



# Childcare Inspection Report on

**Toy Box Nursery (Wrexham)**

**Toy Box Nursery  
Mold Road  
Wrexham  
LL11 2AF**



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## **Description of the service**

Toy box Nursery is located in Wrexham. The registered person is Janice Stritch who, alongside Lucy Fellows, is also the person in charge. The service is open Monday to Friday 7:00 18:15, closing for Christmas and Bank holidays. The service is registered to care for up to 37 children and care is provided for children aged up to 12 years old.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children's wellbeing is at the heart of the service. Children enjoy attending and learn through the variety of opportunities available for them. Staff implement some effective policies and procedures to support them in keeping children safe and healthy. They know the children well and provide them with activities that help them learn and develop. The environment is suitable for the children to play and learn in safely. It is equipped with good quality resources and equipment and is assessed regularly to identify potential hazards. Leaders manage the service and staff well. Positive partnerships are formed and self evaluation is an ongoing process that ensures improvements are made.

### **2. Improvements**

Since the last inspection the service has;

- a new shelter outside so children can access the area in all weathers;
- displayed photos of key workers on the entrance to the rooms;
- ensured staff receive regular supervision and appraisals, and
- purchased new resources and equipment including, a mud kitchen and large sand pit for outside.

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

We made recommendations relating to the times when fire drills are conducted, how food is served to children and updating the child protection policy.

# **1. Well-being**

## **Summary**

Children express themselves confidently and know they will be listened to. They feel safe and happy in an environment they are familiar and with staff who are caring and supportive. Children interact well, learning to share and cooperate. They enjoy the opportunities available to them and learn a range of skills.

## **Our findings**

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

Children have choices and express themselves confidently.

Children had a range of resources and areas to play in and they confidently moved around choosing where to play and what to do. Children's needs and ideas were listened to and considered by staff. They were heard asking for items they wanted or requesting for staff or other children to help them or join in with their play. Children expressed themselves, verbally if they were able to or using non-verbal cues if they had not yet developed their language skills. For example, a baby was passing a member of staff some of the building blocks, as they wanted help to build their tower. During snack and lunch time children were able to request more food or drink if they wished. Children were able to sleep when they were tired, evidencing that routines did not take preference over children's needs.

Children are listened to by staff who understand their needs.

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

Children are settled and feel relaxed with staff they have formed positive relationships with.

Children arrived happy and keen to join their friends. Children had developed positive relationships that helped them feel safe. One child who was a little unsettled when they arrived soon had a big smile for a particular member of staff and quickly became happy and settled. Children felt valued as they knew they were listened to and their needs met. Work and photographs displayed throughout the service showed children's accomplishments were celebrated. Children were familiar and confident with the routines in place, this helped them feel relaxed and secure as they knew what was happening and what was expected of them. For example, children knew they had to wash their hands and sit at the table to wait for the other children before lunch was served.

Children feel safe and happy in an environment they are confident to explore and with routines they are familiar with.

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

Children are confident to communicate and learn to cooperate.

Children effectively communicated with staff and other children. They were heard having discussions about what they were doing and about issues related to their lives, including their family. Children were beginning to understand the needs of others. They were seen sharing resources and taking turns. For example, children were playing with a toy that involved having to put shapes through the correct holes. They were laughing and enjoying taking turns to have a go and find the shape that fitted. Children were learning to respect resources, using them appropriately and returning them when they had finished. Children were developing good manners, saying please and thank you with only a little reminder from staff. Children were happy and confident to interact with us. They were sharing their experiences and inviting us in to their play.

Children interact well and understand the needs of others.

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

Children have a range of suitable opportunities they enjoy taking part in.

Children were all actively engaged in an activity they had chosen. They enjoyed the opportunities available to them and felt confident to move around to choose something that was of interest to them. Children were able to play alone or with others. For example, one child had chosen to have a rest as they were feeling a little tired. They went in to the book corner and were able to relax and look at a book without being disturbed by others. Children were keen to share their activities and experiences with others. A child was very confident to come and sit by us and show us what they were doing, as they tried to make some cogwheels go round on their construction toy.

Children enjoy their play and learn through activities that allow them to follow their interests.

