



Childcare Inspection Report on

First Steps Day Nursery (Rhos on Sea) Limited

**1 Llandudno Road
Rhos on Sea
Colwyn Bay
LL28 4TR**



Date Inspection Completed

02/07/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

First Steps Day Nursery operates from a privately owned detached building within Rhos-on-Sea in Conwy. The service operates Monday – Friday 08:00am – 18:00pm and is registered to care for 56 children. The responsible individual is Rebecca Nicholson who is also the person in charge along with Rebecca Griffiths. The service does not provide the Welsh Language ‘Active Offer’ and operates through the medium of English with basic Welsh encouraged.

Summary

Theme	Rating
Well-being	Adequate
Care and Development	Adequate
Environment	Adequate
Leadership and Management	Good

1. Overall assessment

Children are offered appropriate choice and interact reasonably with one another and practitioners. They are offered opportunities to engage in play based activities and are developing. Practitioners have a reasonable understanding of how to keep children safe and healthy. They manage interactions appropriately and ensure realistic boundaries for behaviour are set. Practitioners plan activities which encourage the development of children and tracking of the children’s development is well organised. Leaders ensure the environment is appropriately safe, clean and secure. Indoors is suitable to meet the children’s needs however, children are missing out on development opportunities as the outdoor play area is basic and currently ineffective in securing positive outcomes for the breadth of children’s development. Leadership is developing but is well organised and competent.

2. Improvements

Since the last inspection:

- Practitioners have been fundraising and have purchased bikes and scooters for use by the older children who attend the service after school.
- A new heating system has been installed.

3. Requirements and recommendations

We made recommendations in relation to staff practices around children's sleep time, staff practices in relation to forward planning and preparing the outdoor area for the children's use, the development of the outdoor area and consistency in leadership practices in relation to record keeping in respect of fire evacuation processes and the inclusion of safeguarding within the induction process. We also recommended improvements to the upstairs bathroom area.

1. Well-being

Adequate

Summary

Children are listened to and are encouraged to make choices. They feel valued and interact well with each other. Children are provided with a variety of play and learning opportunities which they enjoy and which help them to develop well.

Our findings

Children were offered choice. Children were able to choose from the toys laid out for them and were able to move between these toys with ease. For example, children went to get a farmer out of a box to use in the messy play farm they had created. Older children attending after school were able to direct their own play, moving between playing on the scooters and colouring quietly at their choosing. Babies' toys were accessible to them which meant they were able to move between items which took their curiosity and freely explored their environment.

Children were settled and relaxed. They were content moving between rooms and completing activities with various practitioners. They were familiar with the routine, for example, lining up at the bottom of the stairs without prompt following their breakfast. Children were comfortable in their play and expressed enjoyment when told they could go and play at the end of group circle time. Children knew they were valued and included due to routines such as singing the 'Helo Ffrindiau' (Hello Friend) song. All the children sang and waved to their friends in turn. A colourful display of the children's handprints with the accompanying words '*Friends at nursery are big and small, friends at nursery are best of all,*' further promoted a sense of belonging and value for the children.

Children interacted positively with each other and co-operated well with the practitioners caring for them. They played with the toys and equipment appropriately and were becoming self-disciplined. They were confident to approach us and chat to us. They confidently told us their names and the names of their friends. They were becoming sensitive to the emotions of others, for example, one child who was upset received lots of big smiles and cuddles from his friend.

Children were active and engage in the play based activities which interest them. For example, completing a wooden jigsaw or picking up two wooden blocks and banging them together for musical affect. They were able to explore their designated playrooms freely and safely. Children were able to initiate their own play from the toys laid out for them as well as have frequent opportunities for adults to play alongside them. For example, when participating in adult led action nursery rhymes or when playing football together in the outdoor area.

Children were confident and were provided with opportunities to develop their independence. For example, when scraping their own waste food in to the bin after their meal and when leaving their designated playroom to use the bathroom independently.

2. Care and Development

Adequate

Summary

Practitioners have a sufficient understanding of how to keep children safe and healthy. They are calm, friendly and generally promote children's well-being however improvements could be made to further benefit children's health. Practitioners plan opportunities for children to learn and develop whilst reasonably meeting their individual needs. More enhanced opportunities for children to learn and develop in the outdoors should be established.

