



Childcare Inspection Report on

Machynlleth Community Nursery

**Plas Grounds
Maengwyn Street
Machynlleth
SY20 8HZ**



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Description of the service

Machynlleth Community Nursery is registered to provide care for a maximum of 19 children from the age of 2 to a maximum of 12 years old. The service operates in Machynlleth and the registered company, Machynlleth Community Children`s Project Ltd have appointed Eleanor Larmour as responsible individual is; Karen Roberts and Antonia Jones have been appointed as persons in charge. The service is open Monday to Friday 8:00a.m. – 5:30 p.m. Care is offered to the children bilingually however, documentation does not fully meet the criteria for this service to be considered as offering the Welsh Government's 'Active Offer' of the Welsh language.

Summary of our findings

1. Overall assessment

Children are happy and settled. They enjoy interesting play and learning experiences which are sufficiently planned to promote their development. Overall, the staff team are eager, enthusiastic and work well together. Positive behaviour is promoted and routine and structure enables children to feel secure. The environment is well planned and improvements made since the last inspection are beneficial. Leaders are enthusiastic and use initiative to plan and implement changes. They regularly consult with those using the service and work in partnerships to deliver a service children and their families benefit from.

2. Improvements

All recommendations and issues of non-compliance identified at the last inspection had been addressed;

- The sleep room was no longer used for storage, children could sleep in either cots or pushchairs, dependant on the parent and child's preference;
- Children's main play areas were free from clutter;
- Leaders regularly completed a review of the service and produced a quality of care report.

Leaders have also implemented positive changes to how they plan children's play and learning experiences.

3. Requirements and recommendations

We made recommendations in relation to maintaining the quality of resources to minimise the risk of spreading infection. Ensure sleeping children are checked in line with the service's policies, consult with fire safety officer for guidance and complete daily registers fully.

1. Well-being

Summary

Children are relaxed, settled and communicate their needs confidently. They know their views and ideas will be listened to and make positive contributions as a result. Children play well together are forming friendships and developing independence. They experience positive opportunities which help them learn and grow.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to express their views and influence how they spend their time.

Children know that their needs and preferences will be taken in to consideration, staff understand their needs and preferences and non-verbal cues were understood. For example, we saw children playing with books and heard staff ask '*do you want a story?*' Children ran to sit on staff's knee, obviously familiar with the routine. Children's needs took precedence over daily routines, we saw a child taken for their afternoon nap earlier than usual because they were tired after enjoying playing outside and lunch was given later in the day.

Children experience responsive care and communicate their needs in a variety of ways.

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

Children have bonds of affection with staff who know them well.

Children were familiar with the routine of the service; a child responded with lots of smiles when shown an apron and was offered a painting activity. All children were offered the opportunity to take part in the planned focused tasks with alternative activities of interest available, such as sand, water and messy play. The routine at the service provided children with a sense of security and was developmentally appropriate for their needs. When an activity mat was placed on the floor, children knew where the additional resources to play with were kept and they went to get them.

Children are valued and are confident their feelings likes, and dislikes are taken in to consideration.

1.3 How well do children interact?

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

Children interacted and co-operated well with their peers and adults, they enjoyed playing alongside one another; for example we saw them getting resources for one another, such as books and pushed the prams alongside each other when outside. Children used appropriate coping strategies when dealing with change and disappointments and are

becoming sensitive to the emotions of other. For example, when they wanted an item another child was already playing with, they accepted and understood staff's direction to return items to their friends, because taking them would make one another sad.

Children are beginning to understand their emotions and those of others and supported to express themselves appropriately.

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

Children engage in play based activities of interest to them.

Children explored their environment freely and were highly motivated and engaged in their play. One child went to considerable effort to lay a table and make tea and cake for a cuddly toy she had been playing with. Children had extended periods of child initiated play as well as frequent opportunities for adults to play alongside them. For example, a child took great pride in caring for a baby doll, the doll was provided with a blanket and was given medicine because they felt unwell. Children enjoyed singing and dancing and they invited others to join in the doing to motions along with the songs. Children concentrated for an appropriate amount of time for their age and stage of development and they were congratulated for their efforts.

