



Childcare Inspection Report on

The Children`s Day Nursery (Preschool)

**Western Avenue
Bridgend Industrial Estate
Bridgend
CF31 3RT**



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Description of the service

The Children's Day Nursery Limited has been registered with Care Inspectorate Wales (CIW) as The Children's Day Nursery (Pre-school) since June 2014 to care for up to 56 children under the age of 12. The responsible individual is Emma Matthews and the person in charge on a day-to-day basis is Kirsty Tudor. The service caters for children between the ages of 2 ½ and 11 years of age between the hours of 7am and 6pm, Monday to Friday. The main language of care is English, with some Welsh used, although the service does not currently offer the 'Active Offer' in relation to the Welsh language.

Summary of our findings

1. Overall assessment

Children's Day Nursery (pre-school) is very well run, employs competent staff and ensures that there are extensive resources that are of good quality. Children can choose from a wide range of interesting activities that are fun and which support their all-round development. They have clear policies and procedures for ensuring children's safety which are consistently implemented. The management team set high standards and seek continual improvement.

2. Improvements

Since the last inspection, the service has implemented recommendations made during the last visit. For example, by ensuring that medicine provided by parents remains in date and in accordance with the instruction guidelines and by providing older children with increased opportunities to be independent and ensuring that snack times are more of a social occasion.

During this inspection visit, the person in charge also developed a pet policy in relation to the care and handling of the nursery's pets and requested that parents sign permission to allow their child to hold the animals.

3. Requirements and recommendations

We made recommendations in relation to the Welsh language and the outdoor area. These are detailed at the back of the report.

1. Well-being

Summary

Children are very happy and settled at the service and have formed positive bonds with other children and the staff members. Children have a strong voice and are able to follow their interests. Children make good progress and enjoy a range of excellent play and learning experiences.

Our findings

1.1 To what extent do children have a voice?

Children are listened to, express their views and make choices.

Children freely chose the resources they wished to play with and how they spent much of their time. Older children had active voice in choosing the activity theme that all of the children followed, for example they had recently decided on the topic 'Space'. Children helped to select the books that they wished to borrow from the library, which supported their knowledge and understanding of the theme's subject. Children expressed their individual thoughts during the daily circle time activity. Children ate snacks and their lunch at their own pace and we saw them ask for and receive second helpings. Individual dietary needs and requests were well supported. For example, one child knew that if they tried the set meal for the day but did not like it then they would be able to eat their preferred meal, which the cook prepared especially for them. Children chose whether to eat yoghurt for dessert or fruit of their choice.

Children have a strong and confident voice.

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

Children develop positive relationships with others. They feel safe and happy because they are supported well to understand and deal with their emotions.

Almost all children were very settled and relaxed in their surroundings, freely exploring their base rooms with confidence. There were clear bonds of affection between the children and staff, although children showed that they were not reliant on their carer's help and support as they busied themselves in different forms of play, sometimes self-initiated and sometimes staff-led. We saw that children were happy as they were fully engaged in their play and there were lots of smiles and laughter. Older children said that they enjoyed visiting after school and in the holidays and they felt safe. Children's self-esteem was boosted through praise, stampers as a form of recognition and star of the day certificates. Children develop an understanding of their feelings and how to manage them by working through the PATHS programme, which helps them to identify their emotions and provides them the skills to use to control them.

Children thrive at this nursery.

1.3 How well do children interact?

Children interact very positively with others and are learning socially accepted ways to behave.

Children happily played alongside each other and were relaxed and absorbed in the activities. We saw that children were learning self-discipline. For example, they were mostly well mannered and said 'please' and 'thank you' to each other and staff, often without being prompted. Some younger children were over-enthusiastic in their play and were reminded of the appropriate way to handle and use resources, but generally listened to staff when they were reminded how to use them. They played well together and demonstrated a good level of cooperation, self-control and respect for others. For example, when they took turns to play hopscotch, when completing jigsaw puzzles together and when they were in the outdoor area. On the whole, children happily played alongside each other and were relaxed and well behaved. We saw children taking turns, sharing experiences and negotiating with others whilst they played games both indoors and outdoors.

