



# Childcare Inspection Report on

**The Osborne Children`s Nursery**

**Quantock Drive  
Chepstow Road  
Newport  
NP19 9DF**



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## **Description of the service**

Osborne Children's Nursery operates from a detached building in the grounds of Danygraig Nursing Home on the outskirts of Newport. The service has been registered since April 2002 to provide day care for a maximum of 31 children up to the age of 12 years. The service operates Monday to Friday, 7.30am to 6.00pm all year round. The Registered Providers (RP's) are Jane Welsher and Caroline Lawrence. They employ a Person in Charge' (PiC) to take responsibility for the day to day management of the service. The service is also registered with ESTYN to provide education for three to four year olds. The main language of the setting is English with use of incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Osborne Children's nursery is a well run service. Children are happy, settled and provided with good opportunities to develop independence. They are cared for by suitably qualified staff who know them well. The environment is warm, welcoming and well resourced. Paperwork is of a good standard and meets the requirements of the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards, although some minor adjustments have been recommended to some elements of record keeping and two policies. The leadership team is well established and offers consistency in the on-going development of the service. The RP's, PiC and staff team were fully engaged with the inspection process and were open and transparent throughout.

### **2. Improvements**

Recommendations from the last inspection have been implemented:

- Developmental records show that the developmental needs of all children are being met;
- independence is promoted during snack and meal times;
- risk assessments are detailed and regularly reviewed and
- a key worker system has been implemented.

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

There were no areas of non compliance identified during this inspection. Good practice recommendations in relation to leadership and management are referred to in the report and summarised at the end.

# **1. Well-being**

## **Summary**

Children enjoy their time at the service and have good opportunities to develop independence. They are happy, settled and have formed good bonds with staff. Children have plenty of opportunities to follow their own interests through free choice play and their ideas are gathered when planning activities.

## **Our findings**

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

Children are confident to express themselves because they know their voices are valued. We saw that children happily approached staff to ask for help or just to have a chat. We heard children at the art table talking about their ideas with a staff member and explaining what they were painting. They were very comfortable to talk because they knew they would be listened to. Children's views are gathered through questionnaires and their ideas for activities are sought at the beginning and end of every topic. We saw mind maps that had been completed and children's suggestions were reflected in planning and evaluations. This demonstrates that children are able to lead their own learning. We saw that there were plenty of opportunities for free choice play and children could access resources independently. During lunch and snack times, children were able to choose what they wanted to eat and drink.

Children at the service have a strong voice.

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

Children are valued and their achievements are celebrated. We saw that routines are well established. This helps children to develop a sense of security because they know what to expect. There are lovely wall displays of children's work and photographs. In all rooms the children's 'learning journey' is displayed. These show progression through a topic and capture the children's ideas and achievements. Older children were able to talk to us about the display and tell us about their favourite activities. We saw that children received lots of praise for their efforts and they responded very positively. For example, we saw two children take their junk model to the office to show the PiC what they had produced. They were confident to knock on the door because they knew that their achievement would be valued and they were thrilled when the PiC told them how proud she was of them.

Children know that they are valued and this helps them to feel safe and happy.

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

Children at the service interact well with staff and their peers. Older children are forming friendships and understand the expectations of behaviour. We saw children working co-operatively in groups and sharing resources. We observed two children engaged in a junk modelling activity. They worked very well together, chatting happily about what they should do next with one child sticking parts together whilst the other

child held on to the object. Younger children joined in with their favourite stories and action songs. They have formed positive attachments to the people who care for them. Meal and snack times are sociable occasions. Children sit together at tables with staff who join in and facilitate appropriate interactions.

Children interact well and are beginning to form friendships.

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

Children are motivated and enjoy their play and learning opportunities. We saw there were periods of uninterrupted play when children could follow their own interests. We also saw that there were a good range of planned, adult led activities that were appropriate for the age and developmental stages of the children. We observed children taking part in activities such as role play, construction, story time, reading and art and craft. Children were engaged for a suitable time and were motivated to complete their tasks. We saw one child making lovely use of recyclable materials such as different size boxes to make items such as a robot and spaceship. When another child joined them they were excited to explain what they were doing and role played with what they had made. We observed another younger child completing a matching activity. They persevered for a considerable time and were happy with the praise they received for their work.

