



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Jumping Beans Day Nursery

**Hawkstone Road
Pembroke Dock
SA72 6HN**



Date of Publication

Friday, 8 June 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Jumping Beans provides a full day care service for a maximum of 38 children aged between six weeks and eight years. The nursery is open from 7:30am to 6pm, Monday to Friday. The registered person is Maureen Robertson and the person in charge is Sharron Ewings. The service is provided through the medium of English.

Summary of our findings

1. Overall assessment

Children are general happy and settled at this nursery and parents are happy with the service provided. Leaders provide a very suitable, well-resourced environment. Staff interact positively with children and feel well supported in their roles. However, improvements are needed in some areas.

2. Improvements

Leaders had replaced radiator covers in the nursery to improve safety. Following our visit, leaders updated the medication policy and the nappy changing policy to include more information.

3. Requirements and recommendations

We found that the provider was not compliant with regulations in relation to:

- suitability of workers because not all documentation was in place in relation to suitability checks;
- record keeping because there were not fully clear records of when the staff were looking after the children; and
- the provision of information because the registered person had not informed CIW of the employment of a new member of staff.

We also recommended that the provider should:

- ensure children's choices are fully respected throughout the day, including during any 'quiet' periods;
- update the statement of purpose for the service;
- complete a risk assessment for school runs;
- ensure that the previous dose of medication, given by parents, is recorded;
- adhere to the updated nappy-changing policy;
- complete development records for all children;
- replace the missing toilet seat; and

- reflect children's views in the quality of care report.

1. Well-being

Summary

Children are settled and happy at this nursery. They interact with each other appropriately and have positive bonds with staff. They show interest and pleasure in the activities they do and they have opportunities to develop their individual skills. Children's voices are listened to most of the time and they have some opportunities to practise their independence.

Our findings

1.1 To what extent do children have a voice?

Children make choices and express preferences. They can not be fully confident that they will be listened to at all times.

We observed children making choices of the activities that they wanted to do during free play. We also saw that they communicated verbally and non-verbally to staff and their requests were responded to. For example, when a child was restless in a 'jumperoo', a member of staff asked if he had had enough and took him out and when a child approached a member of staff with a ball they played ball together. We also saw an older child making requests for the activities they wanted to do after school and they were able to do so. However, during a period after lunch, we observed a child who was restless and showed in their actions that they wanted to come out of a buggy. Staff did not act on that for some time. They told us that the child had requested to go in the buggy and that they had been strapped in for safety. Children were not offered an alternative activity during this period.

Children have a voice most of the time.

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

Children are relaxed and settled at the nursery. They form bonds of affection with the staff.

We saw children playing in a relaxed manner with staff. During a dancing activity, a child, who was a little unsure, clasped a member of staff's hand for reassurance. A parent told us that their child, who had been attending the nursery for a short time, was settled and happy and another parent told us that their child 'loves it here!' We saw a child put his arms out happily to be picked up by a member of staff. An older child told us that they could talk to a certain staff member if they were worried about something and they talked fondly of the fact that they had been attending the nursery since they were a baby and that staff liked them.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children co-operate with staff and each other.

We saw children showing affection for each other. For example, two children cuddled each other as they got ready to go outside to play. We also noted that a child stroked another child's back gently as they sat for circle time. Children shared toys, sometimes with support from staff. For example, a child moved up to make room and shared a book when a member of staff supported them to do so. Children listened when staff asked them to do something, such as tidy up or wash their hands.

Children interact appropriately.

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

Children show interest and pleasure in the activities they do.

We saw children smiling and enjoying their play on a number of occasions. For example, children beamed as they pushed cars down the ramps of a toy garage and when they were role-playing as super heroes in their dressing up clothes. We saw children joining in enthusiastically with dancing and movement activities and laughing when doing so. Children proudly showed the staff and us their outfits when they had dressed up. Most children were content when watching the television in a large group after lunch and some commented in an excited manner about what they saw on the screen.

Children suitably enjoy their play and learning.

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

Children have opportunities to develop their individual skills and some opportunities to be independent.