Children positively influence the activities they undertake and enjoy organised, and free play activities.

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

Children are developing emotionally and are confident and independent.

Children experienced positive play and learning activities, they were confident to try new things and gained a sense of pride from their achievements. Children proudly showed us the shapes they were creating in the sand. Children were supported to continue building on their mobility and they felt secure to take positive risks. Children were learning the importance of physical exercise and they thoroughly enjoyed their time outside. They accomplished things for themselves because they had appropriate self-help skills. For example, they cleared the tables after lunch and were eager to help put toys away when they had finished playing with them.

Children show good initiative to complete tasks independently and direct their play and learning.

2. Care and Development

Summary

Staff are organised and overall they follow appropriate practices to keep children healthy, safe and well. They act as positive role models and set realistic boundaries. Staff are developing plans to promote children's play and learning experiences.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, staff keep children safe and healthy.

Staff were aware of the process to follow in relation to safeguarding; they had a secure understanding of children's medical needs and had procedures in place for contacting parents in an emergency. Staff completed daily registers and knew who was expected each day, however not all daily registers had been completed fully with the time children had left for the day. Staff promoted healthy lifestyles by offering children a varied snack menu and supported children to eat from packed lunches prepared by parents. Staff promoted good hygiene by supporting children to regularly wash their hands before meal times and after playing outside however, we observed that some procedures during nappy changing did not fully meet the recommended best practice to minimise the risk of cross infection. We found staff did not always effectively implement the policies and procedures for the service. For example, staff regularly checked on sleeping children, but records seen showed staff were not completing checks in line with the service's policy. Staff encouraged children to be physically active by planning regular opportunities for outdoor play each day.

Staff implement appropriate procedures to ensure children's safety.

2.2 How well do practitioners manage interactions?

Staff manage interactions consistently and fairly.

Staff had a clear understanding of child development and set realistic boundaries according to children's age and stage of development. Staff had little need to manage the children's behaviour during the inspection due to them being positive role models. Staff ensured children were familiar and confident with what was expected of them. Staff valued children's participation, they played enthusiastically alongside the children, facilitating their games and sharing in the fun.

Staff are consistent in their approach and positively manage interactions.

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

Staff promote children's learning and plan sufficiently to meet their needs.

Staff provided responsive and nurturing care; they planned for a good variety of play and learning experiences and were developing systems to observe children's progress and recognise what they had accomplished. Activity planning was flexible taking account of children's individual interests and provided a language rich environment with children experiencing many opportunities for positive interactions supporting them to learn and grow. Staff were confident and relaxed in the delivery of the daily routine, which met children's needs and provided them with stability and a sense of security. Staff tracked and recorded observations of the children, which aided them to identify when children required further support, and additional learning opportunities were planned accordingly, providing children with activities of interest to them that appealed to them, making learning fun.

Staff are committed to delivering varied and interesting play which meets children's individual needs.

3. Environment

Summary

Leaders ensure children are cared for in an environment which is safe, clean and secure. The environment meets children's needs well and leaders provide access to acceptable quality resources.

Our findings

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

Leaders ensure children are cared for in a safe and secure environment.

Leaders implement appropriate measures to ensure the premises are safe; unnecessary risks to children have been identified, but there was no record of when the identified action had been completed. Leaders reviewed risk assessments annually and these had been shared with staff. Fire drills completed had highlighted some issues with staff being able to access emergency contact information from the office. The fire service should be consulted to ensure there is clear information available to everyone about how emergencies will be dealt with at the service.

Overall leaders ensure the environment is safe.

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

Leaders ensure the environment provides a range of play opportunities suitable for the age range of children cared for.

The environment provided sufficient play space for children; it was comfortable and stimulating with the outdoor play space regularly used by all children. The layout and design of the environment promoted children's independence and had been considered from a child's perspective. Children could move around the space freely, playing with resources of their choice. The environment was suitably decorated; display boards attractively displayed children's work and useful information was readily available to parents. Leaders follow an ongoing maintenance plan to ensure the suitability of the building and outdoor area and this is further informed by daily and yearly risk assessments.

