



# Childcare Inspection Report on

**Highgate Day Nursery - Morriston**

**Hospital Drive  
Heol Maes Eglwys  
Morriston  
Swansea  
SA6 6NN**



**Date of Publication**

**Thursday, 13 December 2018**

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## **Description of the service**

Highgate Day Nursery, Morrision, is owned by Julie Llewellyn Limited. The responsible individual is Julie Halliday and the persons in charge on a day-to-day basis are Jayne Lewis and Helen Williams. The service provides full day care for up to 124 children under the age of 12 years at any one time. The nursery is open from 7am until 6pm, Monday to Friday. During school holidays the service runs a holiday club between the hours of 9am and 5pm, Monday to Friday. The main language of care is English with incidental Welsh used.

## **Summary of our findings**

### **1. Overall assessment**

Overall, children at this service have a clear and confident voice as their needs and interests are placed in high regard. They benefit from experiencing an extensive range of activities that supports their overall development. Staff are kind and caring and support children's needs well. The environment is safe, clean and stimulating and is very well resourced. Leadership at this service is excellent.

### **2. Improvements**

Since the last inspection the provider has ensured that the recommendations have been implemented. This included undertaking regular observations of staff to ensure that policies and procedures are followed so that any training needs can be identified and to highlight good care practice. The service had also made great efforts to embed child-led practice and evaluation and reflection in all aspects of the provision. The former pre-school area has been renovated and furnished with appropriate toys, resources and equipment for children of an older age and is now exclusively used for the holiday club. Other areas of the nursery have also been redecorated and have been fitted with new flooring. The Forest School area has been further developed and one area has been allocated as a 'boot room' for the children to use when taking part in Forest School activities.

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

There were no requirements identified.

We made recommendations to the provider in relation to equipment, medication records and behaviour management. These are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children's needs and wishes are at the heart of the service's provision. The children therefore make great progress as they have excellent opportunities to be independent and to contribute their ideas. Also, because they benefit from an extensive range of play and learning opportunities that supports their all-round development.

## **Our findings**

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

Children participate fully and are routinely encouraged to express their opinions and contribute to their ideas.

Children decided which toys and resources that they wished to play with and whether they joined in with group activities, such as painting. Children exercised choice; a group of children selected the colour reward sticker that they would like and most children had some choice in relation to what they ate at lunch and snack time as there was a variety of accompaniments to the meal such as bread, cheese, tuna and different fruit. Children, including those who attended the holiday play scheme, were routinely asked by staff about their ideas and interests which fed into the activity planning. Children had also been consulted over the furniture for the holiday club room and in the purchase of new resources for the Forest School area. Children were encouraged to reflect during circle time on what they had done during the day that they liked or did not like. Many said that they had enjoyed playing outside whilst others had said that they had liked painting.

Children have a strong and confident voice.

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

Almost all children are very content and feel very secure and settled.

The majority of children were happy and relaxed because they freely chatted with others and smiled and laughed merrily as they played. Many confidently approached visitors, showing interest in them and initiating conversation. This showed that the children felt safe and secure in their surroundings. A few children were tearful during times of transition, such as when they returned from school, but they soon settled after being reassured and comforted by staff. Children's needs were met in a timely way. For example, comforters were provided to them when they became tired, noses were wiped responsively and children's dietary requirements were followed. Children's wellbeing was supported through having opportunities to express how they felt, such as a circle time, and through activities which related to 'International Happy Day' where they talked about things that made them happy.

Children thrive as they very much enjoy their time.

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

Almost all children interact and co-operate well with their peers and adults. They are learning socially accepted ways to behave.

The majority of children interacted very positively with others. They played nicely alongside each other or participated in each other's games, such as role playing being shop keepers. Children sustained interest in planned activities for a good length of time which showed that children were engaged and enjoying the task. On the whole, children shared toys and took turns, although a few of the younger children needed reminding, which was perfectly normal for their age and stage of development. However, they listened to staff and showed that they understood the need to share. The lunchtime routine showed that children were starting to learn the behaviour that was expected of them at the table.

Children interact positively.

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

Children develop a confident attitude to new experiences, indoors and outside and successfully maintain interest in independent tasks.

Children were engaged, interested and excited about their play which included playing with dinosaurs, dressing up, building blocks, trains, singing and listening to stories. They had freedom to explore their areas and enjoyed structured activity time as well as plenty of opportunity to play freely. Children expressed much enjoyment when they spent time in the garden. A number of children laughed and squealed with delight when they found a worm and spotted some spiders. They heartily laughed and 'screamed' as they pretended to be scared and ran away. Some of the babies particularly enjoyed listening to music and they smiled and clapped along to the sounds.