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

Children are encouraged and supported to be independent.

Children were able to access resources independently as they were suitably stored and labelled with pictures so children knew where to find what they wanted. Most children who were able to could independently access facilities such as toilets, washbasins and the cloakroom for their belongings. Children who could not do this alone were provided with the support they needed from staff. During lunch time drinks were served in a variety of cups and beakers depending on the child's age and stage of development. Children were encouraged and given the support needed for them to learn drink from a cup without a lid wherever possible.

Children develop well and learn a range of skills, including independence.

## **2. Care and Development**

### **Summary**

Staff implement most of the policies and procedures effectively to support them in keeping children safe and healthy. Interactions are managed well and staff support children to cooperate and share. Staff understand child development which allows them to provide suitable care and support for the children to help them learn and develop.

### **Our findings**

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

Staff are aware of their responsibility to keep children safe.

Staff were aware of the procedure to follow should they have concerns about a child. Staff had also completed paediatric first aid training, which allowed them to deal with accidents and incidents appropriately and records we inspected showed that these were recorded appropriately and signed by parents, evidencing that they had been shared and parents had been made aware of what had happened. Staff completed regular fire drills but the records identified they were always conducted in the mornings, which meant children attending in the afternoons or after school may not be fully aware of the procedure to follow should they have to evacuate the premises.

Staff provided children with healthy food options and some staff had attended Tiny Tums training, which meant the menu was healthy and nutritious. Staff followed some effective procedures to help reduce the possibility of cross contamination. Hand washing was promoted and encouraged, tables were kept clean and effective procedures were followed in relation to nappy changing. We noted staff were serving food with their hands, rather than using tongs or other appropriate utensils.

Staff generally implement effective policies and procedures that support children to be healthy and ensure their safety.

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

Staff model and encourage good interactions.

Staff were actively engaged in children's play. They sat with them, supporting and encouraging them to interact with others. For example, a staff member sat with a group of children who were playing with the trains and track. The member of staff was helping them to build a track and involving all the children, ensuring they could have a turn at finding the right piece. We did not observe any unwanted behaviour, which evidenced that children were aware of the expectations and rules relating to appropriate behaviour. Staff were heard praising children and celebrating their achievements. For example, children were praised for sitting nicely and listening to a story.

Staff effectively manage interactions and support children to behave appropriately.

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

Staff know the children and their individual needs well.

Staff were suitably trained and had the relevant experience to support them in understanding the needs of the children. They were aware of child development and how to extend children's learning through providing suitable activities. Planning showed children's needs and interests were considered. Staff used observations and development records to track children's progress and plan next steps in their learning. Staff knew the children well and information provided by parents about their child's individual needs, preferences and routines allowed staff to provide effective care.

Staff promote children's learning and development through effective observations, tracking and planning.

### **3. Environment**

#### **Summary**

Leaders ensure the environment is safe and suitable for the children. It is light, bright and child centred with the rooms equipped with age appropriate resources and equipment which are of a good quality.

#### **Our findings**

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

The environment is risk assessed to ensure hazards are eliminated or effectively managed.

Entrance to the service was secure with the main door being kept locked. Visitors were recorded and registers were kept of children and staff, ensuring everyone could be accounted for in an emergency. Risk assessments had been conducted on all areas and wherever possible the hazards were eliminated or managed. For example, safety gates were used throughout to prevent children from accessing areas where they were not allowed. The outside area used by the children was surrounded by secure fencing, ensuring there was no unauthorised access possible.

Leaders ensure the environment is safe and secure.

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

The environment provides the space and facilities needed for children to play and learn.

The service was welcoming, with children's work displayed throughout. The rooms were located over three floors and there was a suitable amount of space to allow children to be grouped according to their age and stage of development. The main playrooms used by the children were light, bright and child centred. Children had access to suitable facilities including, sleep areas and toilets.

The outside space gave children an opportunity to play on fixed apparatus such as a slide and tunnel and also space to ride on bikes and scooters. There was a large sand pit, wooden playhouse, mud kitchen and garden area for children to explore. The recent introduction of a shelter allowed children to access some of the outdoor space in all weathers. Although we saw children having great fun putting their waterproofs on and splashing in the puddles in the rain.