We saw evidence in planning documents that children took part in a range of activities to develop their individual skills. During the visit, we saw children using basic communication and mathematical skills by counting, singing and talking with their peers and adults during circle time, free play and meal times. Some of the children also had opportunities to practise their physical skills when playing outdoors such as running, pedalling and throwing and catching balls. Children mostly ate independently and children aged two and over ate well with metal cutlery. We saw some children putting on their own shoes but they had significant help with putting their coats on. The person in charge told us that this was because they were the nursery's coats that they were using, on this occasion, rather than their own and the children were less familiar with them.

Children develop, learn and become independent appropriately.

2. Care and Development

Summary

Staff have appropriate training for their roles. They implement the nursery's policies appropriately and they encourage a healthy lifestyle. They support children to develop their individual skills and meet children's needs most of the time. However, some improvements are needed in relation to meeting all children's preferences and individual needs, specifically during the 'quiet time' post-lunch and in relation to children's language needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have suitable training and they mostly follow policies and procedures in relation to health and safety. They promote a healthy lifestyle.

There was a system in place to ensure that all staff had up to date first aid, child protection and food hygiene training. In the sample of staff files that we saw there was evidence of this training being up to date for all staff bar the newest member of staff. Staff kept appropriate records when accidents happened and these had all been signed by parents. We spoke to the designated child protection person who had undertaken a higher level of training and understood the appropriate procedures to make prompt referrals if there was a concern. Staff encouraged children to wash their hands and they wiped surfaces down before children ate. Staff kept records in relation to food hygiene and the nursery had been awarded a 5 rating from the Food Standards Agency. They provided healthy meals and snacks to children. During our visit, the children had sausage casserole which was full of vegetables and they enjoyed this enormously. Staff told us that all of the meals were homemade from scratch. There was a variety of healthy meals on the menu such as chicken and broccoli bake and roast dinner. Staff also took children to play in the outdoors during our visit and they told us that they do so regularly. They supported children to brush their teeth on a daily basis, following the Designed to Smile programme and they told us that they had completed all modules of the Healthy and Sustainable Pre-schools Scheme.

However, although staff followed suitable hygiene policies, by wearing aprons and gloves when changing children's nappies, we observed them on two occasions bringing the children back into the play area, after changing nappies, still wearing the gloves and aprons.

Staff appropriately keep children safe and healthy, on the whole.

2.2 How well do practitioners manage interactions?

Staff follow the behaviour policy and use positive behaviour management techniques.

A staff member responded promptly when a child was crying and spoke calmly and quietly to find out the problem and to resolve it. She then encouraged the children to make space for each other, to share books and to show kindness to each other. We heard staff praising the children, saying, for example, 'good boy / girl.' We saw a member of staff using distraction effectively when a child was not happy about leaving the nursery by giving them a pine cone to take with them.

Staff manage interaction acceptably.

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

Staff plan and facilitate activities to develop children's individual skills. They are aware of children's needs and meet these needs most of the time.

We saw planning documents for children aged two years and over in which staff had identified skills for development and planned suitable activities, such as sensory play, role play and cookery activities. There were also 'commenting' prompts on display in some areas to prompt staff to use language to develop children's skills. We also saw that staff had completed assessment documents for this age group of children and completed a few observations on progress. They told us that there was more information and photographs waiting to be added. However, there was no planning in place for children under two years old and staff did not track their progress until they reached the age where they would be eligible for Flying Start funding. Staff did however follow a basic daily routine and had set aside time for free play and creative activities for babies which staff told us would be activities such as painting and sand play. Following our visit, the person in charge told us that they had introduced a system for tracking the development of younger children. There was a key worker system in place. Staff gave verbal feedback to parents about their child's day at the nursery. They also prepared written feedback on a daily basis to give to parents of babies, which included information on food eaten, sleeps, nappies changed and activities.

