



Childcare Inspection Report on

Briton Ferry Childcare

**The Scout Hut
Old Road
Briton Ferry
Neath
SA11 2HA**



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Description of the service

Briton Ferry Childcare is a long established child care service that offers full day care. It is registered to provide care for up to 36 children aged from 0 to 12 years old, including some Flying Start places. Care is provided within a scout hut that has been adapted to facilitate child care. The opening hours are from 7:30 am to 6:00 pm, Monday to Friday. The registered person is Bethan Davies and the persons in day to day charge are Bethan Davies and Rhiannon Phillips. The child care service is offered mainly through the medium of English but some Welsh is used at regular intervals during the day.

Summary of our findings

1. Overall assessment

We, the Care Inspectorate Wales (CIW) find that children are overall settled, content and happy within the nursery. The children are cared for by staff who are kind, warm and very responsive to the children's needs. The environment is normally satisfactory and best use is made of available space; however there were heating issues on our first visit. Children have access to a range of play materials and resources. Leaders know their staff team well, they have retained staff for many years, and good working relationships are evident. Parents and carers are very happy with the care provided.

2. Improvements

Since the initial visit the nursery has implemented the following improvements;

- A new boiler has been installed, and room temperatures are recorded and;
- a revised statement of purpose and a quality of care report for 2018 has been forwarded to CIW.

3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to: Suitability of workers, this is because in the sampled staff files, there were gaps in the required information. We have not issued a non compliance notice on this occasion because the staff team were mostly well established, and there was no significant impact to the children attending.

We have also made recommendations in relation to the four themes inspected. These are listed in more detail at the back of the report.

1. Well-being

Summary

Overall children are very settled at this nursery. They have a voice and some choice over what they do. Children are happy and enjoy their play. The children are beginning to develop self help skills, play together and they feel valued and secure.

Our findings

1.1 To what extent do children have a voice?

Overall children make lots of choices and have control over what they do and when.

One child over the age of eight, chose to go upstairs in the out of school room. They wanted to play on the Xbox, however as this was not working, chose to watch a DVD. Children were sitting for breakfast, and one child told us they were having porridge with jam. The children could choose from toast with or without jam, Ready Break, Rice Krispies and Weetabix. Children asked for a certain colour cup when having a drink, and this was given to them. Children choose some toys and resources freely and we saw the children enjoy free play for most of the morning. Children were free to move around the large base room and helped themselves to jigsaws from the low level tray. One child chose to play alone with magnetic shapes in a picture. The children were asked which story they would like, and the choices were 'Noisy Farm' or 'The Hungry Caterpillar', the children all shouted 'Caterpillar' however the staff decided to read 'Whose that scratching at my door', as it was her favourite. Despite this, all the children excitedly shouted out answers to who was behind the door. Children had the choice to play inside or outside.

Children are listened to and have some choice.

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

Nearly all children are settled, feel secure and are beginning to form positive attachments.

We saw that the majority of children were settled and relaxed with the adults caring for them, with the exception of one child who had difficulty being separated from their parent. However one parent spoken to told us their child was "very happy, settled well, sometimes I don't even get a kiss!" Children freely explored their play environment and they selected various play materials from the recourses made available to them. Older children were chatting to each other and staff, whilst eating and were starting to make friends and choosing who to sit next too. We observed babies and younger children approaching the staff for cuddles and reassurance and it was evident that the children enjoyed warm bonds of affection with their carers. One child asked the staff for a kiss, and staff kissed their cheek. Children played at the construction table made shapes, and when they showed them to staff, were proud when they were told "oh

wow well done". Children answered 'here' in Welsh at registration and when one child answered "bonjour", was praised for speaking French.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children are beginning to play co-operatively, take turns and share.

We saw that the children played according to their age and stage of understanding and development. Some children played alone or alongside one and other. At times, older children demonstrated sustained periods of focus whilst they engaged in a structured activity of splatting paint onto a circle. Children engaged in conversation with other children, us and the adults caring for them. We heard a lengthy discussion about 'wobbly teeth', and about 'hyper' pets running around the house, which caused much laughter between older children and us. Some of the babies used musical instruments to create sounds, and happily played with the selection of activity toys, and ride on toys. Overall, we observed that the children were busy and entertained. The sectioned area of the main play space and baby area allowed children to interact with each other or to see and hear what was going on in each area, and we saw older children engaging with the babies.