Children are provided with activities that appeal to their interests, leading to good motivation and enjoyment.

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

Children develop well and are provided with opportunities to become independent. We saw records demonstrating that most children make good progress in line with their age and stage of development. During lunch time we saw that children ate with age appropriate cutlery and older children served their own food and poured their drinks. We observed children laying the tables, giving out the correct number of knives, forks and cups. We noted that younger children were developing appropriate self help skills, sympathetically supported by staff. Children used the toilets independently, when appropriate and washed their hands before eating and after toileting. Planning showed that activities were provided to support children's all round development and we were told that these were sometimes changed to capture children's interests and experiences. For example, activities were adapted for a child who had been swimming the evening before and was particularly enthused by it. In order to maintain the child's enthusiasm and appeal to their interest, skills were taught through water themed activities.

Activities support children's holistic development and they are developing a good level of independence.

## **2. Care and Development**

### **Summary**

Staff have good knowledge of child development and provide activities to meet individual needs. They are aware of key policies and these are consistently implemented. Staff understand the safeguarding process and are confident about how to report a concern. Safeguarding has a high priority within the service.

### **Our findings**

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

Staff understand how to keep children safe and healthy. All required training such as safeguarding, paediatric first aid and food hygiene is updated in a timely manner. Staff have also attended training on 'Prevent' which is a government initiative to help recognise signs of extremism and radicalisation. There is a safeguarding policy in place and we spoke to staff who confidently discussed the process with us. The policy did not contain information on the signs of abuse which would further support staff and we discussed this with the PiC and RP's. They agreed to add this information. We saw that routines such as hand washing were embedded. Tables were cleaned before and after food was served and staff wore aprons and hats when serving food. Children are served a healthy menu and take part in the 'Designed to Smile' initiative which encourages good dental hygiene. We saw that sleeping babies were closely monitored and toddlers are supervised by a member of staff who stays in the room when they sleep. We looked at medication records and found that these were appropriately recorded in line with the medication policy. Accidents and incidents are recorded and these were seen to be of the expected nature for the age and developmental stages of the children. We discussed the possibility of updating the method of filing for these records to enable them to be monitored for patterns and trends. The PiC and RP's agreed that this would be beneficial.

There are good systems in place to keep children safe and healthy. Some minor adjustments are needed to the safeguarding policy and filing system for accidents and incidents.

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

Interactions are well managed by staff. The service has a behaviour policy that promotes positive behaviour management and this is consistently implemented. We noted that the policy was lacking detail of how the service implemented strategies to deal with more challenging behaviour and the PiC and RP's agreed to update it with additional information. We heard lots of praise for positive behaviour. On the day of our visit behaviour was good and when reminders were needed they were given in a calm and sympathetic manner. We heard staff reminding children to share resources and when one child became slightly boisterous in the role play area a member of staff joined in with their play and reminded them to play calmly so they didn't hurt themselves. Staff praised children for their efforts and this gave the children great

pleasure. Children actively sought out staff to show them what they had done. We heard one child approach a member of staff and say *“Look, I’ve done it”*. The member of staff replied *“Yes you have, well done. You’ve done really well”*. Children were eager to please the staff and this led to a calm and happy atmosphere.

Staff manage interactions well but some additional information about managing more challenging behaviour should be included in the behaviour policy.