We saw that where children had specific needs or preferences, these were clearly on display within the child care rooms. When we spoke to staff, we found that they knew the needs of the children well and we observed them meeting needs such as changing nappies, feeding and supporting children to sleep. Staff were observant when older children were eating and playing and gave them support as it was needed. However, we found that not all children's needs and preferences were met during the quiet period after lunch as previously discussed in this report and we also found that there were inconsistencies in how staff used alternative languages to meet the needs of some children. The Welsh language was not used very frequently. We heard staff counting in Welsh with the children at circle time and when buttoning coats up. There was one Welsh-speaking member of staff working at the nursery. The staff used signing effectively to communicate with individual children.

Practitioners promote children's play, learning and development and meet their needs appropriately, on the whole.

3. Environment

Summary

Leaders provide a bright, welcoming and comfortable environment which is well-resourced for children's play. They have robust procedures in place to ensure that the environment is kept very clean and safe for children.

Our findings

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

Leaders implement policies and procedures to keep the environment safe.

Leaders had appointed a health and safety officer and a deputy to take responsibility for the safety of the environment and provided them with training for the role. They had conducted risk assessments on the environment and took action to reduce or eliminate risks. A member of staff took ownership of ensuring that the kitchen was kept clean and hygienic. We found when looking at the kitchen area that this was effective. Leaders had ensured that there was a secure system for entry to the nursery and they kept a record of visitors. They ensured that smoke alarms and emergency lighting were checked on a weekly basis and recorded. They had replaced radiator covers on the recommendation of the technician doing the annual boiler service and they had ensured that PAT testing on electrical equipment was up to date.

Leaders effectively ensure the safety of the environment.

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

Leaders provide space and facilities to meet the needs of children.

Leaders had laid out the indoor area into areas for children's learning. There was a separate room for craft and messy play activities which was also used as the dining area for children aged over two years. This area was also available as a quiet space for older school age children when they returned from school if they wished. There were some well-resourced and easily accessible areas available to children, including a role play area with a shop front and play foods as well as household items and dolls and there was a comfortable sheltered reading area with bean bags and cushions which was well used by children. Leaders had identified in their quality of care report that they wished to further develop the 'learning stations' at the nursery. They had made a separate room available for children to sleep in undisturbed, in which there were cots. However, many of the children slept in buggies and prams in the play area rather than in the sleep room. The person in charge told us that this was down to the personal preferences of the children and parents. Leaders provided toilets which were easily accessible to children. Three of the four toilets available were in good repair although one did not have a seat on it during our

visit. There was also a separate area for changing nappies. Leaders provided a large outdoor area to children and we were told that it was not in its full use at the time of year that we visited. There was a yard area with a mud kitchen and in the warmer months, they provided access to a story-telling circle and planting area. There were bright and colourful displays and posters in the child care rooms and there were also some Welsh words and phrases on display.

Leaders ensure that the environment is very suitable.

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

Leaders provide a range of resources to meet children's needs.

Leaders provided plenty of resources so that children had a choice of what to play with and there were toys available for a range of ages and interests. For example, there were cars and a garage, construction toys, dressing up clothes, role play toys, books, shape sorters and musical toys available to younger children. Leaders had bought a hand held electronic games device for older children to use and a child told us that they also have the option to use painting resources and an iPad. Leaders provided suitable seating for children, including tables and chairs and low level comfortable seating and bean bags. They provided younger children and babies with suitable high chairs and buggies and they provided all children with suitable plates, cutlery and beakers where relevant. There were also coats available to children to enable them to play outside in the rain. All the resources that we saw were clean and in good condition.

Leaders provide good quality resources and equipment.

4. Leadership and Management

Summary

There is a new person in charge in post who is updating the policies and procedures and trialling a new system of supervision of staff. Staff feel well supported and parents are happy with the service provided. However improvements are needed in some areas of the leadership and management of the service.

Our findings

4.1 How effective is leadership?

Leaders have a statement of purpose in place and a range of policies which they keep under review.

Leaders updated the statement of purpose for the service following our visit and the updated document provided a more accurate picture of the service provided. However this document needed some further information added to it in order to fully meet national minimum standards. They updated the medication policy following our visit and this was suitable. There were also other suitable policies in place, including a child protection policy. At the time of our visit, leaders had not written a risk assessment or policy regarding transporting children to school. They put in place a transportation policy following our visit which identified some actions to reduce risks to children. They also updated their nappy-changing policy following our visit and this contained relevant information.

