



# Childcare Inspection Report on

**Gibbonsdown Children`s Centre Limited**

**Jubilee Hall  
Ramsey Road  
Gibbonsdown  
Barry  
CF62 9DF**



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## **Description of the service**

Gibbonsdown Children's Centre Ltd has been registered since April 2013. The responsible individual on behalf of the organisation and the person in charge on a day to day basis is Gillian Munro. The service is based in Jubilee Hall, Gibbonsdown, Barry and caters for children between the age of 2 years and 11 years of age. Opening hours are between 8.30am and 5.15pm, Monday to Friday. Flying Start sessions run between 9.15 – 11.45 am and 12.45 – 3.15 pm. Care is provided through the English language with some Welsh used; the service is working towards the 'Active Offer' in relation to Welsh language provision.

## **Summary of our findings**

### **1. Overall assessment**

Children at this service have a strong and confident voice. They benefit from taking part in a range of play and learning opportunities that are based on their individual interests.

Children are supported to make good progress. They have some opportunities to practise doing tasks independently, although such opportunities could be extended. The staff are competent and caring. They interact positively with the children to further their development and enrich the children's experience. They would benefit from refreshing themselves with some policies and procedures. The environment is light, welcoming and well resourced to provide a range of play experiences for the children. Leaders ensure that it is safe and well maintained. On the whole, Leadership at this service is strong as she has helped to establish a positive work environment where staff are well supported. Although some regulatory issues were identified, the responsible individual was proactive in ensuring that compliance was quickly met.

### **2. Improvements**

Following the inspection, the responsible individual (RI) confirmed that she had amended the child protection policy, the checks on staff had been completed and copies sent for the file. We were also informed attendance records were also compliant and that staff had been told of the need to complete them appropriately. Small jugs had also been ordered to allow the children to practise pouring their own drinks independently.

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

We found that the service did not meet legal requirements, but we found these did not affect the care of the children; therefore we have brought these to the attention of the responsible individual (RI) and told them that they must be addressed. These matters relate to use of the quality of care review and report and checks on staff.

We also made recommendations to the provider in relation to use of the visitors' book, infection control procedures and daily diaries. These are detailed at the back of the report

# 1. Well-being

## Summary

Children using this service have a confident voice as they are able to make a range of choices and their thoughts, needs and wishes are heard. Children benefit from opportunities to play freely as well as take part in an excellent range of interesting, fun and stimulating activities and experiences that support their all round development. Some recommendations have been made to the provider to extend opportunities for children to practise their independence and to review the management of the lunch period so that children don't become restless. Overall however, children's wellbeing is very well supported.

## Our findings

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

Children freely speak and express themselves. They are listened to and their attempts at communication are valued.

The majority of children responded to questions about stories that they had listened to which showed that they were keen to engage and voice their thoughts. During circle time the children self registered and sang 'Prynhawn Da' to welcome each other. Children had a choice of a very good range of toys or activities for them to take part in, moving freely around from indoors and outdoors as they so wished. We heard a group of children ask for more spades for the sandpit and their request was met as the staff member promptly fetched them. One child cried as they wished to play outside; staff recognised why the child was crying and took them outside to play while the other children took part in circle time on the carpet. Children who did not want to participate in group activities were allowed the choice to play by themselves. Those who said that they wished for additional servings of food, snacks or drinks were provided more.

Children have a confident voice at this service as their wishes, needs and interests are taken into account.

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

Children develop bonds with other children and staff. They are largely happy and settled as they enjoy their play and know what to expect.

Children explored the areas freely, showing that they felt comfortable in their surroundings. Whilst a few children showed separation anxiety when they first arrived, this quickly abated with some form of distraction and once they started playing. One child said to a staff member, *"I need a hug. I need a big hug!"* and they smiled as they were given one. This showed that children had developed good relationships with staff. The majority of children chatted socially at snack and meal times, showing that they had felt content in each others' company. Many children were happy when they received stickers for good behaviour, proudly showing them off to others. Children were familiar with the routine of the day and willingly joined in. For example, after a

reading session children helped to tidy away the books and they knew where they were kept.

Children feel very safe, happy and valued.