Leaders ensure the environment is suitable and gives children opportunities to play inside and outdoors.

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

Leaders ensure they provide resources and equipment that are suitable for the ages and stages of development of the children.



Leaders provided storage facilities that helped to ensure resources were accessible to the children and that they were kept in good condition. Cleaning rotas were displayed in each room, evidencing that toys were all washed and/or steam cleaned regularly. All equipment was of a suitable quality and size to allow children to be independent. For example, rooms had child sized tables and chairs. There were natural resources available for the children to access including sand and water, further developing their interests and skills.

Leaders ensure resources and equipment are of a good quality and it is kept clean to prevent cross contamination.

## **4. Leadership and Management**

### **Summary**

Leaders manage the service and staff well. They have developed a good team of staff who work well together. Self evaluation is on going and considers the views of parents, children and staff. Positive partnerships are developed which benefit the children and the experiences they have whilst at the service.

### **Our findings**

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

Leaders ensure they meet regulations and have all required and relevant policies and procedures in place.

Policies and procedures were in place and evidenced that most had been updated recently. We noted that some information contained in the child protection policy was not up to date. The statement of purpose contained all the required information for parents to make an informed decision about the care their child receives. Leaders listened and responded to advice given to them. For example, the previous inspection identified areas for improvement which included developing the key worker system. This had been completed and was now embedded within the service.

Leaders manage the service well and consider advice they are given to help them improve the care they offer.

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

Self evaluation is on going and improvements are planned.

Leaders had written a quality of care report that showed parents, staff and children's views had been considered when improvements had been planned. For example, parents had expressed that they were unaware of their child's key worker. This had been addressed and photographs of staff and children were now displayed, showing key worker information. Leaders continually self evaluated the service. They updated the quality of care report identifying what they did well and improvements made and planned for the future.

Leaders effectively self evaluate the service and care they provide, considering the views of parents, staff and children.

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

Staff are supported well by leaders.

There was an effective recruitment process in place that ensured staff had suitable training, qualifications and experience to work with children. This was evident when we inspected the newest staff members files. They contained all the required information and showed the staff had completed an effective induction process. All staff had up to date Disclosure and

Barring Service checks and a suitable number of staff had first aid and child protection training. Staff received regular supervision and appraisals which allowed them to share information and ensure training needs were identified. Leaders had developed a team of staff who worked well together and the low staff turnover and discussions we had with some staff showed they were supported and enjoyed working at the service.

Leaders manage staff well and have developed a good team who work well together.

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

Partnerships are developed which allows information to be shared and keeps parents informed about their child's progress.

Parents were kept informed about events at the nursery. This was done through a noticeboard in the reception and regular newsletters. Information about a child's day was shared through discussions between parents and staff at drop off and collection times. Daily diaries were sent home with younger children and older if parents requested. Annual parents evenings were organised. This allowed children's work and progress to be shared.

Leaders worked with outside agencies to help them in providing effective care. For example, the service was part of the Designed to Smile initiative which promoted oral hygiene and Tiny Tums which ensured food provided was nutritious, balanced and healthy.

Leaders develop effective partnerships that support them in providing care that is effective.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We made the following recommendations;

- complete fire drills at different times of the day to ensure all children are familiar with the procedure;
- staff to use tongs to serve food to the children rather than their hands. This will help prevent cross contamination, and
- update the child protection policy to ensure it reflects the current situation and the contact number for CIW is correct.

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

This was an unannounced full inspection undertaken as part of our normal schedule. One inspector visited the service on 20 November 2018 from 9:35 to 12:05 and 12:50 to 16:00.

We:

- Inspected a range of policies and procedures including, risk assessments, accident and incident records, registers, two staff files and five children's files ;
- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children, the person in charge, the registered person and staff;
- inspected all areas used by the children, and
- gave feedback to the registered person and person in charge on the day.

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

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

## About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Janice Stritch
Person in charge	Lucy Fellows Janice Stritch
Registered maximum number of places	37
Age range of children	0 – 12 years
Opening hours	Monday to Friday 7:00 – 18:15
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 November 2018
Dates of this inspection visit(s)	20 November 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 does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	