



Childcare Inspection Report on

Blueberry Bears Nursery & Pre School

**1 Burt Street
Cardiff Bay
Cardiff
CF10 5FZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

BBN Limited is registered with Care Inspectorate Wales (CIW) to provide care for up to 42 children at Blueberry Bears Nursery and Pre School. They care for children age 8 weeks to five years from 7:45am to 6:00pm weekdays. The service offers wrap around care for children attending Ysgol Hamadryad. The organisation has appointed a Responsible Individual (RI) to act on it's behalf, and a suitably qualified Person in Charge (PiC) has been appointed to manage the service on a day to day basis. This is a bilingual service.

Summary of our findings

1. Overall assessment

Children attending the service are well settled and engage happily in play and learning. We saw them receive attentive care from staff who are responsive and nurturing. Activity planning and developmental records are strong. The environment is suitable for children attending and children have access to a safe outside area. Leaders are motivated to develop and improve the service.

2. Improvements

Since the last inspection, all non compliance and good practice recommendations made have been addressed including all staff suitability checks being completed prior to starting, improving child development records, and amending policies.

3. Requirements and recommendations

The service is not meeting all its legal responsibilities in relation to ensuring that staff ratios are maintained and ensuring staff receive regular supervision. We have not issued Non - Compliance notices in respect of these as we did not identify in the inspection significant risk or impact to children as a result.

We made good practice recommendations in respect of the Care and Development and Environment themes which are summarised at the end of the report.

1. Well-being

Summary

Children experience a nurturing service which gives them a good foundation for their learning and development.

Our findings

1.1 To what extent do children have a voice?

Children speak or express themselves well and can communicate their needs in a variety of different ways. We saw that the staff understood their needs, preferences and feelings and these took precedence over the daily routine. We saw children approaching them confidently to chat or to ask for assistance. We observed the children encouraged by staff to choose what they wanted to play with and they were obviously very familiar with the activities and areas available.

Children's right to express themselves freely and to make independence choices is encouraged and respected at the service.

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

Children are familiar with the routine of the service which gives them a sense of security and belonging. Children have developed an obvious bond with the staff and a key worker system is in place. There is a settling in procedure in place which allows children the time to familiarise themselves with the routines of the service and get to know their key worker at their own pace. We saw that, in all areas of the service, staff were encouraging towards children, giving praise for achievements and recognising when they needed additional support. Children are comfortable, settled and relaxed and go to staff when they need help or assistance.

Children feel safe and are happy at this service which values and promotes them as individuals.

1.3 How well do children interact?

Children interact and co-operate well with their peers and adults, and are learning to express what they need. Children are polite, use good manners and are well behaved. We saw that the children played happily. Staff acted as good role models and were respectful to the children and each other. They reminded children about being kind and sharing toys. We heard children saying please and thank you regularly and they were highly praised for good manners. Children were calm and relaxed throughout our visits and older children had obvious friendship bonds with each other.

Children experience positive interactions with each other.

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

Children are engaged in their play and learning but can also relax and enjoy quiet times. They have the freedom to explore their environment both indoors and outdoors.

They are able to concentrate for an appropriate amount of time for their stage of development. We saw that the children had access to a variety of activities and resources. Throughout the day there was a good balance of both self directed and adult directed play available for children to choose from. We saw that children could join an adult led activity with the freedom to leave for an alternative activity at any time. This led to a very busy but relaxed atmosphere, with children engrossed in play and learning of their choosing.

Children enjoy good play and learning experiences at this service which recognises the importance of children's play opportunities for their overall development.

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

Children have a good variety of experiences, including freely chosen, unstructured and self-directed play. This enables them to gain a good range of skills, be independent, participate, follow interests and promote their all-round development. They make good progress, are confident to try new things and encouraged to take appropriate risks. Children's assessment profiles evidenced that they are developing new skills in line with set targets. Some children are highly independent. They put their own coats on before going out to play and return them to a peg when they are indoors.

Children are confident and independent learners.