Children interact appropriately according to their age, stage of development and cognitive ability.

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

Children have access to a range of play based activities appropriate to their stage of development and understanding. Children show interest in their activities and are able to sustain interest.

On the whole, older children were positively engaged in their play throughout the day. Older children were more participative and eager to join in activities. For example, at 'registration time' the older children relished joining in and understood the 'ground rules' of sitting down, listening and responding. All of the children enjoyed singing "tell me a story" and listening and interacting with the story. Some younger children were sitting around the table at breakfast and staff started pulling faces, and making the children laugh. Children had great delight in delivering gloves and hand towels from the office to the bathroom area, with lots of laughter. Outside children had pieces of material, which they swirled and stepped on, and coloured circles on the floor which created great fun running and standing on colours shouted out by staff. Children said they liked playing with the shop and home corner; they told us that they enjoyed playing football and with the tunnel, sandpit, 'music place', climbing frame, play houses, and 'play mushrooms' outside.

Children enjoy their play very much.

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

Children are developing their self help skills and have many opportunities to develop their independence.

Children used tools and play equipment that helped them develop their gross and fine motor skills, for example, they used paint brushes and played outside on ride on toys. They sang songs, which helped them with recall and language. We saw children listen to a story and they interacted and shouted out the answers as to 'who was scratching at the door'. Younger children communicated their needs in a way that was appropriate to their stage of development, for example they held out their arms to be picked up. Children were all eating independently including younger ones in high chairs. One child turned their head away when staff tried to help them, as they wanted to feed themselves. Two children sat at the table with their key worker and were peeling oranges for everyone at snack time, and had aprons and 'chef' hats on. Children put on their coats to go outside to play, and help was on hand if needed. However, we saw that staff poured the drinks and tidied away the children's plates and cups. Children could access the toilets independently.

Children are developing their self help skills adequately.

2. Care and Development

Summary

Generally, staff keep children safe and healthy. Staff treat the children appropriately with kindness and warmth. They are consistent in their approach to managing children's behaviour and are good role models. Staff support children's play and learning. They know the children very well, and ably meet their needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have good measures in place to ensure children are kept safe and promote their health.

Staff had all necessary qualifications in place to support the care of the children. We saw that their first aid certificates were valid and safeguarding training was attended regularly. Staff encouraged children to sit down during eating/drinking at snack time. We heard staff telling one child that he could play or eat, but not both and "shall we sit down while were eating, good sitting. If we have finished what do we do, fold our arms". We saw that staff had a list of children's allergies displayed on the wall but had not displayed the signs, symptoms and action to take if a reaction occurred. However, this information was clearly evident for children on a severe allergy level. The IT equipment available such as a 'tablet' was password protected and had parental controls in place. Staff, and all the children including the babies washed their hands before snacks and at lunch time. Staff ensured that tables were wiped and table cloths used, before children ate. Staff provided freshly cooked meals at lunch time and we saw a lovely beef dinner with fresh vegetables, Yorkshire pudding and stuffing. Staff offered fruit with a choice of milk or water at snack time. We saw the staff carry out nappy changing procedures and although they used disposable gloves, they did not use aprons; despite them being available. The staff ensured that children went outside regularly to run around and have fresh air, they also used local amenities such as the local park, woods and beach, and outings and trips were arranged especially during the summer months. The Designed to Smile, Food Fun and Active Play for Tiny Tots were part of the routine.

Overall, staff keep children very safe and healthy.

2.2 How well do practitioners manage interactions?

Staff have a kind and caring approach to managing and supporting interactions.

Staff cuddled and reassured the children and they modelled good behaviour. Staff praised the children, we heard, 'good boy' or 'good girl' when children fed themselves and used good manners. One staff member sat with a child whilst they eat their breakfast, and they were not rushed or hurried. During the lunch period staff remained close to the children and some ate their meal with them, and chatted with them to

extend their social interactions. Staff encouraged children to say 'please' when they asked for more milk, and praised them for saying 'thank you'. At lunch time we heard staff say "Try using your fork, fantastic!" Staff helped to cut up the Yorkshire pudding, when children were struggling and staff encouraged them to eat independently and praised their efforts. Staff followed a behaviour policy, which included 'golden rules', such as 'we are: honest, gentle, kinds, helpful, listen, and look after property'. It also included unacceptable behaviour, including bullying. Staff played Benny Hill music to encourage children to tidy up at certain times of the day.

