



# Childcare Inspection Report on

**Once Upon a Time Nursery**

**Beddau Day Centre  
Pen Y Parc  
Beddau  
CF38 2AH**



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## **Description of the service**

Once Upon a Time Nursery was registered by Care Inspectorate Wales (CIW) in January 2015. They provide full day care for a maximum of 39 children. The registered person is Andrea Morgan and the person in charge is Donna Rix. The nursery is open Monday to Friday, 7.30 a.m. to 6.00 p.m. to provide sessional care which operates from 9.15am to 12.15pm and from 1.00pm and 4.00pm. The service is located from a single storey building in the Beddau area of Rhondda Cynon Taff. The main language of care is English.

## **Summary of our findings**

### **1. Overall assessment**

Children attending the nursery thoroughly enjoy their play and learning and staff treat children with kindness. They are cared for in a suitable environment and the leadership and management of the service is good overall. However some action is needed in relation to certain aspects of the practice at the nursery in order to improve children's overall well-being.

### **2. Improvements**

Since the last inspection the following improvements have been made:

- the development of a well resourced free flow outdoor learning area leading from the pre school base room;
- the safeguarding policy and procedure has been updated to include Prevent Duty and radicalisation information;
- a new staff supervision system had been developed and introduced;
- a designated and enclosed outdoor decking area located to the front of the premises has been created for children aged two years and under;
- family values initiative in working in partnership with parents and carers has been implemented;
- the service has been awarded a Gold award for the Design to Smile dental hygiene initiative;
- the cots located in the baby section sleep room are no longer being used to store excess equipment and an appropriate and separate space is available for children to relax and sleep without disturbance;
- children are provided with bottom sheets and a blanket when sleeping on the plastic covered floor mats;
- the large grassed outdoors play area located to the front of the premises has been risk assessed and all health and hazards identified have been addressed and made safe;
- staff are provided with paper towels for hand drying so as to limit any cross infection;
- the damaged Little Times house located in the front garden play area has been removed;

- the damaged pole and netting wigwam also located in the front garden play area has been removed;
- the damaged panel on the blue wooden play house located in the front garden play area has been repaired and made safe and
- the flip top bin in the children's toilet area now has a lid in place.

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

We recommended that the provider:

- ensures that the door leading from the main two years plus base room to the outdoor play area remains closed when children are sleeping in this room and
- forward a copy of the most recent Quality of Care report to CIW on its completion.

# **1. Well-being**

## **Summary**

Children attending Once Upon a Time Nursery settle quickly, are listened to and make choices. Children interact well with one another and with the adults caring for them. Children enjoy to an extent, the range of free play and planned activities on offer and regularly take part in indoor and outdoor physical play. Children have easy access to toys and resources.

## **Our findings**

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

Children at Once Upon Time Nursery are listened to and speak up for themselves.

Children were able make choices and decisions. They had opportunities to express themselves. Children had a choice of what they wanted to play with. Babies moved between activities confidently. Older children chose between the play resources that were available to them. We observed children in the two plus years base room who had a wide range of activities available to them. This included a sizeable home corner, reading corner, dressing up, construction and puzzles as well as focussed tasks and free flow access to an outdoor learning area. This was equipped with mud kitchen, water exploration play, large weighing scales, construction area and a painting wall area. Children chose their activities and moved form one area to another with total ease and confidence.

Children have a good voice.

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

Children are happy, settle quickly and have positive bonds with the staff.

We saw that children had formed positive attachments with the staff members as the children were happy, secure and settled. We saw that the children separated from their parents or carers comfortably and with ease. We observed a young child attending their first few sessions at the nursery. The child presented as having settled in quickly and was starting to develop good bonds with their keyworker.

Children are happy, settled and relaxed and new children feel welcome.

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

Children play alongside each other showing an understanding of what is acceptable behaviour and an understanding of right from wrong. Older children know the routines well. They are able to express their own feelings and are considerate to the feelings and emotions of others.

We observed that the older and younger children interacted well with one another. They were able to sustain collaborative play whilst being happy to help the younger children in some activities, including sharing construction blocks and play dough whilst discussing their creations. We heard the children praising each other and talking about what they had created. The children spoke to each other and the staff members respectfully whilst happily negotiating about sharing the equipment and resources.

Children behave and interact well with one another.

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

Children enjoy the range of planned and free play activities that the nursery provides for them.

