



# Childcare Inspection Report on

**Heavenly Day Nursery Iscoed**

**Heavenly Day Nursery Iscoed  
Grange Terrace  
Llwynypia  
Porth  
CF40 2HT**



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## **Description of the service**

Heavenly Day Nursery Iscoed registered in December 2010. They can care for up to 19 children at any time. The registered person (RP) is Gail James and the person in charge is Kim Durbin. They cater for children from birth up to eight years of age and operate between the hours of 7.30am and 6pm, Monday to Friday. English is the main language of care with some Welsh used.

## **Summary of our findings**

### **1. Overall assessment**

Children have a good voice at this service. They are settled and form positive relationships. They have opportunities to develop a range of skills through interesting and stimulating activities available to them. Staff are kind, caring and competent. They are effective at keeping children safe and healthy. Staff are positive role models for children. The environment is very well maintained, bright, stimulating and well resourced. Some consideration to securing the side access was recommended. The service has strong leadership and management. Excellent relationships have been developed with parents.

### **2. Improvements**

The registered person had enacted upon most of the recommendations made in the last inspection; Welsh resources and signage had been improved and a more detailed fire drill record was in place. Whilst leaders had sought children's views for the annual quality of care review, these views could have been reflected upon in greater depth.

Following the inspection, the registered person confirmed that they had addressed some of the recommendations we made during the course of this inspection; attendance records were reflecting where staff were deployed during the day; the medical declarations missing from staff files had been obtained and were in place.

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

We made recommendations to the provider in relation to securing the side access, promoting independence and the quality of care report. These are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children at Heavenly Day Nursery Iscoed have a good voice as they have choice and are able to follow their interests. Children are settled, relaxed and are forming positive emotional attachments with staff and each other. Children interact well. Children are encouraged to develop holistically by participating in a range of play and learning activities. Children have some opportunities to do things independently.

## **Our findings**

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

Children have choice and are able to follow their interests. They feel confident to speak and express themselves.

Children experienced periods of free play where they chose the toys and resources they wanted, such as trikes, rockers or cars. Children chose whether they played inside or outdoors and they were able to flow freely between these areas as they wished. During lunch, children were offered more helpings if they were hungry, although children who asked for more to eat at snack time were not provided more to eat as all of the prepared fruit had been consumed. Children confidently expressed their wishes and needs to staff. For instance, one child told staff during a play activity that, "I want to use that spade" and older children told staff when they wanted to use the toilet.

Overall, children have a good voice at this service.

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

Children are settled and form positive relationships with others.

All children showed that they were happy and relaxed in their environment by exploring the areas and engaging fully in the different forms of play. Children's self esteem was boosted through the praise they received from staff. For example, one young child smiled broadly when they were congratulated for feeding themselves independently, showing that they were delighted to be recognised for their accomplishment. Children were pleased to receive stickers for participating; many children had been given a sticker for joining in with a singing activity, which they proudly showed off to us and explained the reason why they had been awarded it.

Children are very safe, happy and valued.

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

Children are learning how to behave appropriately.

Children helped to tidy away the toys and resources, which showed that the children were keen to please and were showing respect for the toys and resources. Children practised taking turns when they used the slide. Most children behaved very well and were able to share and co-operate with their peers. They also engaged in

conversation and enjoyed each other's company when sat at the table together. Some of the children giggled as they chatted and spontaneously started singing 'Baa Baa Black Sheep' together. Although there were a few minor disagreements between a few children, which was typical behaviour for their age, the children quickly overcame these and listened to staff when reminded of the need to take turns and to, "Be *nice to our friends*." The majority of children showed that they were able to sustain interest in an activity for an appropriate length of time.

Children interact very well with others.

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

Children are engaged, interested and excited to take part in different activities.

Children quickly immersed themselves in the different forms of play which included sensory toys, the sandpit, painting and cars. Children were focused and interested in the toys and resources set out for them. Children benefitted from a routine during the day that had a good mix of adult-led activities and periods of free play so they remained engaged and stimulated. Children showed that they gained a sense of achievement from the activities that they took part in. For example, one child showed off the strawberries that they had grown in a planter, emphatically announcing, "*I like the strawberries!*"

Children actively enjoy their play and learning.