Children are highly stimulated and interested in their play and learning.

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

Children experience an excellent variety of experiences, including freely chosen, unstructured and self-directed play that enable them to gain a full range of skills, be independent, participate, follow interests and promote their all-round development.

Children's interests were incorporated into the planning of activities so that they found them appealing. The children had routinely participated in tasks that provided opportunities for them to develop holistically. Photographs and examples of children's artwork showed that special events and occasions had been marked to give them a cultural and religious awareness. For example, they had celebrated a royal wedding, Chinese New Year and Australia Day. The older children had taken part in a 'mini first aid' session which covered basic first aid and what to do in an emergency appropriate to their age. Children also regularly benefitted from Forest School, baby yoga and baby sign language sessions. Children benefit from a great emphasis on outdoor play so that they have fresh air and time to be physically active. Parents stated that they were very happy with how their children had developed whilst being cared for at the nursery. A few parents commented on how independent their child had become. Most children practised doing many things

independently; pouring their own drinks, putting on their own coats, washing their hands, serving their food, selecting their own knives and forks and many did so ably with only the younger children requiring more support.

Children are becoming fully independent and make great progress.

## **2. Care and Development**

### **Summary**

Overall, staff are caring, competent practitioners. They have a good knowledge of child development and of current good practice as they have benefitted from a variety of training. Staff have a good working knowledge of the service's policies and procedures and their responsibilities in helping to keep children safe and healthy. They are beginning to make expectations clear to children so that they learn how to behave appropriately. Staff sufficiently track children's development and progress.

### **Our findings**

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

Staff understand their roles and responsibilities with regards to safeguarding, promoting healthy lifestyles, personal care and personal safety.

Staff knew the correct child protection procedures to follow if they had concerns as they had undertaken relevant training and were aware of the policy and procedures. Detailed records had been kept of incidents, accidents, administering of medication and pre-existing injuries and relevant signatures had been obtained, although the time that parents had last administered medication had not been obtained for the medication records. In the main staff followed appropriate infection control procedures, although some aspects of the routine were not effective. For example, staff encouraged children who had returned from school to wash their hands as soon as they came in but then sent them to play for a period prior to them sitting down at the table to eat lunch. Staff also provided one shared bowl of fruit for dessert which provided opportunity for cross-infection as children scooped out the fruit with spoons that had already been in their mouths. On the whole however, healthy lifestyles were promoted by staff as they offered healthy, freshly prepared meals and ensured that children's dietary needs or requirements were met. Water was freely available to the children at all times so that they were able to remain hydrated. Staff also ensured that children had regular and extended periods of physical activity throughout the day. Regular safety messages were reinforced with children so that they were more aware of their surroundings and alert to potential hazards, such as sitting on chairs properly to ensure that they did not tip over.

On the whole, staff consistently and successfully implement the policies and procedures so that children are kept safe and healthy.

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

Staff listen to and respect children's views, opinions and requests and there is an ethos of open discussion. Staff are beginning to make their expectations clear so that children know how to behave.

Staff were caring in the way that they approached children; they spoke in calm voices, provided cuddles when needed and spoke to children at their eye level. Staff constantly

chatted to the children and interacted with them whilst they played which put children at ease and helped to extend their play. They also provided lots of opportunities for children to express their thoughts and feelings, such as during circle time and at the end of an activity. Staff encouraged children to talk and be sociable as they sat together to eat. They showed understanding of the service's policy for managing behaviour as they were consistent in their approach by using positive methods to encourage good behaviour. Staff provided lots of praise and encouragement for their efforts by saying, "*Well done,*" and "*good try,*" and providing other incentives such as the award of stickers. There were occasions when staff did not make their expectations clear about how children should behave, particularly during the lunch time routine; this would have helped to ensure that children develop an understanding of expected table etiquette.

Staff manage interactions appropriately.

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

Staff ensure that activity planning is flexible and takes account of the children's views so that there is a good balance between child-selected and adult led activities.

An evidence file had been collated to demonstrate what children had participated in over the course of the year. This, and the planning file, showed that staff planned to ensure that children benefitted from taking part in an extensive range of interesting and stimulating activities which aimed to cover all areas of learning. Whilst these activities were pre-planned, staff were flexible to take account of children's interests and wishes and their feedback had been regularly gathered to evaluate what they had done and help inform future planning. The range of activities ensured that children had many opportunities to develop skills and make good progress. For instance, language development was promoted through listening to stories about autumn, songs and rhymes, whilst exploring and investigating as part of Forest School sessions, through discussion of topics such as the weather, favourite colours, different cultures and festivals. Weekly baby sign language sessions were additionally held for the younger children. Parents we spoke to particularly emphasised how well their child's language had developed and how independent they had become. Staff had placed a great emphasis on helping to develop children's independence by explicitly encouraging children to do things for themselves such as putting on coats and shoes, serving themselves at meal times and pouring their own drinks. Staff had recorded children's progress using the Foundation Phase Profiles (FPP), although observations had not consistently been used to evidence when children achieved the outcomes and these did not always clearly show when or how targets had been met.