Staff have a consistent approach to managing interactions.

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

Staff meet children's needs very well, there are lots of children attending who have additional needs, and they provide an inclusive service. Staff have activity planning which includes outcomes for children.

Staff were well qualified and most had worked at the nursery for many years. Staff indicated, through discussion, that they knew the children well and they were very aware of children with additional needs. Staff provide a fully integrated service for those with all types of additional needs. Staff had training in 'Sign Along', PECS (Picture Exchange Communication System, an alternative communication system to help children affected by autism convey their thoughts and needs) and British Sign Language. A key worker system was in place and was changed if needed, on our visit we saw that one child preferred another staff member, and so their key worker was changed. Staff had a 'care for children over 8 years of age' policy and practice, to ensure they met the needs of older children. We noted that the staff kept all the children occupied throughout the visit. Staff comforted and reassured one child who had difficulty settling, and they contacted the parent to collect them as they could not settle. One parent told us that on attending their child did not have much speech; and that she "told the girls and they have been really good with X and are very accommodating". We heard staff speaking in both English and Welsh during play. For example staff asked "is it morning or afternoon? So is it bore da or prynhawn da?" Children then replied "bore da" followed by the staff's name. Staff told us that three staff was fluent Welsh speakers. Staff set up a splatter painting structured activity, where staff showed the children how to splatter the paint brush, and then encouraged them to do it themselves. Staff gave all children plastic plates and a metal knife and fork, some were given an additional spoon to help them eat, and a plastic cup.

Staff promote children's play and learning appropriately and are very good at meeting individual needs.

3. Environment

Summary

The premises is safe and secure both inside and out. The environment is fairly spacious and has the required facilities to meet children's needs. Resources are in good condition and clean and staff ensure children can access toys and books readily and easily. There was an issue with the heating at our first visit, which resulted in the rooms being too cold. Leaders rectified this by the next working day.

Our findings

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

Overall, leaders are inconsistent in keeping the environment safe for children.

Leaders had a system for managing access into the premises, for example the front door remained locked, with a pull cord bell at the entrance for families and visitors to gain access. The rear of the premises was secure. The entrance area led into an office area with a separate gate into the main play area. We saw that leaders asked visitors to sign in and out, including us. The leaders had daily tick list including ensuring there were paper towels, opening fire doors and temperatures of the rooms; however, leaders had not recorded the temperatures. Leaders also had risk assessments, dated October 2018. These included understaffing, slips, trips, and storage of chemicals. There was a young person's risk assessment in relation to choking, finger trapping, and heating failure, which stated that leaders would contact parents and send children home, this did not happen before our visit. Emergency lighting and fire extinguishers was tested in September 2018. Fire drills were conducted roughly every month, records included the location and time taken; however, leaders did not record how many staff or children were present and which exit was used. Leaders had a new boiler installed after our first visit and ensured that a fire blanket was wall mounted in the kitchen. First aid kits were available in the kitchen, toilet and for travel, for the Forest School and for burns. The Food Standards Hygiene rating awarded was 5. We found the water temperature was too hot in one of the children toilets, and this was actioned immediately. We also noted coats were hanging along the stair case which could be a fire risk. The leaders used additional gas heaters, on our first visit, to warm up the room. The gas heaters had a small, unfixed guard around them, and the other electric/oil fired heaters were extremely hot. We saw one trailing wire running across the fire exit door. There was no hand washing soap in two of the three children's toilets.

Leaders are adequate at keeping the environment safe.

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

Leaders have a good environment for children to play and learn; however the heating situation made it difficult for children to feel comfortable and warm.