2. Care and Development

Summary

Staff follow the nursery's policies and procedures to ensure children's safety, and provide warm, responsive care. Activity planning and developmental records are a strength of the service. We made some good practice recommendations in respect of this theme.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are clear about their roles and responsibilities in keeping children safe. There is a safeguarding policy in place which contains the Prevent duty, and staff have attended child protection training. Children are provided with meals and snacks freshly prepared by the nursery cook. The nursery is part of the Healthy and Sustainable Pre-School scheme (CHASPS). Children were provided with a choice of milk or water to drink at meal times, however did not have access to drinking water throughout the day which they could help themselves to. Children are reminded to wash their hands at appropriate times, and encouraged to brush their teeth as part of the 'Designed to Smile' teeth brushing initiative. Accident and incident records were completed efficiently and evaluated regularly with parents/carers signatures in place. The service has a recording system in place for recording pre existing injuries for children attending the service. There was a medication policy in place, and medication records were generally well completed, however one record was not signed by a parent.

Staff at the service ensure children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions appropriately. There is a behaviour management policy in place. Staff promote positive behaviour as they act as good role models by treating each other and the children with consideration and respect. We heard lots of praise and recognition of good work, effort and behaviour which was valued by children. Unacceptable behaviour was challenged in a sensitive manner. Staff explained why particular behaviour is not wanted and encourage children to be kind, considerate and caring.

Staff have a good understating of managing children's interactions.

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

Staff provide a range of activities and play opportunities which enhance children's development. 'Getting to know me' profiles and baseline assessments are completed when a child starts at the service, and individual progress trackers were in place for each child with photo evidence of achievements and milestones reached. Next steps for children's learning are identified and planned for. Activity planning is based on the Foundation phase seven areas of learning, and included celebrations of different cultures including Chinese New Year, Santes Dwywnen and Diwali.

Staff provide children with opportunities for independence, however we found that not all children received the same opportunities for independence at lunchtime. We observed the lunchtime routine in the pre school room and found that children arriving from the School run were not given opportunities to serve themselves food and pour their own drinks due to time being taken for staff to change them from their school uniform. Children were also being changed in the same room whilst other children ate their lunch. We discussed this with the PiC who agreed to reconsider lunchtime routines to ensure all children have their dignity respected and have the same opportunities for independence.

Staff provide opportunities for play, learning and development which children benefit from. Lunchtime routines should be reconsidered.

3. Environment

Summary

Children benefit from a bright and welcoming environment. The nursery operates from the ground and first floor of a converted residential property. The building is secure and maintained to a good standard. Children have access to an enclosed rear garden for outdoor play which is utilised daily. There are systems in place to manage risks and health and safety matters. Some areas of improvement were identified and the PiC was receptive to the feedback provided.

Our findings

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

Leaders ensure the environment is safe for children. Access to the nursery is via a locked front door, and a fingerprint entry system is used for parents dropping off and collecting their children. There is CCTV in operation in communal areas and visitors to the service are required to sign in and out. There are good fire safety systems in place and practiced fire drill records are kept. We saw daily safety checklists completed by staff for indoor and outdoor areas. Gas and electric services are checked in line with the recommended guidance and the provider has Public liability cover in place. The service is registered as a food provider with the Food Standards Agency, and has received a score of 5.

Parents can be assured that staff undertake their responsibilities to keep children safe.

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

Sufficient space is provided for children to enjoy various play types. Children in the pre school room can move between the inside and outdoors when weather permits. The outdoor environment has been developed since the last inspection, however children would benefit from further resources being provided. We saw children's work and photographs displayed around the nursery, creating a warm and colourful feel which provides children with a sense of belonging. A children's bathroom had? child sized toilets and low level sinks. We also saw relevant information displayed for parents in the entrance area such as activity planning, the registration certificate, weekly menus and photographs of staff.

Leaders ensure the environment is well maintained and suitable to care for the needs of the children using the service.