We saw the children sustain interest in activities for age appropriate amounts of time such as at story time, a singing session, playing with large outdoor weighing scales and mud kitchen, vehicles and garage, arts and crafts, sand and water play and during outdoor play. We saw children in the pre-school section enjoying different activities in the main base room. We saw children playing with sand, small world toys and mark making. We observed several children eagerly joining in a game using dinosaurs they had located in the pre school base room They fully enjoyed their play and learning experiences. We saw children in the older baby room enjoying inquisitive and experimental play and laughing when playing with musical and interactive toys as well as getting involved in a play dough session on the tuff tray.

Children enjoy their play and learning very much.

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

Children are developing and are becoming independent. They are confident to try things before asking for help and know that if they ask for help they will receive it.

We saw children involved in activities and they were confident to try things independently before asking for help from a staff member. We observed children independently attempting to put on their own shoes and coats and to wash and dry their hands without being prompted. They dried their hands with the paper towels that had been located at the children's height and were also able to dispose of them independently in the flip top bin provided. We saw that the children engaged in a variety of play. For example they completed puzzles, played together with matching games, construction and role play and took part in a variety of physical free play activities outdoors such as ride on equipment and toys. They looked at books on their own and also listened attentively to a story which was read to them. Children communicated with the staff confidently and we saw them enjoying

the physical play outdoors. Similarly, we observed the younger children playing with a wide range of toys including soft toys, interactive and sensory toys.

Children are developing an appropriate level of independence and are given good opportunities to become effective independent learners.

## **2. Care and Development**

### **Summary**

Staff interact well with children and show genuine care and affection for them. They are aware of children's developmental milestones and are able to support their learning and development effectively.

### **Our findings**

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

Staff strive to keep the children safe and healthy. They work in line with the service's policies and procedures and they update relevant training in a timely way in order to protect children and promote children's health, safety and development. However, some improvements need to be made in this area

We saw that the staff promoted best practice in relation to healthy eating and that children benefit from freshly cooked meals on a rotational menu cycle. On the first day of the inspection we saw children heartily enjoy a meal of a beef dinner followed by strawberries and square of chocolate brownie. On the second day children enjoyed their meal of fish finger, mixed vegetables, mash and parsley sauce followed by yogurts. Several children were seen to ask for second helpings. Food allergies were catered for in the varied diet. We heard children tell staff that the main lunch was "yum, this dinner is my favourite!" We observed staff members adhering to good health and hygiene protocols whilst toileting children. Staff are also working towards a gold award as part of the Designed to Smile tooth brushing scheme. We saw a sample of accident and incident records which had been completed comprehensively. However, on observing the sleep and rest time before lunch in both the baby and preschool sections of the nursery, we observed that children in the pre school base room who used plastic covered floor mats to sleep on were not provided with bottom sheets and a blanket when sleeping. In addition staff in this section of the nursery did not always ensure that the door leading directly from the base room to the free flow outdoor play area remained closed when children were asleep. In addition, we observed in the sleep room of the baby section of the nursery that the cots that were available were being used at times to store excess equipment such as the chairs used by the older babies at the lunch sitting as well as some additional baby recliners. Also, although staff confirmed that the cots were used at various times during the week we observed that the cots and been located in the section of the room cordoned off for storage which therefore posed a potential health and safety hazard for babies being put to sleep in this section of the sleep room

In the main staff keep children safe and generally promote their care and development, however, improvements to the sleeping arrangement of children at the service need to be implemented.



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

There is a behaviour management policy in place which is understood and practised by the staff to good effect.

Discussion with the staff and observation of their practice demonstrated that they understood and implemented this policy consistently. For example we saw a staff member talking to a child who was crying as he wanted a vehicle held by another child. She said gently “no, we need to share, are we going to share?” and offered the child another, similar vehicle. A child threw a toy truck to the floor; the staff member said “no thank you” and suggested that the child might want to get at a book instead. He duly went to the reading area, selected a book and sat quietly looking at it. Prior to lunch the staff asked the children to sit quietly at the dining table as their lunch was being served. They praised the children who co-operated by saying their name and the compliment “sitting beautifully” and “da iawn” (well done) and “benededig” (fabulous) after it.

Staff manage behaviour well.

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

Staff know the children well, know their individual needs and are able to effectively meet these needs.