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

Children are learning to manage their feelings and behaviour. The majority of the time they are engaged and interested in the activities that they take part in.

Children interacted in a positive way with others. For example, they played nicely alongside each other or took turns. One group of children explored the garden area together, pointing out bugs and other interesting things that they could see. Most showed that they were able to take turns by individually collecting their plate and cup at snack time and finding their seat. Those who stayed all day ate lunch together and engaged in lively conversation. They said, '*Please*' and '*thank you,*' sometimes without prompting.

On the whole, children interact well with others.

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

Most of the time, children have freedom to move around and participate in various activities.

We saw lots of smiles and heard many giggles as the children played, which showed that they were enjoying themselves. This is because they were busy and engaged in the various toys and resources that were available for them, based on their interests. For example, children had shown an interest in the trikes so staff had put them out. A group of children merrily scooted up and down for some time.

After lunch had finished the group of children who stayed all day tended to become a little restless or were running off as they did not want to sit and read books and needed to burn off some energy. However, they were not able to do so at the time as only one member of staff was with them whilst the other tidied away the lunch things.

On the whole, children very much enjoy their play and learning.

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

Children have opportunities to develop holistically through the experiences and the planned activities and from use of the nursery's toys and resources. Although children are offered opportunities to do things independently, such opportunities could be promoted more at lunch time.

During the visit, we saw that children took part in play that encouraged the development of different skills, such as language development, maths, social interaction, gross and fine motor skills and creativity. For instance, a few children spent time using the peg boards, which supported the practise of fine motor skills and number patterns and counting. Others rocked energetically on the rockers in pairs,

thus using gross motor skills and teamwork. Many children recognised and were able to use a variety of Welsh vocabulary and phrases as a good level of Welsh was used with them. Children benefitted from good support from the staff and other external professionals, such as health visitors, speech and language therapists when required, to ensure that they made progress. Children spoke of regular walks that they had been on around the local area, a particularly favourite activity of one child as they liked to walk past a resident's garden, which housed a brood of chickens. At snack time, children are able to practise doing things independently. For example, they collected a plate and cup, found their name cards on the table. However, at lunch time children did not have the same opportunities other than to find their placemats. They were also supported to pour water from a large jug. We saw that many children independently brushed their teeth, visited the toilet and washed their hands before eating.

Children develop well. They have suitable opportunities to develop independence skills.

## 2. Care and Development

### Summary

Staff are competent, caring and effective practitioners. They are responsive to children's needs and provide a fun and stimulating environment in which children can play and learn. Some staff would benefit from refreshing themselves with policies in relation to infection control.

### Our findings

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

Staff have undertaken training and largely follow policies and procedures to help keep children safe and healthy, although some improvement is needed in infection control procedures.

All staff had received training in child protection, which included in-house training on the 'Prevent Strategy'. A child protection policy had been developed which staff were aware of, however the policy did not allude to their duty under 'Prevent'. It also did not include what action to take if an allegation was made about the responsible individual (RI). Staff knew the procedures to follow if they had concern for a child and routinely used a 'pre-existing injuries' book as good practice. The records we viewed showed that staff mostly completed medication and accidently forms correctly, but this was not consistent as some entries were missing children's full names or the time of administering medicines. Staff implement healthy initiatives for the benefit of children's health such as 'Healthy Sustainable Pre-school' for which the service has a gold award and the Designed to Smile tooth brushing programme. Most staff followed correct hygiene practices to minimise the risk of cross contamination, although not all staff were fully aware. This is because the same gloves and apron was used during the nappy changing of the children and children were given their dummies after having fallen on the floor. Staff supervised the children well and gave safety messages to remind children to potential dangers.

Staff keep children suitably safe and healthy.

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

Staff use positive behaviour methods to reinforce good behaviour.