Leaders provide a suitable space that meets children's needs.

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

Leaders provide acceptable quality resources and equipment however these are not always well maintained.

Leaders ensured all children had access to a broad range of resources both indoors and outdoors and these were available in sufficient quantity to ensure children enjoyed a variety of choice. The resources were easily accessible through good storage and labelling, enabling children to follow their interest. Leaders had not ensured resources were always clean in accordance with best practice infection control principles. Cleaning records had not been completed and therefore we were unable to evidence that leaders implemented a process to ensure resources were cleaned regularly to reduce the risk of cross infection.

Leaders make attempts to ensure resources are suitable in design and condition.

4. Leadership and Management

Summary

Leaders have a vision for their service. They have acceptable processes in place for planning for the future and implementing improvements. Leaders actively support staff and ensure they are deployed effectively and motivated to deliver a caring service.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision for the service.

Leaders maintain an up to date statement of purpose and ensure there are effective policies in place which are nearly always implemented in practice. Leaders have succeeded in building an effective team who work well together and confidently fulfil their roles.

Leaders had acted upon all recommendations from the last inspection.

Leaders successfully develop a sense of purpose that promotes improvements.

4.2 How effective is self evaluation and planning for improvement?

Leaders regularly draw on feedback and reflect on what they do to inform and plan future improvements.

Leaders implemented effective systems to gather the views of those using the service; questionnaires had been distributed and improvements implemented; such as how they record children's progress and plan activities. Leaders encouraged staff to regularly review and reflect on how children experienced the planned activities available. They reflected on what they did and used the information to inform future planning. Changes to the environment had been implemented; storage was clearly labelled making it attractive to the children.

Leaders consistently gather the views of children, parents and staff and these are considered as part of the quality of care review.

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

Leaders ensure staff understand and fulfil their roles in relation to the service's aims

All staff had clearly defined roles and told us what their responsibilities were and how they achieved their goals. Staff were deployed effectively and ensured continuity of care to meet children's needs. For example, morning and afternoon staff regularly consulted on activity planning and ensured all children had opportunities to take part in all planned activities.

Leaders were visible and available and had developed contingency plans to cover staff absences. Leaders ensured staff were recruited safely as we saw staff files contained the required information. Leaders provided staff with regular and meaningful supervision.

Leaders are committed to ensuring compliance is maintained and that staff are motivated to deliver positive outcomes for children.

4.4 How effective are partnerships?

Leaders develop links with partners in the community and work in partnership with parents.

Leaders have implemented positive methods to keep parents well informed. They provided detailed written diaries to inform parents of what their child had accomplished each day and kept parents informed of service specific events through regular newsletter. Parents told us they were happy with the service and their children were happy to attend. Leaders support staff and children to be active members of the community, the regularly visit places of interest in the community, such as the library.

Leaders nurture good links and positive relationships to enhance the work of the service and promote good outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders to consider:

- placing cover over the changing mat to minimise the risk of cross contamination;
- ensuring daily registers are completed fully at all times;
- ensure staff complete checks on sleeping children in line with the service's policy;
- record when actions identified on risk assessments had been completed;
- consult with the fire service regarding the safe evacuation of the building in an emergency; and,
- ensure staff follow and implement appropriate measures to ensure toys are cleaned and appropriately maintained.

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 the 22 November 2018 between the hours of 10:00 a.m. -17:00 p.m.

We:

- Inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, parents and the staff present;
- considered the safety and suitability of the environment and resources for the children;

- provided the person in charge with feedback over the phone

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	Eleanor Larmour
Person in charge	Karen Roberts Antonia Jones
Registered maximum number of places	19
Age range of children	3 months – 5 years old
Opening hours	8:30am – 5:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 November 2016
Dates of this inspection visit(s)	22 November 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?	The service does not fully provide an 'active offer' of the Welsh language. The service intends to work towards becoming a bilingual service and promote the use of the Welsh language and culture.
Additional Information:	