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

Staff have a good understanding of child development and meet children’s needs well. Children are cared for in a caring and nurturing atmosphere by staff who understand their individual needs. Activities are planned to appeal to the interests of the children and these follow the principles of the Foundation Phase. Detailed observations identify the children’s achievements and next steps in learning. Opportunities are provided for children to achieve their next steps during topic related activities. Key workers are responsible for carrying out observations and personal care. This means that they know the children very well and children are comfortable and secure in their care. We observed one child in the toddler room matching colours. This was recognised by a member of staff who took a photograph and praised the child for their achievement. Children’s progress is monitored closely and there are robust systems in place to identify children who may be in need of some additional support. Staff in the baby room use the Birth to Three Matters framework in order to track developmental stages and their progress is closely monitored. Cultural diversity is respected and promoted through the use of resources such as dolls, dressing up clothes and displays. Activities are planned for celebrations such as Chinese New Year, Diwali and Eid alongside Easter, St David’s day and Christmas. This helps to develop children’s understanding of different cultures. We heard lots of incidental Welsh being used throughout the visit and displays included Welsh words and phrases.

Children’s individual needs are met through well planned activities and robust systems for tracking progress.

### **3. Environment**

#### **Summary**

Children are cared for in a safe and secure environment. Rooms are bright and welcoming with lovely displays of children's work. Base rooms are generally clean, tidy and well resourced. However, we discussed the possibility of de-cluttering some areas of the pre-school room.

#### **Our findings**

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

Leaders ensure that the premises are safe and comply with the National Minimum Standards for Regulated Childcare. Staff are aware of their responsibilities in relation to the safety and welfare of children and adhere to the service policies. Entrance is gained through a locked door and visitors are required to sign in. We noted that identification was checked. We saw that staff had carried out visual risk assessments. On the day of our visit the weather had been poor and this had meant that the outside play area needed attention. We noted that children did not use this area until any hazards had been mitigated. Safety certificates for both electricity and gas were in date and the insurance certificates seen were also up to date. We noted that staff positioned themselves well throughout the setting. This helped to ensure that they could monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needed. We heard lots of communication between staff and they worked well together. This ensured that all areas of the service were suitably supervised and supported children to play and explore in a safe and engaging manner. Details of dealing with an emergency were visible throughout the building and procedures for fire evacuations are in place. Evacuation drills are carried out every two months. Details of these are recorded, although we discussed with the PiC and RP's the need to keep a record of children present for each drill in order to ensure that all children have opportunities to practice evacuation procedures.

Parents can be confident that children are cared for in a safe environment, although some additional detail is needed in records of evacuation drills.

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

Leaders ensure that children are cared for in a warm and welcoming environment. The rooms are generally well decorated and are bright and stimulating. There are lovely displays of photographs and children's work which shows children that their efforts are valued. There are some areas such as the toilets in the pre-school room and the dining room that are in need of redecoration and the pre-school room appeared somewhat cluttered due to the range of items stacked on shelves. We discussed this with the PiC and RP's and they agreed to consider alternative storage for some resources. The environment has a good number of areas that provide a wide range of



play and learning opportunities. The outside play space provides opportunities for children to explore and take risks as well as providing space for quiet activities such as reading. There is an area for children to make use of a good range of natural and reusable resources. This includes a mud kitchen, water play and various areas for planting. In the base rooms we saw that there was suitable furniture for the age of the children and resources could be accessed independently. Most resources were labelled with words and pictures making them accessible to children at different stages of development.

Children benefit from an environment that suits their needs. Consideration should be given to the storage of resources when not in use.

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

Resources and equipment are plentiful and of good quality. Equipment and toys are well maintained and clean. Staff we spoke to told us that they have daily rotas to ensure that resources are regularly cleaned. Resources are easily accessible and allow children to follow their interest and choices of activities. We saw a good range of natural and re-usable materials being used such as cardboard boxes and household items. Art and craft materials were readily available and we observed children using a range of media such as paint, chalk, crayons and junk modelling.

Resources are of good quality and suitable for the age and development of the children.

## **4. Leadership and Management**

### **Summary**

Leadership and management of the service is good. There are robust recruitment procedures in place and staff undertake a thorough induction process. There are clear roles and responsibilities for all staff and information is shared effectively. Staff and leaders are committed to the on-going improvement of the service and are open to good practice recommendations.