Staff acted as good role models for the children by speaking calmly, politely and respectfully to them. Lots of praise and encouragement was provided to the children when they participated or made an effort. For example, to encourage one child to eat their vegetables staff told them that, "*They're very good for you; they help you to see in the dark. That's why rabbits can see well.*" Also, when a child remarked that to make orange paint the must mix red and yellow, a staff member was heard to comment, "*Wow! You're so clever!*" Stickers were also used as a form of encouragement and reward, which the children loved. Staff respected children's wishes. For example, when children did not want to participate in activities they were allowed



to continue playing but they were regularly invited to join in. Staff used distraction techniques to good effect when children were upset. Many staff took opportunities to extend children's thinking and learning by supporting their play, such as questioning about number recognition and encouraging them to count.

Staff manage children's interactions well.

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

Staff provide a fun and nurturing environment for children. They have good knowledge of child development as they are well qualified and have attended a range of training courses.

Staff ensured that children were able to access a range of different toys and resources through the sessions so that they had plenty of choice and stimulated. They played alongside children or interacted in their play to extend the children's thinking. Staff also encouraged children to look at books and take part in circle time in order to promote the children's speaking and listening skills. All staff were able to contribute to the activity planning and evaluation of the tasks they had completed. The thematic based activity planning was centred on staffs' observation of children's individual interests and staff set out toys and resources that they knew that they liked.

Sometimes the planned activities' outcomes could have been clearer. For example, sand play was noted on the activity plan, of which the outcome was to increase language but it did not provide examples. Staff regularly observed children, and tracked their progress so that those who needed extra support were identified and provided the help they needed. 1:1 support was provided to children who had received funding so that the child received the care and attention they needed. Many staff actively promoted the Welsh language by using Welsh words and phrases and reading books to the children in Welsh or singing Welsh songs. Staff were attentive of the children's needs by wiping their noses or taking them to the toilet when required and gave cuddles when the children approached them for one.

Staff are self-motivated and effective practitioners.

## **3. Environment**

### **Summary**

Leaders are effective at ensuring that children are cared for in a safe, clean and well-maintained environment that provides a good range of toys and resources that promote different forms of play and learning.

### **Our findings**

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

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

Maintenance records showed that the building and facilities had been regularly checked and maintained; this included the gas, electrics and fire alarms/equipment. The building was secure as the internal door was kept locked and the external perimeter was securely fenced. A visitors' book was in place, although not all visitors had been asked to sign in to record their presence. Effective risk assessments had been developed and these had been displayed around the premises for staff to refer to. The internal and external areas were in very good condition and were largely seen to be clean. Leaders had created cleaning rotas that the staff were seen to follow as they cleaned throughout the day. Some of the soft furnishings, such as the cushion covers and little sofa were looking visibly dirty and would have benefitted from washing or replacing.

Leaders are competent in ensuring that the environment is safe for children.

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

The premises are welcoming, friendly and stimulating.

A sense of belonging was encouraged through the individual named pegs in the reception area and the inclusion of children's artwork in the wall displays. A parents' board displayed useful freely information, such as copies of the service's inspection report and quality of care report to take. The premises were light, colourful and stimulating, which created an inviting space to play. A small carpeted area and a 'home' room were smaller spaces for children to have some quiet time away from others. The large main room opened directly onto the garden space which meant that children were able to flow freely from indoors to outdoors. A natural 'forest' area had been created for the children to get in touch with nature. This housed bug houses, planters, trees and woodland flowers, a hideout and mud kitchen, all of which were very popular with the children and they were seen to enjoy exploring.

Leaders are successful in ensuring 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 and resources that are suited to their needs and interests.

The toys, resources and equipment were of very good quality. There was a variety of resources to encourage the development of various skills, such as fine and gross motor skills, creative, imagination and investigative, for example. These included trikes, a play house, pegs, stickle bricks, sorting resources, cars, trains and role play toys. There was also a suitable range of books available for the children to use, which included Welsh language books. The toys and resources were labelled and were easily accessible to the children. The responsible individual said that they had multi-cultural puzzles and ethnic dolls to appeal to children of different cultural backgrounds although we did not see these.

Leaders are good at ensuring that the resources and equipment are of excellent quality.

## **4. Leadership and Management**

### **Summary**

Leadership at this service is strong because, on the whole, they run a service that is compliant and which exceeds the national minimum standards. They set high expectations and challenge staff to ensure that they work towards them. However, some improvements are required.