Leaders told us that between Christmas and New Year the boiler had not been working. They took the decision to open the service on the remaining three days after the New Year holiday and told us that the premises had not been very cold on the first day. However, on the second day leaders had contacted an agency to supply gas heaters, due to the drop in temperature. Leaders had not recorded temperatures, but told us that temperatures had been between 9 and 12 degrees. We noted that at 8:20am the temperature was 8.3 degrees, and by 9am it was 9.7 degrees. We discussed the national minimum standards with the leaders and made it clear that it stated 18 degrees as a minimum temperature. As per the service's policy, leaders contacted all parents to collect their children. All children had left the service by approximately 10am. We spoke to some parents who were aware of the situation and expressed that it was their decision to bring their children to the service. Leaders told us that the new boiler was being fitted on 7 January 2019 at 7:30am. Leaders told us that they would come to the nursery at 5:30am to heat the premises with the gas/electrical heaters, until the boiler was working. On the second visit we arrived we at 7:20am, the building was warm, and maintained at a temperature of just over 19 degrees throughout the premises. Leaders had ensured that best use had been made of the available space. They had divided the play space into various areas of interest in line with the Foundation Phase. Leaders had placed toys and equipment in storage units, which were easily accessible for the children, with some having visual clues and pictures to help children understand what the drawers contained. Leaders had made sure that children who were able to do so could access the toilet facilities independently. There were three low level toilets with a sink in each and step up stools, paper towels, potties and children's toilet seats. Younger children had a separate area to play and a separate room to sleep. Older children had access to a small room on the first floor for them to have time away from the younger children.

Leaders provide a reasonable environment for children, however should be more proactive during unforeseen circumstances.

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

Leaders provide a range of suitable resources, toys and play materials.

Leaders provided furniture that was age appropriate and met the differing developmental needs of the children. Leaders provided 'domestic type' furniture in the main room, and had created a comfortable, cosy corner where children could relax, play quietly or to look at books. Leaders provided dressing up clothes, which we saw the children enjoying. At lunch time leaders made sure babies had high chairs to sit in and provided low chairs and tables for the younger children, and larger furniture for the older children. Outside we saw a climbing frame, wooden house with wooden table and bench, picnic benches, sit on toys, plastic play house, and tyres. A separate area had a tunnel and child friendly seating. Leaders had resources including pirates, Peppa Pig, beanie babies, zoo animals, farm animals, puppets and dinosaur trays labelled in Welsh. There was a construction area with blocks, a dolls house, and two

work benches. Displays seen included the theme of colours and shapes. We saw Welsh words displayed for colours and on a display of shapes. The out of school room had a padded bench, table and chairs, and games such as Guess Who? Dominoes, Lotto and various books. The baby area had ride on toys, wooden blocks, pop up toys, books, castles, and musical instruments. Some multi-cultural resources included dolls, dressing up items with saris and Welsh books. Leaders told us that they celebrate some festivals, such as Diwali, where children made lanterns.

Leaders provide resources, equipment and materials that are age appropriate and are of good quality.

4. Leadership and Management

Summary

Leaders are committed to providing effective leadership and management. Policies and procedures are in place, most contain good detail, although some require minor improvements. Leaders constantly evaluate the service, and are open to suggestions to make improvements to the service. Staff recruitment files require auditing to ensure all contain the relevant information; however, staff are well qualified and trained. Parents are very supportive of the service and good relationships between them and all the staff were evident.

Our findings

4.1 How effective is leadership?

Leaders have all necessary policies and procedures in place to support their practice, and good assessments for children are in place. However, they should have taken the initiative to close the nursery when there was a maintenance issue.

Leaders had updated their statement of purpose but had not provided a copy to CIW. A copy was sent to CIW after the visit. Leaders had a safe guarding policy in place that included information on Radicalisation and Prevent Duty and information to follow if an allegation was made against management, although it did not indicate that the service could voluntarily suspend. The complaints policy had good detail, as did the equal opportunity policy, which included which foods are forbidden for different religions. However, leaders had not dated the policies when reviewed, for audit purposes. For certain children, there were individual play plans in place with 'targets, activities to help me, who will help me, and the outcome', leaders and parents agreed and signed the plans. Good daily notes were available for children being supported on a 1 to 1 basis. Leaders had a pre-school assessment, which covered areas such as locomotor, manipulative, language, social and self care, colour recognition, and matching, they also had a personal development tracker. Children's contracts were in place and included consent for emergency medical treatment, although both parties had not signed all documents. Leaders had added information about General Data Protection Regulation (GDPR) to their new registration forms. Leaders had public liability insurance in place until 31 March 2019 and had registered with the Information Commissioners Office for the safe storage of information. Leaders kept a paper and electronic children's register, and a staff register was seen with their times in and out recorded. Staff spoken to felt well supported and were encouraged to undertake further courses and training. Staff said they "love it here, management are always approachable, and we are encouraged to do training".