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

Leaders ensure children have access to good quality resources and equipment. The nursery has furniture suitable for the ages and stages of development of the children. In the toddler room drawers were labelled to assist children in choosing resources and resources were stored in a way to encourage children to play with them, however this was not consistent throughout the nursery rooms. There was some bi-lingual signs

(Welsh and English) around the nursery and rooms were decorated brightly with wall displays, however there were limited displays and resources celebrating different cultures.

Children's development is supported by the range of resources available to them, however some improvements are required.

4. Leadership and Management

Summary

Leadership and management of the service is effective in a number of areas, however the management of staff resources is not always carried out effectively. The service is one of several nurseries operated by the limited company, and there is a management support structure in place. There are systems in place to monitor and develop the provision. Parents using the service speak highly of the nursery.

Our findings

4.1 How effective is leadership?

The service has a range of policies and procedures which are reviewed regularly, readily available and shared with parents. The Statement of Purpose provides parents with detailed information to assist parents in deciding whether the service is suitable for their child. Permission slips are completed by parents in respect of outings, sun cream and medical treatment. Children's records, registers of attendance and daily checklists are maintained well. As a bilingual service, the 'Active offer' is provided in respect of the Welsh language.

The staff work well together to ensure the service runs smoothly.

4.2 How effective is self evaluation and planning for improvement?

There are systems in place to self evaluate the service. We saw evidence that team meetings take place. There is a complaints policy in place should parents wish to raise an issue. The Self Assessment of Service (SASS) and quality of care review had been completed and parents, children and staff's views were gathered. We saw there was an action plan in place for planned improvements to the service.

The service has effective systems to plan for improvement.

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

We looked at a sample of staff files and found them to be well completed. There is an induction process for newly appointed staff. All staff had a current Disclosure and Barring check (DBS) and all suitability checks had been completed prior to staff starting at the service. Staff receive appropriate training and there was a training matrix in place. Staff files contained evidence of annual appraisals, however the PiC and staff questionnaires received confirmed that staff did not receive regular supervision. During the inspection we also noted that staff ratio to children was not sufficient in the baby room during staff breaks. We informed the PiC that these were areas of non-compliance, however we have not issued notices as we did not identify risk or impact to children during the inspection as a result of the non-compliances.

In general the management of staff is effective, however staff must receive regular supervision and adult to child ratios must be maintained at all times.

4.4 How effective are partnerships?

The setting has good relationships with parents and has effective partnerships with the local community. The service is a member of an umbrella organisation which provides support if required. Records demonstrated that parents complete contracts and personal information forms prior to their child starting at the service. Parents evening are held annually, and parents are kept up to date with events via newsletters, social media and a notice board. The PiC told us the service has built valuable links with the local school to assist with a smooth transition for children when they move on from the nursery. We saw evidence of children going on trips within the local community.

Partnerships are effective and promote positive outcomes for the children and parents/carers who use the service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the PiC;

- Children should have access to drinking water throughout the day;
- develop outside area to provide further play and learning opportunities;
- reconsider lunchtime routines to ensure children's dignity is respected and all children have opportunities for independence;
- ensure all medication records are signed by parents;
- reconsider display and storage of resources in pre school room to make them more appealing to children, and
- increase the amount of multi cultural resources and displays.

6. How we undertook this inspection

This was a full inspection carried out as part of our normal schedule of inspections;

- One inspector made two visits to the service, the first of which was unannounced;
- we made a visual check of the premises;
- we observed care practices;
- we spoke to staff;
- we considered information available to CIW, including the Service Self Assessment Statement (SASS);
- we looked at a wide range of records. We focused on the Statement of Purpose, safeguarding policy, behaviour management Policy, children's contracts, staff files, and
- took account of feedback provided in two CIW staff questionnaires and eight CIW parent questionnaires.

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	Robert Bennett
Person in charge	Carys Wenner
Registered maximum number of places	42
Age range of children	0 to 5 years
Opening hours	7:45am to 6pm weekdays
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	25 August 2015
Dates of this inspection visits	14 May 2018 and 16 May 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?	This is a service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information: None	