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

Children are encouraged to develop a range of skills and undertake some tasks independently.

Children took part in a range of activities and play that covered the seven areas of learning associated with the Foundation Phase curriculum. Children regularly played in the outdoor area to get some fresh air and physical exercise and actively learned about the importance of healthy eating. Children ate food that was healthy and freshly prepared, such as banana, strawberries and apple for snack and fish pie for lunch. Fresh drinking water was available for the children to drink throughout the day. Children's dietary needs were met and they were offered appropriate alternatives; for example, one child had a fruit pot to eat for dessert as they had a dairy intolerance. Children spoke some Welsh words during their play and during the day. Almost all children independently fed themselves at meal times. A 'Helpwr Y Dydd' was chosen to help lay the table before eating and children were encouraged to put on their own shoes. However, there were some occasions where things were done for the children, such as when staff poured out drinks, when it could have provided more opportunity to develop self-help skills.

Children successfully develop and learn and become appropriately independent.

## **2. Care and Development**

### **Summary**

Staff are effective at keeping children safe and healthy. Staff are positive role models for children. Staff plan activities that provide the children with a range of opportunities which aim to develop their skills. Staff are attentive and quick to recognise children's cues so that their needs are promptly met.

### **Our findings**

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

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

Staff encouraged children to wash their hands before eating as part of the daily routine and staff put on an apron and glove when assisting with feeding, although babies' hands were not wiped before they fed themselves and children who came after school were not asked to wash their hands. Children were provided individual flannels to wipe themselves to minimise the risk of cross infection. Staff assisting with toileting were generally following infection control procedures although was finding it difficult to implement properly when assisting a large group of children at one time. Children were allocated their own bedding for the week to avoid the risk of cross-contamination. Staff were aware of the children who had allergies and dietary preferences and could refer to lists that were displayed in the base rooms and the kitchen. The menu provided to children was varied and interesting, containing lots of fruit and vegetables. Staff regularly offered drinks to the children so that they were able to remain hydrated in the hot weather. Most staff had attended training in first aid, child protection and food hygiene. Staff routinely recorded any pre-existing injuries that children had. Staff that we spoke to showed an understanding of the child protection procedures and policy and had been recording pre-existing injuries. A daily health and safety check was performed by staff to ensure the environment, including the garden area was safe before children entered. Staff reminded children to put on their sunhats, applied sun cream to the children so that they stayed safe in the sun and were heard to reinforce safety messages to children during the day.

Staff are effective at helping to keep children safe and healthy

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

Staff are positive role models.

Staff constantly talked to the children to explain what they were doing, to make them aware of what was happening next or to engage in the children's play. For example, staff were seen to tell children that they were going to wipe their nose or to take them to be changed and wash their hands so that children knew what to expect and things were not simply 'done' to them, which showed respect and consideration. They were calm, reassuring and warm in the way that they spoke to children which showed

respect and a fondness for the children they were caring for. Staff praised children for their efforts, such as when they took turns or shared or when they attempted to do things for themselves, thus providing the children with encouragement. Behaviour was managed using positive language, using phrases such as, “*Use kind hands,*” and, “*say sorry to show that you are friends.*” The majority of staff had worked at the service for a long time and knew the children well. They were able to use their knowledge of the children to show interest in them and to make the children feel welcome and at home. Staff manage children’s interactions effectively.

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

Staff have knowledge of child development; they plan for a range of activities that are stimulating and fun.

Children are cared for by a well-qualified, experienced and consistent staff group. They help to create a fun and nurturing environment within which children can play and learn from their experiences. Staff had planned activities that covered the seven areas of learning and regularly took children out locally to experience ‘real life’ activities, such as buying fruit and vegetables from the local shop or to visit the library to select books, whilst also arranged for people to come in to explain about their jobs for the theme that they were following; ‘People Who Help Us.’ Staff made regular observations about children’s development and progress and these were transferred to the development trackers for staff to monitor their development. Staff had sought help and advice from external professionals to support children’s development when it had been necessary to ensure the children’s needs were fully met. Staff provided responsive care as they changed children when they were wet and wiped their noses when it was required and comforters were given at appropriate times.