We saw records of children’s needs and preferences which included each child’s likes, dislikes and general routines. We saw that staff cared for the children in line with this information, for example, some babies were settled to sleep in cots and others in pushchairs or reclining baby chairs according to parental requests and preferences. We saw lists of children’s specific food allergies displayed in the main base room and kitchen and through discussions staff demonstrated that they were aware of each child’s dietary needs. Staff attempted to introduce basic incidental Welsh throughout the nursery and we saw some bilingual displays for example for colours and numbers. Staff introduced Welsh songs, months of the year and week days at circle time. We observed a sample of children’s files which evidenced that staff maintained comprehensive children’s developmental records.

Staff promote children’s play, learning and development and meet their needs effectively.

### **3. Environment**

#### **Summary**

The leaders ensure that the premises are safe, clean and well organised. They provide good quality toys and resources which reflect diversity. Policies and procedures promote safe practices and records show that these are followed by the staff.

#### **Our findings**

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

Leaders have policies and procedures in place which promote safe practices and a safe environment. However some improvements need to be made.

The entrance to the nursery was kept safe and secure via a comprehensive locking system. The nursery environment was clean, light, bright; well maintained and organised. We saw that the staff regularly checked the cleaning, and health and safety rotas for each room and carried out the duties required throughout the day. Opening risk assessment checks for the service were completed on a daily basis. They told us that they were aware of the potential risks in the outdoor play areas and that these areas were subject to regular risk assessments. However, we observed that the large grassed play area located to the front of the premises required further risk assessment and remedial action in relation to:

- a wood panel from the blue wooden play house was missing;
- the netting of the wigwam, as children were observed as getting caught in it whilst playing;
- the small plastic play house was broken and
- the metal posts leading from the fence located to the right hand side of the garden which are fixed into a section of the front garden were unprotected.

In addition, leaders were also advised to provide paper towels for staff for hand drying in the staff toilets and that the current practice of staff using a communal towel for hand drying was to cease with immediate effect. The flip top lid of the bin in the children's toilet was broken.

We saw that leaders had conducted and recorded regular fire drills. All fire exits were clearly marked.

Leaders ensure the safety of the premises well.

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

Leaders ensure that the nursery is welcoming, spacious and well laid out.

In the older children's main base room area, the person in charge and room leader displayed the children's colourful art work around the walls. The art work related to the topics they had been learning with the current theme being 'Homes and houses'. The pre

school was organised in the form of rotational work stations in line with the ethos of the Foundation Phase of learning for early years was equipped with focussed task areas as well as a home corner, play kitchen, small table and chairs, music corner, dolls and prams as well as a variety of dressing up outfits. This area of the nursery also benefitted from a very well equipped outdoor free flow area. The baby area had a large bright base room which was stimulating and brightly decorated. It was well equipped with sensory and, musical toys as well as interactive activity centres, sit on toys and baby relaxers. The lighting in the baby sleep room was dimmed and the windows had curtains to allow children and babies to sleep peacefully. The nappy changing room and toilet area was well equipped. The leaders had created and utilised a section of the enclosed front outdoor play area to create a separate enclosed shaded decking play area for the under two years which was well equipped and resourced with small trampoline, slide and a variety of sit and ride on toys.

Leaders ensure that the premises are suitable.

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

Leaders provide a good variety of clean, age appropriate toys and equipment.

We saw a wide range of clean toys and resources which were appropriate for the children's age groups and easily accessible by the children. In the older children's room, leaders had set out distinct play areas which were well resourced with educational toys, puzzles, construction toys. Children throughout the nursery also had access to the separate messy play area for arts, crafts, painting, sand and water play. In the younger children's area we saw that the leaders had stored a wide range of suitable toys. There were also fun ride on toys and both areas had quiet spaces with comfortable furnishings and books. Outdoors there was a variety of play equipment and staff confirmed the outdoor toys were rotated and cleaned on a regular basis.

Leaders ensure that there is a sufficient range of good quality resources.

## **4. Leadership and Management**

### **Summary**

Leaders have effective systems in place to monitor and evaluate outcomes for children, as well as record keeping, reviewing and updating policies and procedures.

### **Our findings**

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

Leadership of the service is both efficient and very well organised.