Children interact successfully.

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

Children are very interested and motivated about their play and learning.

Children were engrossed in different play and activities. For example, in the construction room children enthusiastically hammered and banged the play tools as they pretended to be builders. In the messy play room, children enjoyed scooping the water using different containers and watching it trickle at different speeds, singing to themselves as they experimented, which showed that they were content and fully involved in the experience. The older children engaged in lively and relaxed chat as they decided how to spend their time. A small group chose to make panda bears using black and white card; one child asked the others, "*Have you seen a real panda?*" Children said that they enjoyed, "*doing crafts, playing with friends and playing outside,*" when they visited the after school club.

Children have a strong sense of enjoyment from their play experiences.

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

Children have freedom to choose from a very wide range of experiences and activities that support their all-round development.

Children spent time in each of the themed rooms around the nursery, which ensured that they remained interested and stimulated throughout the day. They also benefitted from access to an excellent range of toys and resources that supported their development of a range of skills, from language and creativity to understanding and application of number.

Children experienced regular outdoor play to promote physical activity.

2. Care and Development

Summary

Staff know the children very well and are caring, motivated, enthusiastic and effective practitioners. They consistently follow the service's policies and procedures to support children to make good progress and to keep them safe and healthy. They respond sensitively to children's individual needs, whilst encouraging them to become independent.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are mindful of children's health, needs and safety when they care for children.

All staff receive training in first aid, child protection and food hygiene, together with additional internal training on health and safety during the induction process. Practitioners place great importance on children's safety by following effective procedures. For example, undertaking regular headcounts, keeping records on the serving and handling of food to children with allergies and requesting passwords from family members who were collecting children on parents' behalf. Fire drills had been practised regularly so that children were familiar with the evacuation procedures in the event of an emergency. Staff knew correct safeguarding procedures and were alert to child protection issues. Staff effectively implemented infection control procedures to reduce the risk of cross-contamination to children. For example, by wiping surfaces with anti-bacterial spray and correctly following the nappy changing procedures and handwashing routines. Although the service kept guinea pigs, which the children regularly handled, there was no pet policy in place and consent had not been obtained from parents in respect of this. Staff actively promoted a healthy lifestyle through the provision of a balanced, nutritional diet including lots of fruit and vegetables, and by ensuring the children had lots of physical activity during the day.

In the main, staff keep children extremely safe and healthy.

2.2 How well do practitioners manage interactions?

Staff provide a fun and nurturing environment for children. Overall, they make their expectations clear to children about how to behave and use praise to reward good behaviour.

Staff chatted to the children in a relaxed manner throughout the day, which helped to create a warm and friendly atmosphere. It was evident that strong bonds had developed between staff and children and that practitioners knew the children well. This, in part, was due to time that staff spent with children in their key worker groups as the consistency of care enabled them to develop a good relationship. Staff were calm and relaxed with the children when they spoke to them. Staff consistently used positive behaviour strategies to promote good behaviour. For instance, they effectively used distraction techniques to re-direct children's attention and used praise and positive language such as, "*Super listening; super sitting. Well done I am so proud of you all!*" The majority of staff were confident to make expectations clear to children about how to behave, particularly at the dinner table. Staff

encouraged children to participate in routines and tasks to keep them occupied and to provide them with opportunities to be independent. For example, after eating snack children were asked, *“Have you eaten enough? Could you bring your bowl up please?”* so that all children had helped to clear the table.

Staff successfully manage interactions.

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

Staff establish a nurturing environment and provide responsive care. They promote the development of children by planning for a very good range of play, learning and recreational opportunities.