Staff promote children’s development, learning and individual needs very well.

### **3. Environment**

#### **Summary**

Leaders ensure that the environment is largely safe, clean and secure although the side gate would benefit from further security. Children have access to toys, resources and equipment that is suitable for children's needs. The nursery is welcoming and equipped with a good range of toys and resources. Leaders ensure that toys and equipment is regularly checked and cleaned.

#### **Our findings**

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

Children are cared for in a safe, clean, secure environment.

The front door was kept locked and secure and an intercom system was also used to monitor visitors to the nursery. A visitors' record was kept, which we were asked to sign. A CCTV system, with cameras around the premises, had been installed for the children's safety. External doors were alarmed to signal to staff when they had been opened. Safety equipment was in place throughout the nursery, including safety gates to doorways a fire blanket and fire extinguishers and drain covers. Leaders undertook daily risk assessments of the premises to ensure it was safe before the children entered. The nursery was very clean and well maintained. A level 5, which is 'very good' in terms of hygiene, had recently been awarded. The fire detection and prevention equipment had been regularly checked and serviced as had the heating system and electrics. Lidded bins were in place for the disposal of nappies and the changing station had a roll bar. There was a strong culture amongst the staff of hygiene and safety as regular checks and drills were carried out. Whilst the garden area was securely fenced, the side gate leading to the children's play area was left unlocked so did not prevent unauthorised access to the garden and this was discussed during the inspection.

Overall, leaders effectively ensure that the environment is safe, clean and secure.

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

Care is provided in a welcoming environment that is resourced with toys that encourage fun and learning.

The rooms were bright, colourful and stimulating with displays that reflected the themes followed. The displays and signs were labelled bilingually to promote the Welsh language. Children's artwork and photographs had been incorporated into the displays which helped to create a sense of belonging. Most toys were stored in a way that was accessible to the children. The rooms provided plenty of space to take part in a range of activities and the pre-school area had been zoned to reflect the principles of the Foundation Phase. The pre-school room had direct access onto the rear patio which enabled children to move freely between the indoors and outdoors. The garden was large and very well kept; this provided lots of room to scoot around on the hard



surface, but lots of grass and natural areas to explore. Many of the planters contained an array of fruit and flowers which the children had helped to grow and which made it a beautiful space in which to relax and enjoy.

Leaders effectively ensure that the environment is suitable for children.

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

Children have access to toys, resources and equipment that is suitable for their needs.

Toys and equipment were in good condition and were well maintained. The trampoline net was worn and damaged and was due to be taken away so the children were not able to use the area it was stored during the visit. There was a sufficient quantity of equipment, toys and resources that provided a good variety to choose from and which ensured children did not have to share. The rockers and cars were popular for example and there were a number for the children to choose from. The changing room was clean and contained all of the equipment needed. The flooring in the rooms had recently been replaced and upgraded so it was easy to keep clean. The registered person stated that they had toys that promoted different cultures and backgrounds and there was a selection of Welsh language books and books which reflected disability and diversity. The majority of toys and resources were stored in a way that enabled children to access them easily so as to encourage independence.

Leaders sufficiently ensure that resources and equipment is of good quality

## **4. Leadership and Management**

### **Summary**

Leadership at Heavenly Day Nursery Iscoed is strong because they run a service which on the whole complies with the regulations and often exceeds, the national minimum standards. Leaders ensure that there are sufficiently qualified and experienced staff available to care for children. Leaders have developed very good relationships with parents.

### **Our findings**

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

Leaders deliver a service that is compliant with the regulations and national minimum standards.

The registered person and deputy person in charge had built a positive relationship with staff where they valued staff's opinion and input. A very positive working environment had been established and staff we spoke to said that they thoroughly enjoyed working at the service. The registered person and the deputy person in charge had developed systems for ensuring that records and documents were kept and filed in an orderly way. A comprehensive statement of purpose was in place that was routinely shared with parents, which reflected the service provided. Policies had been regularly reviewed and updated as necessary.