Leaders had a statement of purpose in place which was in line with regulatory requirements and had been last updated in July 2017. The statement of purpose was very clear and placed children's wellbeing at the centre of the service. Leaders had a system of signing children in and out of the service and had maintained accurate child/staff room registers for each of the age groups of children in attendance. Additionally staff had signed in and out of the various rooms in the nursery and recorded their breaks. A visitors' book was in place.

Leadership is effective.

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

Leaders had an effective system in place for reviewing the service and planning ongoing improvements.

The leaders had implemented a comprehensive process for reviewing their service which included issuing questionnaires to parents and carers. Leaders also confirmed that the latest questionnaires had been sent to parents and carers in July 2017. Four parent/carers spoken to at the time of the inspection stated that they were very happy with the quality of care that their child was receiving and that they were progressing well at the service and had recommended the service to others. Leaders had completed the SASS (Self Assessment of Service Statement) part one and two in August 2017. Leaders confirmed that they were due to complete a current quality of care report by the end of July 2018 and they would forward a copy to CIW on its completion.

Leaders are striving to make improvements to their service.

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

Leaders management of practitioners, staff and resources is effective and organised..

The registered person had ensured that her DBS (Disclosure and Barring Scheme) checks via CIW had been renewed in a timely manner. There was a robust recruitment procedure in place for staff and staff files had been fully completed and maintained in line with regulatory requirements. Staff were subject to regular supervision and annual appraisals.

Leaders also confirmed that the supervision system was currently under review and being updated in order for supervision sessions to be more useful, effective and meaningful to all. Staff received regular training and leaders maintained a training matrix. Staff spoken to stated that they felt very well supported at the service.

Leaders manage practitioners and staff very well.

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

Leaders have developed a good relationship with parents, carers, the community and local schools.

We saw that there was a relaxed discussion between parents, carers and staff when they collected their children and the person in charge told us that parents were kept informed of any developments at the service either verbally, via regular newsletters and/or via the social media page for the service. Daily information sheets were completed by the relevant staff for all children attending the baby section which informed parents and carers of the child's day at the service. For example baby feeds, sleep times and nappy changes etc. In addition, leaders had agreed contracts with all parents and carers and had sought consent for aspects of the service such as taking photographs, applying suntan lotion and any outings. Leaders had recently introduced the Family Values scheme with parents and carers working in partnership to promote values such as happiness, love, caring, respect, friendship, cooperation and responsibility. Leaders had also established good links with the local school and had invited local nursery class teachers of the feeder school to visit the nursery as well as the nursery children going to visit them. Good community links had also been forged, with the nursery visiting local community resources such as the local park, florist, library, allotment and harvest festival. Leaders had also brought the community into the nursery in the form of fire officers and lollipop people.

Leaders build effective 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 the provider:

- Provide children with bottom sheets and a blanket when sleeping on the plastic covered floor mats;
- ensures that the door leading from the main two years plus base room to the outdoor play area remains closed when children are sleeping in this room;
- ensures that the cots located in the baby section sleep room are not used to store excess equipment;
- that the location of the two cots available in the baby sleep room to be moved out of the section of the room cordoned off for storage and placed in the main part of the sleep room so that children who use the cots to rest and sleep are able to use them comfortably and appropriately;
- that the large grassed outdoor play area located to the front of the premises be risk assessed and all health and hazards identified are addressed and the area made safe;
- that staff are provided with paper towels for hand drying so as to limit any cross infection and the practice of sharing one communal hand towel for hand drying to cease with immediate effect and
- forward a copy of the most recent Quality of Care report to CIW on its completion.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook two unannounced visits to the service on 8 and 9 May 2018 for a period of approximately ten hours.

- We observed the children and the care which they received at Once upon a Time Nursery at different times of the day;
- we used our SOFI tool to capture evidence of the children's engagement and the care being provided by staff;
- we spoke to several children and four parents/carers, the registered person and most staff during our inspection visits;
- we looked at a wide range of records including the children and staff registers, staff rotas, children's records, staff files, and the quality of care report and statement of purpose; and
- provided detailed feedback to the registered person and person in charge on the final visit of the inspection episode.

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

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

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Andrea Morgan
Person in charge	Donna Rix
Registered maximum number of places	39
Age range of children	From six weeks to five years
Opening hours	From Monday to Friday 7.30am to 6.00pm. Sessional sessions are provided from 9.15am to 12.15pm and 1.00pm to 4.00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 May 2015
Dates of this inspection visits	8 and 9 May 2018
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 the 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:	