Our findings

Practitioners had a sound understanding of child protection procedures. There was a designated child protection lead and practitioners understood the process of completing a referral to the local authority should they have any concerns in relation to the welfare of a child. Practitioners had attended external child protection training however, this was not included as part of the induction of new staff. Fire evacuation drills were practiced regularly to ensure that everyone knew what to do should an emergency arise. However, the methods used to record these were not consistent and could cause confusion should all present needed to be accounted for quickly. Nearly all practitioners had attended recent First Aid training and they ensured records of accidents and incidents were clearly recorded and signed by parents to acknowledge they had been informed. Internet safety was considered well and there were suitable filters on the IT equipment which ensured the technology was as safe as possible for the children to use. An infection control audit had been completed however, some staff practices did not minimise the risk of cross infection, for example, allowing the children to sleep on their clean bedding in their shoes after outdoor play. Practitioners were aware of children's individual needs, for example allergies and intolerances. However, practitioners needed to consider children's safety as such items as creams and lotions were within their reach.

Practitioners promoted healthy lifestyles by ensuring children had ample opportunities to be physically active. For example, climbing on to the bouncy toy and jumping up and down. They ensured children had the opportunity for regular outdoor play and they promoted physical skills with the after school club children by arranging tennis coaching sessions at the local tennis club and providing them with suitably sized bikes and scooters. The range of opportunities for children to access the Foundation Phase areas of learning within the outdoor play space were limited. Current practices also meant that some children were not able to use their preferred piece of equipment because it had not been prepared in anticipation of outdoor play. Communication and delegation of tasks between practitioners needs to be improved to ensure children do not miss out on the available opportunities.

Leaders had established a three week meal menu for the children. This menu was nutritionally balanced however, Leaders should consider revising the menu in line with the Welsh Government's latest 'Food and Nutrition for Childcare settings'. A designated

practitioner had successfully accepted the challenge of being the service cook and prepared home cooked meals for the children which they relished.

Practitioners managed interactions positively. They encouraged older children to take responsibility for their own behaviour for example, reminding the children in a low voice that the younger children were about to go to sleep. They encouraged children to share and take turns. For example, when playing in the sand children were guided to pass the shovel on to the next child once they had finished filling their bucket. The children co-operated well and responded positively to both of these prompts.

Practitioners recognised children's non-verbal cues and responded in a caring and nurturing way. A baby settling in was allowed to retain his dummy for comfort and dosed off comfortably on the practitioner's knee. They completed planning to ensure children were offered a variety of development opportunities. Practitioners confidently described to us how they plan and observe children's progress and we saw that organised development records were kept of the children's progress which were in line with the Foundation Phase areas of learning.

3. Environment

Adequate

Summary

Leaders have developed procedures to ensure the environment is overall, safe, secure and clean for children. Resources and equipment are arranged in a way which provides a suitable and stimulating environment. Resources and furniture are well maintained and in good condition. The outdoor area is basic with some toys and equipment to meet children's needs but development of this area would enhance children's outdoor play and learning.

Our findings

Leaders ensured the environment was secure from unauthorised access. A record of visitors is kept and CCTV throughout the service further monitors the environment. Unnecessary risks to children had been identified and as far as possible eliminated. Risk assessments for each area of the nursery were displayed for ease of reference and offered pictorial guidance to the associated risks within each area. All areas of the service were found to be suitably clean and tidy however, cleaning charts to evidence what cleaning had been done and by whom were not being completed. Leaders ensured children were well supervised both indoors and outside to keep them safe.

Leaders ensured the play rooms were suitable by providing sufficient furniture and resources to meet the children's developing needs. For example, in the baby room there were soft floor cushions and open space for babies to crawl whereas in the pre-school room areas of play based learning associated with the Foundation Phase were apparent. Outdoors, basic provision was provided with the children having access to a secure hard surface area and a grassed area however, the area could be developed further to reflect the areas of play within the Foundation Phase. The upstairs layout promoted children's independence as they could access the bathroom area independently and had resources such as step up stools to aid their self-help skills. Although the premises generally were in a good state of repair, some brick work in one area was not and needed attention. Most areas were freshly decorated and colourful displays of the children's work further enhanced each room. Older children navigated the stairs well for breakfast, lunch and outdoor play however, it would be advantageous for these children to have direct access to the outdoor play space to make the most of their play time.

Leaders provided children with toys, equipment and materials which were in suitable condition. They ensured resources conformed with relevant safety standards for example, leaders had fitted new lap straps to highchairs when they were required to. Indoors, a range of resources were available in each area of the service to offer children variety. Infection control principles were promoted with practitioners describing to us how the bedding for each child is allocated and cleaned. Leaders had devised a no show policy for the baby room which evidenced they had considered how best to reduce and eliminate potential cross infection to the younger children who were not yet walking.