Leadership at this service is good.

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

A system is in place to gather, assess and feedback others' views about the service that is provided.

The registered person had completed part one and two of the self assessments required by CIW. Leaders provided parents with questionnaires to complete to gather their views on the service and regularly sought their input into other matters, such as the new menu. A good number of parents had provided feedback. The quality of care report identified what the leaders had done over the past year, which was mostly narrative as opposed to evaluative of their responses. In the last inspection, it was highlighted that children's views should be reflected in the report and this still is an area to focus on in the future.

Leaders appropriately evaluate and reflect upon the service that they provide.

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

Leaders follow correct recruitment procedures and monitor staff regularly.

All of the staff files that we viewed showed that the majority of the necessary checks and information had been sought as part of the recruitment process, although medical declarations were missing from two files. A formal supervision policy was in place which staff had signed to acknowledge. Staff said they had regular supervision and they also took part in peer evaluation exercises and were subject to observations,

which the leaders undertook from time to time. Records showed that overall, staffing ratios were maintained and a supernumerary person was available, but for a time during the inspection visit staff were not deployed appropriately so for a while so they were a member of staff short. This meant that staff struggled to manage the children appropriately and provide attentive care to the children during this time. The attendance register, whilst showing the staff working during the day, did not indicate which children they were responsible for caring for.

Questionnaires that were completed by staff for the inspection were overwhelmingly positive about the service and their employer. Most staff either strongly agreed or agreed that they received effective supervision and appraisal as a discussion of their performance.

Leaders manage staff and resources well.

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

Leaders work with parents to ensure that children's needs are met and keep them informed in different ways.

Interactions between staff and parents were positive which demonstrated good working relationships. Parents were kept informed about their child's day through a combination of verbal feedback on collection or a daily diary for children under two. Parents were also kept updated with photos that were regularly uploaded to the service's Facebook page and newsletter. Parents were informed that they could view their child's development records in the nursery on request and during a parents' evening that was held for them. Leaders asked parents to provide information about their child prior to starting, which included information about their medical or additional needs and relevant contracts and consents were in place. Events were often held in order to develop relationships with the families and establish a sense of community. Often the events were held to raise money for local charities to show a commitment and support to the people in their local area. Parents that we spoke to were highly complimentary about the service they received and its staff.

Leaders have developed excellent relationships with parents and the community.

## **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 registered person that:

- further opportunities be provided for children to do things independently;
- the quality of care report reflects children's views and is more evaluative and reflective of the views gathered and the service that is provided;
- the side gate access to the garden is secured to prevent unauthorised access;  
and
- use of conversational/incidental Welsh to be further promoted.

## 6. How we undertook this inspection

The inspection took place over four hours on 25 June 2018.

- one inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service and undertook an observation of one child using the SOFI 2 tool;
- we spoke to parents and considered the parents' questionnaires received as part of this inspection process;
- we spoke to staff members working for the service and reviewed the inspection questionnaires that had been completed by staff and returned to CIW;
- 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 premises.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

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| <b>Type of care provided</b>   | Children's Day Care<br>Full Day Care   |
| <b>Registered Person</b>   | Gail James   |
| <b>Person in Charge</b>  | Kim Durbin   |
| <b>Registered maximum number of places</b>   | 19   |
| <b>Age range of children</b>   | 0 to 8 years   |
| <b>Opening hours</b>   | 7.30am to 6pm, Monday to Friday  |
| <b>Operating Language of the service</b>   | English  |
| <b>Date of previous Care Inspectorate Wales inspection</b>   | 13 August 2015   |
| <b>Dates of this inspection visit(s)</b>   | 25 June 2018   |
| <b>Is this a Flying Start service?</b>   | No   |
| <b>Is early years education for three and four year olds provided at the service?</b>  | No   |
| <b>Does this service provide the Welsh Language active offer?</b>  | This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture. |
| <b>Additional Information:</b><br>A notification was received following the inspection for an additional person in charge for the service; Kelly |  |