Leadership is adequate.

4.2 How effective is self evaluation and planning for improvement?

Leaders have a good system in place to review the quality of care.

Leaders provided us with a copy of their most recent quality of care review and subsequent report after our visit. The review and report considered the views of children, parents and visiting professionals. It identified forward planning allowing leaders to recognise what needs to be improved. Feedback and results were broken down into percentages and the report contained good detail. Leaders also had a comments box, used face to face contact, text messages, website, home/nursery book, and monthly newsletters to obtain feedback and share information. Discussion with leaders around self-evaluation showed that leaders are open to new ideas and ways of working. Leaders have a staff contingency plan mentioned in their statement of purpose. This says the service does not accept the full registered numbers of 36 children per day, the maximum booked in was 33 children in order to cover unforeseen circumstances. Leaders had obtained grant funding to allow them to delay price increases to parents.

Leaders have good measures in place to self-evaluate the service.

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

Leadership is mostly good, however some improvements are needed.

Leaders had regular staff meetings, which included topics such as when Disclosure and Barring Service (DBS) certificate renewals were due. Leaders employed well qualified staff and had a strong, stable team. Leaders had files for staff and students; however, these did not contain all the required information. Leaders had encouraged staff to undertake training and most were trained in first aid, food hygiene and child protection. Other recent training included Understanding Special Educational Needs (SEN), Autistic Spectrum Training, Behaviour Management, Sign Along, Elklan, Manual Handling, Bereavement and Forest school. Leaders had conducted staff supervisions and appraisals; however, not all records were dated. Leaders told us that ten staff members transported children in their vehicles, and current insurance (including business use) details, MOT and tax information was in place.

Leaders manage staff and resources effectively.

4.4 How effective are partnerships?

Leaders maintain positive partnerships with parents and the wider community.

We saw evidence that good links are maintained with external agencies such as Wales Pre-school Playgroups Association (WPPA) and Kids Club. Leaders have worked in partnership with external agencies in order to support children with emerging additional needs. Parents spoken to said their child “was coming on well”. They said they were “Very accommodating, wouldn’t change them for the world”. Parents are sent policies by email, both full and simplified copies, and hard copies are available on request. Leaders provided a three week menu, which they changed termly to coincide with the school, so that children had different food, if they were also

attending school. Leaders had 'All about me' documents with tear off slips which were taken home with information such as how the child had eaten, slept and the activities they took part in. Leaders integrated children into the community well, for example, they took the children to visit a local care home to spend time with the elderly people and to learn and share experiences.

Partnerships with the children's parents and the community are very good.

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:

- Allow the children to choose the story from the choices given;
- further promote the children's self-help skills for example, to pour their own drinks and tidy away their plates and cups;
- add to the allergy information document, the signs, symptoms and action to take if a reaction occurs;
- to use disposable aprons as well as gloves during nappy changes;
- ensure children have age appropriate plates and cups;
- to adhere to the service's policy re heating failure when applicable;
- record the number of staff and children present and which exit is used during fire drill practises;
- remove the coats hanging along the stair case;
- ensure additional heating is risk assessed, and that wires do not obstruct the fire exit;
- ensure hand washing soap is available in all children's toilets;
- add to the safe guarding policy that the service could voluntary suspend if there was an allegation against the registered persons;
- ensure policies are dated, when reviewed, for audit purposes;
- ensure all children's contracts are signed by both parties and;
- ensure staff supervisions and appraisals are dated.

6. How we undertook this inspection

This was an unannounced full inspection undertaken on 4 and 11 January 2019. One inspector undertook the inspection totalling approximately nine hours. Feedback was provided to the registered person on 14 January 2019.

We:

- inspected a sample of documentation such as policies, records and information about staff;
- observed practice to capture evidence of children's engagement and the care being provided by staff;
- inspected the areas used, toys and resources; and
- spoke with some children, parents, staff, registered person and the person in charge.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Bethan Davies Rhiannon Phillips
Person in charge	Rhiannon Phillips
Registered maximum number of places	36
Age range of children	0 – 12 years
Opening hours	8am to 6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 October 2016
Dates of this inspection visit	4 and 11 January 2019
Is this a Flying Start service?	Yes, there are 16 funded places.
Is early year's 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:	