### **Our findings**

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

Leaders have created a positive environment where others feel valued and supported. On the whole, leaders run a service that is compliant and which exceeds the national minimum standards.

The service had developed a comprehensive statement of purpose that accurately described the service that it provides. This was given to parents as part of a welcome pack and copies were readily available on the parents' noticeboard. All staff said that they enjoyed working at the service as there was a good work atmosphere due to the team spirit. The service's paperwork was largely well organised and diligently completed, although we found the records, evidence in the staff files and the quality of care review/report were not fully compliant. This was discussed during feedback of the inspection and the responsible individual was keen to address these issues.

On the whole, leadership at this service is strong.

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

Leaders have developed a system for seeking parent's views and use this to inform their improvement plan. However, children and staff also need to be consulted.

The annual questionnaire provided to parents had received a good response, all of which was positive. The service also has a suggestions box where parents could post their comments. The report included a clear action plan and list of priorities with an aim to focus on Welsh, the 'Active Offer' in relation to the Welsh language, policies and parental engagement. The report did not show that children's and staffs' views had been sought, therefore were not included. However, this is required by the regulations.

The service adequately evaluates and plans for improvement.

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

The service has a clear operational structure. Staff are clear of their role and responsibilities.

Leaders had developed rotas in relation to nappy changing, managing the door and cleaning. Staff that we spoke to had a good knowledge of their role and

responsibilities. We saw that staff worked effectively as a team and supported one another to ensure that the day ran smoothly. Leaders had observed staff as part of their supervision and appraisal, which is excellent practice as it helps to monitor the quality of interactions between staff and children. The responsible individual held regular staff meetings whereby practice issues were discussed and expectations were stated. It was also used as a means of keeping staff well informed about children. The majority of information kept within the staff files was compliant, however there was not evidence that a volunteer had been robustly checked prior to working with children. Whilst staff recorded children's attendance, the registers were not always updated in a timely manner and did not reflect their actual time of arrival/departure. The register did also not fully reflect who was looking after the children at all points during the day. Leaders had ensured that the times of arrival departure of the children and staff were correctly recorded by the second visit, although staff were not updating the records in a timely way.

On the whole, staff and resources are managed successfully.

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

The service largely keeps parents informed of their child's well-being and progress via verbal feedback or daily sheets.

Most parents are liaised with closely prior to the child starting so that good links are forged. Leaders ask parents to complete a 'getting to know you' sheet and an assessment of their child's abilities. Parental agreements and permissions were in place for the children's files we sampled. Leaders provided opportunities for parents to become involved by inviting them to a Christmas concert, story time and cookery sessions, transition events and messy play days. Parents were kept informed via brief verbal feedback on collection and through the noticeboard. Leaders had good working relationships with health professionals and local schools for the benefit of children's health, well being and to aid transitions.

Leaders have developed strong partnerships with parents and other professionals.

## **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:

- visitors' presence is consistently recorded in the visitors' book;
- infection control procedures are tightened up;
- children's daily diaries are consistently completed;

## **2. How we undertook this inspection**

The inspection took place over eight hours on 9 and 10 May 2018. This was an inspection as part of the planned schedule.

- 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 using the SOFI 2 tool;
- we held conversations with two parents of children attending the service and questionnaires were left for other parents to fill out and send to us, if they so wished;
- we spoke to staff members working for the service and left inspection questionnaires for staff to complete;
- 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;
- we performed a visual inspection of the rooms of the areas used by the service; and
- telephone feedback was provided by telephone.

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

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

### 3. About the service

<b>Type of care provided</b>	Children's Day Care Full Day Care
<b>Responsible Individual</b>	Gillian Munro
<b>Person in charge</b>	Gillian Munro
<b>Registered maximum number of places</b>	54
<b>Age range of children</b>	2 to 11 years of age
<b>Opening hours</b>	8.30 am to 5.15pm, Monday to Friday
<b>Operating Language of the service</b>	English
<b>Date of previous Care Inspectorate Wales inspection</b>	30 September 2015
<b>Dates of this inspection visit(s)</b>	09 and 10 May 2018
<b>Is this a Flying Start service?</b>	Some places are funded by Flying Start
<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>	