Staff were attentive to children’s needs by taking them to the toilet regularly, wiping their noses responsively and providing cuddles and reassurance. Information about children’s sleep times and the comforters that they use, which had been agreed with parents, was displayed on the wall and details about their sleep routines was recorded on a daily feedback sheet. Staff ensured that children experienced a mix of adult-led activities and periods of free play. They supported the children to choose toys and resources and made suggestions like, *“Shall we make a space man?”* Staff skilfully took opportunities to extend children’s thinking by asking questions and making comments such as, *“What does it feel like?”* and, *“there is the small one. Can you find the big one?”* Staff regularly assessed and observed children to identify any emerging needs and to monitor their developmental progress. This information was used to inform the planning of future activities to provide them with good opportunities to develop skills appropriate for their age across the seven areas of learning. Staff planned an extensive range of activities for the children to support their learning and provide a fun experience ranging from music and sport sessions to junk modelling, talks from visitors, to trips to local places of interest. Staff liaised closely with external agencies to support children with additional needs and had Individual Play Plans (IPPs) in place. This served as a working document staff could use to provide the necessary help for those children and identify strategies for staff to use to enable them to meet targets and make progress.

Staff are effective practitioners.

3. Environment

Summary

The environment is clean, bright and maintained to a very high standard. There are colourful displays positioned throughout the setting, which depict topics that are being followed. Toys and resources are well looked after, plentiful and of very high quality. Considerable care is taken to maintain safety in order to ensure the well-being of children. The themed rooms provide a highly stimulating learning environment. The outdoor area would benefit from some improvement.

Our findings

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

Leaders are committed to providing a safe and secure environment for children.

Overall, the premises was clean and very well maintained. Effective systems were in place for checking that the premises was safe and secure. Leaders' ensured staff completed daily safety checks and kept records to evidence this, which was audited by managers as an additional precaution. Good risk assessments were in place for all areas of the nursery, which were reviewed annually or as necessary. Maintenance issues were logged and swiftly dealt with. For example, leaking pipes had recently been repaired and remedial work had been undertaken. Managers had added other potential risks and the action to mitigate them. For instance, the need to check the expiry date of medicine sachets supplied by parents had been added as a reminder for staff to routinely check. The nursery was secure with access granted by managers working in the office. CCTV cameras were installed for additional safety and to monitor the premises' boundary.

Leaders are highly successful in ensuring that the premises is safe.

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

The premises are welcoming, friendly and stimulating.

The nursery was light, airy and brightly decorated so that the premises was visually appealing to children. This included the display of children's artwork on the walls to help create a sense of belonging. The premises is child-friendly and accessible to children as resources are stored at an appropriate height so as to be within reach, including named coat pegs where they can independently hang up their coats and bags. The outdoor areas provide adequate space for the children to be physically active and there are many outdoor resources that can be taken outside to use. However, the outdoor spaces would benefit from being used more creatively to provide a space that is more stimulating and which would encourage children's curiosity and help develop a connection to nature. Bilingual labelling is used around the nursery to promote the Welsh language. Information boards are placed in the hall way which are used to keep parents informed. These include example menus, information about staff, information about healthy eating and immunisations and visitor rules.

In the main, 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 a wide range of clean and good quality furniture, equipment, toys and materials, which fully meet their needs.

Leaders ensure that the rooms are inviting and well-resourced so that children's varying tastes and interests are very well catered for. Staff are able to effectively plan learning experiences for children depending on the room that they are using. For instance, when visiting the 'maths and ICT area' staff undertake games and activities that support children's understanding of numeracy and mathematical skills. Leaders provided high quality toys and resources, all of which appeared to be in very good condition. Leaders told us that they had resources that promoted diversity, but that these were rotated and used when covering certain topics so were not permanently accessible to the children. There were Welsh language books that were freely available for children to use.

Leaders consistently provide good quality toys, resources and equipment to ensure that children have appropriate play and learning opportunities.

4. Leadership and Management

Summary

Leaders have developed effective systems and procedures to ensure the nursery is well organised and managed to a very high standard. The service is keen to make continual improvements and therefore enhance the experience of the children who attend the nursery.

Our findings

4.1 How effective is leadership?

Management of the setting is highly effective and the nursery is fully compliant with the national minimum standards and day care regulations for children.