Staff promote children's play, learning and development well and successfully meet their needs.



### **3. Environment**

#### **Summary**

Leaders have recently undertaken a significant amount of renovation work to the premises for the children's benefit. The areas used by the children are safe, clean and well resourced with an extensive range of stimulating toys and equipment. Leaders have effective systems and procedures for ensuring that risk is identified and eliminated and the building is maintained to a high standard.

#### **Our findings**

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

Leaders ensure there are good systems in place to ensure regular maintenance and safety checks take place. Hazards are quickly identified and addressed and safety records are kept up to date.

The environment was clean, safe and secure as leaders ensured that staff performed cleaning duties and they were encouraged to bring to their attention any maintenance issues they had identified. The maintenance log showed that issues that had been identified had been quickly addressed by the leaders. A visitors' book was routinely used and the gate was monitored through a camera and intercom system to ensure no unauthorised access to the building. Managers also completed a daily risk assessment and recorded this action on a sheet so that any potential hazards were identified. Leaders had developed effective risk assessments for the premises which were clearly displayed for staff to be able to refer to. These were regularly updated and were working documents which were reviewed, according to need, as part of the managers' health and safety meetings. The service had been awarded a level 5 food hygiene rating which is the highest rating and is deemed to be 'very good'.

Leaders are efficient at ensuring that the premises are safe for children.

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

Leaders have created an indoor environment that is well decorated, child centred, warm and welcoming, with sufficient facilities that enhance the children's well-being. The outdoor space is given a high priority.

Most of the rooms had recently been renovated to a good standard. This included new flooring, plastering, some new bathroom fittings, additional furniture and redecoration. The former pre-school area was only being used as a space for the holiday club, so the pre-school aged children had been moved into the main building. The closer proximity of all the children and staff improved communication and enabled managers to supervise more effectively and provide better assistance, whilst the children had better access to the

outside area. However, the pre-school area, which was the busiest, only housed one toilet. This was discussed with managers who assured us that this was monitored during busier times and toilets in other areas were utilised when needed. Whilst some bathrooms had steps for the children to use when at the toilet or sink they were not readily available in all of them. Overall however, the different rooms were light, very well resourced and were stimulating spaces for children to play. Toys and resources were stored in a way that children could easily see what was available and could access them without needing help. Children also had areas in which they could relax, such as a dedicated cot room and reading/quiet cwtch spaces. The rooms on the ground floor had easy access to the garden and staff ensured that the children regularly went outside to play throughout the day.

Leaders effectively ensure that children are cared for in a safe, comfortable and stimulating environment.

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

Leaders ensure that all children have access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outdoors.

Each of the rooms was stocked with a very good range of age and stage appropriate toys and resources for the children to use. These encouraged different forms of play and learning, such as books, cause and effect toys, jigsaw puzzles, craft materials, dressing up clothes, construction toys, sensory toys, board games and mathematical resources. The walls and displays incorporated children's artwork to help promote a sense of belonging, provide stimulation and extend thinking about the topic that was being covered. Welsh language and vocabulary was promoted throughout the nursery through the wall displays, labelling and books on offer. The outdoor play space was very well resourced to encourage physical activity, exploration and experimentation. This included a 'wild natural area' for wildlife, a mud kitchen, willow hut, wheelbarrows, digging equipment, ride-on toys, slide and balls. A new 'boot room' had also been created so that children had space to prepare for their outdoor play by getting dressed in wellies and overalls.

Leaders successfully ensure that toys, resources and equipment are of good quality.

## **4. Leadership and Management**

### **Summary**

Leadership at this service is excellent because managers are committed to implementing ideas and initiatives in line with best practice and because they actively seek and act upon feedback from others. Strong partnerships have been forged with parents.

### **Our findings**

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

Leaders have a sound understanding of current best practice relevant to the children in their care and effectively promote this.