### **Our findings**

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

Leadership of the service is good. The PiC has been in place for a considerable time and is committed to providing a quality service. A comprehensive and up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. Leaders ensure that the service complies with the National Minimum Standards for Regulated Childcare. A good range of policies and procedures ensure that the service operates smoothly on a day to day basis. Staff are well qualified and leaders ensure that required training such as safeguarding, paediatric first aid and food hygiene is updated in a timely manner. The staff team works effectively and staff reported that they felt well supported and knew who to go to if they had concerns. The nursery is not able to provide an “Active Offer” of the Welsh language, although we heard lots of incidental Welsh being used throughout the service.

The service runs smoothly due to effective leadership and clear communication between leaders and staff.

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

There are good systems in place for the self evaluation and improvement of the service. The Self Assessment of Service Statement (SASS), which is a requirement of CIW, has been submitted. A comprehensive quality of care report has been produced and draws upon the views of children, parents and practitioners. Leaders ensure that good practice is highlighted and areas for development have been included in an action plan for improvement. Children’s views are gathered through activities such as circle time and these views are recorded and inform the self evaluation process. During the inspection we noted that staff and leaders were fully engaged with the process, open to suggestions of how to improve the service and willing to try different ways of working.

Self evaluation is effective and ensures that the service is subject to on-going improvement.

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

Management of staff and resources is effective. The recruitment process is robust and suitability checks are carried out prior to new staff commencing their role. We spoke to staff about the induction process and they were able to confidently discuss policies and procedures, demonstrating that this is a thorough process. We saw that staff files contained most of the required information. We noted that job descriptions were not recorded on file and this was discussed with the PiC. By the end of the inspection copies had been signed by staff and returned to the PiC. Registers and observations showed that staff to child ratios meet the national minimum standards and often exceed them. Termly staff meetings have a clear agenda and detailed minutes are shared with staff. Staff supervision meetings are held regularly. These allow staff to evaluate their own practice and agree areas for development. Staff are able to access on-line training through an HR company employed by the nursery and training is regularly monitored by the PiC.

There are robust systems in place to ensure that staff are well managed and supported.

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

The service has developed a very good range of partnerships. We saw that parents are kept well informed of their child's daily activities through conversations with staff and daily written records for younger children that include information about food, activities, toileting and sleep. We were told by the PiC that teachers from local schools visit the nursery to aid transition of children from nursery to school. Children regularly visit the neighbouring nursing home to spend time with the residents and we were told that this was a very successful partnership. We saw evidence of lots of fundraising for local charities and children also have links with an orphanage in Bethlehem, with whom they exchange letters. We were also told by the PiC about visits from the fire brigade, staff from the local Tesco who helped children to make fruit kebabs and an ice-cream van, when children paid for their own ice-creams. Photographs are regularly shared on a secure social media platform so that parents can see what their children have been taking part in.

Partnerships with parents and the community are very good. This enhances the opportunities available to children attending the service.

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

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

None

### **5.2 Recommendations for improvement**

- Review the filing system for accidents and incidents and monitor to identify patterns;
- include detail of children present in records of fire evacuation drills;
- consider updating the menu to include details of allergens;
- update the Behaviour Policy to include additional details on how to manage more challenging behaviour,
- update the Child Protection Policy to include signs of abuse and
- consider storage of resources not in use in the pre-school room and decoration of the toilet and messy play areas.

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

One inspector undertook an unannounced inspection visit as part of our normal schedule of inspections. Approximately eight hours was spent at the nursery. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the owners, PiC and staff;
- conversation with several children;
- discussion with a parent;
- visual inspection of both inside and outside play areas;
- consideration of information held by CSSIW such as the last inspection report;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

Feedback was provided to the RP's and PiC at the end of the inspection.

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
Registered Person	Jane Welsher Caroline Lawrence
Person in charge	Karen Smith
Registered maximum number of places	31
Age range of children	Birth – 5 years
Opening hours	Monday – Friday 7.30am – 6.00pm All year round
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 & 11 November 2015
Dates of this inspection visit(s)	30 July 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 people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	