needs progressed the member of staff had been appointed as the child's keyworker on a 1:1 basis, enabling consistency of care for the child and a point of contact within the nursery for the parents. This additional support had been predominantly funded by the nursery in order to meet the child's needs and ensure they reached their potential during their time at the service. Leaders have established a management structure within each room by appointing a

room leader and deputy. This provides staff with clear direction and a point of contact to ask for advice, support and guidance. This structure also motivates staff as it provides a ladder for progression and developmental opportunities for example, deputising when the room leader is absent. Staff told us they liked this structure and had felt proud of the progress they had made within the service since beginning their employment with them.

Leaders lead by example creating a professional culture and motivating staff to achieve their potential.

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

Leaders value the positive contribution parents and other professional agencies provide their service.

Leaders promote settling in days and encourage parents to share their child's preference during this time. They develop two way communications with the parents of younger children through the use of daily diaries as well as face to face during collection. Important information is displayed for parents in the main entrance and staff qualifications are displayed on the outside of each playroom to re-assure parents that their children are being cared for by qualified staff. Leaders have developed an informative website which parents are able to access and use social media to keep parents informed and update with any changes. Leaders told us a parent had offered to assist with maintenance of the outside play area and prepare the vegetable beds in readiness for the children to use again this year. We spoke to two parents on collection of their children; both were positive the service was delivering good outcomes for their child and that their child was well cared for. Leaders play an active role in the local authority child care boards and are members of the National Day Nurseries Association (NDNA). They use their knowledge to support other services with the implementation of initiatives such as the 30 hour child care offer which is currently being rolled out across Wales. The nursery is an integral part of the local community with the children going on frequent walks in the surrounding area and visitors such as the local police officer visiting to talk to the children about the job they do.

Leaders put a considerable amount of effort into developing, nurturing and contributing to partnerships which are beneficial to all.

## **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 providers should;

- Consider developing some internal areas of the nursery further to assist staff to meet children's needs. For example, the addition of black out curtains in the 'Blue room' to assist the children to sleep during the day;
- consider the professional development needs of some staff as practices observed across the nursery were not always consistent. Some staff may benefit from a buddy system or spending time in other areas of the nursery to enable them to develop as reflective practitioners;
- consider the option of offering children a portion of fruit if they are still hungry following their dinner and dessert;
- ensure staff are mindful in relation to cross infection should children share sun hats' and

## 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 10<sup>th</sup> May 2018 between the hours of 10:10 and 17:00 and two inspectors visited the service on 24<sup>th</sup> May 2018 between the hours of 09:50 and 14:30.

We:

- inspected a sample of documentation and policies;
- observed practice using the Short Observational Framework for Inspection (SOFI2) tool and completed overall observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, two parents on collection of their child and staff who were present during the inspection, and
- considered the safety and suitability of the environment for the children.

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	Childrens Day Care Full Day Care
Responsible Individual	Wendy Powell
Person in charge	Julie Semourson
Registered maximum number of places	90
Age range of children	The service is available to children aged 0-11 years.
Opening hours	07:30 – 18:00 Monday to Friday. The service is closed over bank holidays and Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	02 June 2016
Dates of this inspection visits	10 May 2018 and 24 May 2018
Is this a Flying Start service?	No – this service no longer offers the Flying Start service.
Is early years education for three and four year olds provided at the service?	Yes this service delivers early years education and is therefore also inspected by Estyn.
Does this service provide the Welsh Language active offer?	This service does not implement the ‘Active Offer’ in relation to the Welsh language, meaning parents and children are not able to access the service and it’s policies through the medium of Welsh without having to ask for it.
Additional Information:	