Leaders were running the service so that it was compliant with the regulations and which exceeded the national minimum standards in almost all areas. Since the last inspection, leaders have taken great efforts to embed child-led practice and to provide opportunities for children to become increasingly independent. Leaders made their expectations in relation to this clear to staff through regular meetings and supervision sessions. They have also provided training and support to ensure that staff have been able to deliver more of a child-centred approach in the way they care for children. On the whole, staff have embraced the changes and view this as a positive challenge as they have noticed the difference that this has made to the children's progress. Leaders have been proactive in ensuring that CIW is kept updated of changes and that the policies and procedures were a reflection of the service they provided. Public liability insurance was in place and record keeping was of a very good standard.

Leadership at this service is excellent.

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

Leaders and staff know their service well and promote a positive culture of continuous self-evaluation which is embedded in daily practice.

Leaders have ensured that reflection and evaluation has been embedded into daily practice. For example, staff were encouraged to ask children about their thoughts throughout the day and staff used their notes to inform the planning of activities. Children were consulted about new purchases and for their thoughts and opinions about what they had taken part in and what they had on the menu. Leaders had recently introduced other methods for gathering others' views, such as a suggestions box, Facebook and holding a parents' evening, as well as feedback questionnaires. Staff were fully involved in assessing their own performance during supervision meetings, when they are provided feedback from a line manager about observations and during the appraisal process. The service had completed the mandatory self assessments and had involved children, parents and staff in the process. Leaders were open to suggestions and recommendations; all of the recommendations made during the last inspection had been implemented. The service had

a clear set of priorities in relation to all four themes: well-being, care and development, environment and leadership and management.

Self-evaluation and planning for improvement is highly effective.

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

Leaders conduct supervision and appraisals which are meaningful. They identify training which is needed or which the practitioner wishes to undertake.

Leaders ensured that staffing ratios were maintained so that children were appropriately supervised. Since the last inspection, leaders had achieved a Pass Plus award in PPA Quality Assurance for the management systems in place. They have also successfully implemented observations of staff to assess their practice, ensure that they follow the nursery procedures and to identify any training needs. The range of courses and qualifications that the staff had undertaken evidenced that a high value is placed upon staff training and their professional development. Leaders also ensured that a good in-house training programme was in place, such as in the case of staff induction/promotion. Staff commented on how they felt that their training needs were very well supported. This had helped staff to be more reflective of their practice and provided a forum for open discussion about the leaders' expectations. Leaders undertook a meaningful appraisal which was clearly focused on staff performance. Additional funding opportunities had been explored; recently the leaders had secured a grant to purchase additional outdoor equipment and the children were asked what they wished to purchase with the money.

Staff and resources are managed purposefully.

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

The service keeps parents well informed about all aspects of its work.

Parents were provided with an information booklet to enable them to make an informed choice about using the service. Contracts, information forms and consents were in place and details about children's needs had been obtained. Children's medical and dietary needs had been shared with staff so that they were able to support them. A policies file was available for parents and staff to view which was kept in reception. Good relationships were evident between staff and parents and verbal feedback was seen to be appropriate. Daily diaries were completed for children under the age of two, although parents also had the option to continue with one, should they so wish. Leaders sent out a monthly newsletter to parents that detailed what the children had done and any important dates or messages. Facebook was also regularly used to keep parents updated. Parents' evening had been introduced, which had been well attended. This provided parents with the opportunity to view the children taking part in activities and interacting with the staff so that they had an appreciation of what their child experienced when at the nursery. A parent commented in a feedback form that, "*It was great to get detailed information on what X does and how X does it.*" All parents that we spoke to gave incredibly positive feedback about their experience of using the nursery.

Leaders have developed very good relationships with parents and carers.

## **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:

- staff record on the medication record when parents had administered the last dose of medicine;
- leaders should encourage staff to become *more* confident in making their expectations clear to children to help reinforce good table manners; and
- leaders should consider ways in which children with allergies and dietary requirements have similar opportunities to do things independently at meal times.

## 6. How we undertook this inspection

The inspection took place over five hours on 9 October 2018. This was an inspection as part of the planned schedule. Feedback of the inspection was provided to the persons in charge on a separate occasion.

- 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;
- we held conversations with parents 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 and provided inspection questionnaires;
- 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; and
- we performed a visual inspection of the rooms and areas used by the service.

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	Children's Day Care Full Day Care
Responsible Individual	Julie Halliday
Person in charge	Jayne Lewis
Registered maximum number of places	124
Age range of children	0 to 12 years
Opening hours	The nursery provision is open from 7am to 6pm, Monday to Friday. The holiday club operates during school holidays between 9am and 5pm, Monday to Friday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 July 2016
Dates of this inspection visit(s)	09 October 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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
<b>Additional Information:</b>	
Helen Williams is the person in charge on a part-time basis and in Jayne Lewis' absence.	