Leadership is adequate.

4.2 How effective is self evaluation and planning for improvement?

Leaders review their service and set targets for improvement.

Leaders had completed both parts of the Self Assessment of Service Statement (SASS) as requested by CIW. They also completed an annual quality of care report which demonstrated that they had sought the views of staff, parents and outside agencies although it was not evident how the children's views had been considered. They had acted on the recommendation of the previous CIW report by formalising supervision meetings with staff and identifying targets for improvement in the quality of care report. The registered person had appointed a new person in charge who was in the process of reviewing and updating the policies, procedures and practice at the nursery.

Self evaluation and planning for improvement is developing.

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

There were not fully robust procedures in place regarding staff recruitment and record keeping.

We checked a sample of staff files and found that some of the documentation in relation to suitability checks was not available. The person in charge told us following the visit that she was in the process of ensuring that all of the relevant documentation was in place. Leaders conducted annual appraisal meetings with the staff and had introduced formal supervision meetings on a six weekly basis. Following consultation with staff, they were planning to trial conducting supervision meetings on a three-monthly basis in order to make them more meaningful. We saw attendance records for children and staff and found that the person in charge had a good understanding of the national minimum standards in relation to the adult: child ratios. She had a system in place to ensure that these ratios were adhered to. However, leaders did not record the times when the staff were not looking after the children, such as lunch breaks. The person in charge told us that she intended taking action on this immediately by asking staff to sign in and out on their breaks. Also, although leaders and staff ensured that most of the relevant information was recorded in relation to the administration of medication, the last dose of medication given by parents was not recorded. Leaders had not notified CIW of a staff change at the nursery. However, there was a low turnover of staff and all staff who had completed CIW questionnaires strongly agreed that leaders were visible and supportive.

Management of practitioners, staff and other resources needs some improvement.

4.4 How effective are partnerships?

Leaders work with parents and other agencies to meet children's needs.

We checked a sample of children's records and found that leaders had sought all of the relevant information from parents about children's needs. They had also agreed contracts with parents for children's care and sought consent for certain aspects of the care such as application of sun cream and taking children on local outings. Leaders liaised with local schools regarding children's needs and skills, with parents' consent, to ease the transition to school from nursery. They had also established links with Flying Start and professionals who provided advice and support for children's additional needs such as speech and language and physiotherapy professionals. We saw that leaders and staff kept in close contact with parents by telephone where there was a specific need. Parents who had completed CIW questionnaires strongly agreed that the service was well run and that the service communicated well with them.

Partnerships are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure children's choices are fully respected throughout the day, including during any 'quiet' periods;
- update the statement of purpose for the service;
- complete a risk assessment for school runs;
- ensure that the previous dose of medication, given by parents, is recorded;
- adhere to the updated nappy-changing policy;
- complete development records for all children;
- replace the missing toilet seat; and
- reflect children's views in the quality of care report.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections which also considered issues raised in a concern about children being strapped into pushchairs for extended periods to watch television. When we inspected the service we found that, although most children were engaged in the activity of watching the television after lunch and were supported appropriately by staff, not all children's choices were fully respected.

One inspector visited the service on 15 March 2018 for approximately seven hours. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, parents, staff and person in charge;
- read three questionnaires from parents and five from staff; and
- provided feedback by telephone to the person in charge on 19 March 2018.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Maureen Robertson
Registered maximum number of places	38
Age range of children	Six weeks to eight years.
Opening hours	7:30am to 6pm, Monday to Friday.
Operating Language of the service	English
Date of previous CSSIW inspection	14 March 2016
Dates of this inspection visit(s)	15 March 2018
Is this a Flying Start service?	The nursery offers care for children funded by Flying Start.
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. 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 <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> . However there was some Welsh vocabulary on display and staff used some Welsh during circle time.
Additional Information:	