4. Leadership and Management

Good

Summary

Elements of Leadership are newly established and are developing effectively positively. Delegation of roles and responsibilities is apparent in part however this could be developed further. Leaders have reasonable processes in place for self-evaluation and planning for improvement. Leaders follow safe and timely recruitment processes and have strategies for communicating high expectations to those they manage. Leaders and management have a good working relationship with parents, the local authority advisory teacher and others in the local community.

Our findings

Leaders understood their roles and responsibilities in relation to meeting the standards and regulations for child care. They had an up to date statement of purpose which accurately reflected the service as we found it during the inspection. Policies and procedures were in place and strict management procedures ensured these were communicated to practitioners and their successful implementation closely monitored. There had been a high staff turnover of late and as a result the team were newly established and developing. Newly appointed leaders had taken their appointment enthusiastically and were motivated to establish and build a successful team of practitioners.

Leaders have suitable processes in place for assessing the quality of service they provide and for compiling a quality of care review. The quality of care review does not identify all improvements made to the service or how priorities have changed. For example, previous recommendations to improve the outdoor play provision have not been completed due to finances being spent replacing the service's boiler. This was not reflected in the quality of care review. Leaders intend to prioritise development of the outdoor area to improve outcomes for children and are being pro-active in the application of grant funding to support these plans.

Leaders had recruited practitioners in a timely manner to ensure ratios were maintained. Practitioners recruited were experienced and qualified in child care. Leaders had ensured they were inducted. Current induction processes do not include an overview of safeguarding procedures which could be included and recorded in future inductions.

Leaders have developed positive relationships within the local community to ensure that children are offered enhanced opportunities. For example, the older children are able to attend the local tennis club once per week for tennis lessons. They work closely with the early years advisory teacher from the local authority who is advising on their delivery of the Foundation Phase. We spoke to one family member on collection who was happy with the service their child was receiving, the child telling us they liked playing with the cars most of all.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 25:*

- Leaders have not included all areas of the outdoor premises in their risk assessments and
- leaders should ensure children are secure on the nappy changing unit and staff are following the correct nappy changing procedure as outlined in the *Infection Prevention and Control for Child Care Settings (0-5 years), Nurseries, Child minders and Playgroups: Public Health Wales - All Wales Guidance;*

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 28:*

- Leaders should ensure all required documentation are in the staff files, for example, two references should be sought for each member of staff in order to ensure their suitability to work at the nursery. At present this is not always the case as leaders cannot be sure of the suitability of their staff to work at the nursery.

We found the service was not compliant in respect of *The Child Minding and Day Care (Wales) Regulations 2010, Regulation 15:*

- Leaders need to ensure all the relevant information is included in the statement of purpose.

Since the inspection the responsible individual has provided us with evidence that she has taken action to address the above.

5.2 Areas of non-compliance and Recommendations for improvement found during this inspection.

None.

We recommended that leaders should:

- Delegate tasks to practitioners to ensure practices in relation to forward planning and preparation are completed so that children can benefit fully from the play opportunities available to them;
- ensure that policies in relation to infection control are followed throughout the service, in particularly in relation to children's sleep time routines;
- develop the outdoor area to provide an enriched play environment which helps children to develop across all areas of Foundation Phase;
- continue to develop leadership practices and ensure consistency in relation to record keeping in respect of fire evacuation processes;
- consider the inclusion of safeguarding within the induction process and,
- consider overall improvements to the upstairs bathroom area.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections and as a result of a concern received.

We received a concern in relation to child protection procedures at the service. When we inspected we found practitioners were well informed of the child protection policy and were confident to seek guidance from the Local Authority. They made detailed child protection referrals with confidentiality and the protection of children at the forefront of their decision making.

One inspector visited the service on 18 June 2019 between the hours of 09:30 – 12:40, the same inspector visited again on 02 July 2019 between the hours of 13:48 – 18:00:

We:

- observed the children and the care they received over the two days;
- spoke to the children, the staff, the responsible individual and person in charge;
- looked at a wide range of records;
- inspected the premises and the quality of toys and equipment.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Rebecca Nicholson
Person in charge	Rebecca Nicholson
Registered maximum number of places	56
Age range of children	Under 12 years
Opening hours	08:00 – 18:00 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 March 2017
Dates of this inspection visits	18 June 2019 and 02 July 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	No – 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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	

Date Published 13 August 2019