Leaders have high standards and these are shared with the staff team. The responsible individual undertook 'mock inspections' to ensure that records were in place to ensure high standards were consistently maintained. The person in charge had audited the staff's understanding of systems and procedures when taking over the role so that she could identify any training needs. Leaders regularly reviewed their systems and routines to ensure that they were working well and were proactive in making changes for the better. For example, two sittings at lunch had recently been introduced so that it was a calmer and more relaxed experience for children. Staff we spoke to were clear about their roles and expectations and were enthusiastic and committed to the nursery. Staff turnover is low and this indicates that staff are happy at the setting. Furthermore, all staff we spoke to stated that they were happy with the management and felt that all staff worked well as a team. Overall, there are clear policies and procedures in place which support the smooth and effective running of the nursery, although the statement of purpose did not explicitly state the needs of the children that they cater for and did not include the service's aims and objectives. Regular team meetings and individual supervision sessions provide staff with quality guidance and support as well as promoting consistency and high standards throughout.

Leadership of the nursery is highly effective.

4.2 How effective is self-evaluation and planning for improvement?

Leaders regularly self-evaluate their practice and seek the views of others. They have a clear idea of the areas that they wish to improve or develop.

Leaders had undertaken a self-evaluation of the care and education that they provide children. They had identified what the service had improved, such as the introduction of new circle time boxes which the children are encouraged to choose from., although could have been clearer about how the improvements benefit the children. The self-evaluation showed that they had an accurate view of the service that they provide and the development plan identified a number of targets to improve the service further over 2018/2019, some of which had already been achieved. For example, additional parents' evenings had already been introduced for parents' benefit. Whilst children's parents and

staffs' views had been sought as part of the quality of care process, these were not explicitly reflected in the report.

Leaders effectively evaluate their service and plan to make improvements.

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

Leaders place a strong emphasis on staff recruitment and training. There are good staff contingency arrangements.

Managers ensured that a robust recruitment process was followed when new staff were employed. Leaders had also developed a comprehensive staff induction programme which covered policies and procedures and internal training on matters relating to children's health and safety. This ensured that staff were suitable and had been fully briefed on their role and responsibilities from the outset. Leaders organised regular staff meetings and supervision sessions to reinforce high expectations of care and to tackle poor performance. The key worker system ensured that staffing ratios were consistently met and therefore children were appropriately supervised. Leaders had a large bank of staff to rely upon to cover absences for sickness or training, and as these were members of staff from the leader's other services, children were familiar with them and this helped to ensure continuity of their care.

Leaders manage practitioners superbly.

4.4 How effective are partnerships?

Parents are kept informed and updated about their child's well being and progress.

The service held parents' evenings twice a year during which parents were invited to meet with their child's key worker and discuss their child's progress. The service also had an open door policy to allow parents to visit at any time. Information about children's well being was shared on a daily basis with parents verbally and via the 'See-Saw' app. The app was also used to provide regular updates and messages, such as a request to provide permission to handle the service's pets. Leaders uploaded photos on a daily basis so that parents could see what their child had been doing. Information was also shared with parents by newsletter and the internal noticeboard. A parent told us that their experience had been, "*Second to none, over and above,*" their expectations and that they felt the introduction of the 'See-saw' app was beneficial as they, "*see the photos every day and I can see that she is enjoying.*" When children transitioned to the pre-school or initially joined, parents were provided transition packs to introduce them to the concept of the foundation phase and the areas of learning, information about the staff and typical activities children would be involved in and the associated parental permission forms. The service had developed strong links with external agencies to support children's health, learning and development.

Leaders have developed very strong partnerships.

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 that:

- Welsh language is further promoted through daily routines and conversation;
and
- the outdoor area is developed to provide a more creative and stimulating play space.

6. How we undertook this inspection

The inspection took place over seven hours on 28 January 2019. This was an inspection as part of the planned schedule.

- two inspectors 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 and spoke to children attending the service;
- we held conversations with a parent 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;
- 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.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Emma Matthews
Person in charge	Kirsty Tudor
Registered maximum number of places	65
Age range of children	2 ½ to 11 years
Opening hours	7am to 6pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	28 September 2016
Dates of this inspection visit	28 January 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?	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 people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	