



# Childcare Inspection Report on

**Sallywags Day Nursery - Denbigh**

**Sallywags Day Nursery  
Llwyn Isa Cottage  
Llanrhaeadr  
LL16 4NG**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date of Publication**

**27 June 2018 ~~Manually Insert Date~~**

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## **Description of the service**

'Sallywags' is a small day nursery, established 30 years ago. It is situated in the countryside near Denbigh and is registered to care for up to 12 children at any one time. The nursery operates Monday to Friday, from 8:00 a.m. to 5.30 p.m. The registered person is Anna Roberts who is also the person in charge. The service is working towards the Welsh Language 'Active Offer', which means children and parents are able to communicate with staff bilingually through the medium of Welsh or English without having to ask for this, however to date, not all documentation is available in Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children are content and enjoy their time at the service. They are confident to express their views and make decisions, conscious their choices will be respected. Staff know the children well and are responsive to each child's needs.

Leaders ensure children have access to safe and suitable indoor and outdoor spaces where they can play and explore. Policies and procedures are adhered to, reviewed and updated regularly. Leaders have good partnerships with parents and external agencies they work with in order to benefit and improve the service for children, staff, parents and carers.

### **2. Improvements**

The nursery has been decorated. Policies and procedures have been reviewed and essential resources replenished and replaced as part of the service's ongoing quality of care review. Staff and children's attendance is now recorded on registers kept in the person in charge daily diary following a recommendation at the previous inspection. The service has continued with its commitment to providing children with a healthy start in life and has attained a level 3 in the 'Healthy & Sustainable Pre Schools Initiative'.

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

We made recommendations in relation to the leadership and management of the service and having a person in charge present. The quality of care and development of the children and improving planned activities, and the environment, by ensuring walk ways are clear.

# **1. Well-being**

## **Summary**

Children are happy, settled and feel comfortable expressing their views. They have positive relationships with staff and have opportunities to learn independence skills and make choices. They experience plenty of outdoor activities and are encouraged to adopt healthy lifestyles.

## **Our findings**

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

Children are able to express themselves and feel comfortable when doing so.

Children expressed their views and opinions confidently and were eager to play. All attempts at communication with staff were valued and children were confident they would be listened to. Children were able to make choices about what they wanted to do. For example, activities were laid out on the floor in the playroom and children were able to move around freely and choose which they wanted to play with. One child felt comfortable enough to choose not to do his zip up on his coat before going outdoors, his wishes were respected and when he later changed his mind and asked for help, staff responded appropriately and with warmth. Children's preferences were also taken into account throughout the day, with activities they were known to enjoy being offered during free play. However some resources were stored on high shelving, children could point at what they wanted as they could see the pictures on the side of boxes, ideally all resources should be easily accessible to children. One child wanting to stay outdoors and continue with a chalking activity was encouraged to go indoors and participate in an activity with his friends, in some instances children would benefit from having a choice of playing indoors or outdoors.

Children have sufficient opportunities to express their views and make choices, more flexibility is needed to permit unrestricted access to the outdoors and resources indoors.

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

Children are happy, comfortable and confident.

We saw the nine children present, aged seven months to three years were happy and comfortable in their surroundings. Children played well and were familiar with the activities available, daily routines and had formed bonds of affection with staff. Children were able to seek help from the staff when they needed it. For example, children approached staff throughout the session to ask for help to fetch resources or for help with craft activities. Children were confident to approach us and talk about what they were doing and to discuss their paintings on the wall and charked creations on the floor outdoors. Children talked about their photographs displayed and child friendly 'characters' painted on the walls to make them feel at ease.

Children are settled, content and cope well with separation from their parents because of the positive child friendly environment created for them.

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

Children are beginning to form friendships and are becoming sensitive to the emotions of others.

For most of the time children were happy to take turns, share resources and enjoyed doing things together with their friends and those caring for them. We saw children during an outdoor play session, happy to take turns on bikes and on sit and ride toys. Staff were on hand to give a little extra support to those children needing help to resolve difficult situations. For example, when children had difficulty sharing resources they were promptly given additional toys. Additional toy buggies were brought out when children were seen to be sharing just one, and staff intervened and negotiated with children when a Fire Engine vehicle became a favoured toy.

Children cooperate well and enjoy each other's company, when situations become too demanding for them they seek help.

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

Children are able to take part in activities they enjoy.

Children were happy and interested in the majority of activities on offer. They were naturally motivated to explore the resources available in the playroom and outdoors and during adult led craft activities. Very young babies were brought out in buggies to watch their friends play, they enjoyed being in the fresh air and experienced some time on the floor crawling or using push along play items to help them walk around.

Children joined in with structured activities whilst seated in highchairs or at a table during morning and afternoon sessions. They were given a selection of cut out pictures to glue onto paper. Children's creativity was restricted at times due to them having limited resources which were managed by staff. However they did develop some skills for example using a glue spreader but not necessarily cutting skills had they been able to cut the items from a catalogue themselves.

Children are interested in the experiences provided for them, however they could be improved further. Pre school children are able to concentrate for an appropriate length of time.

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

### **1.5**

Children are able to participate in activities where they develop some skills and accomplish most things for themselves.

We saw children leading and directing their own play on bikes, on ride on toys and when pushing buggies. They were learning to become independent, for example a child needing help to get onto a bike was supported until confident enough to go alone. Children were asked to hang their own coats and bags in the allocated space at the beginning of the session and to get dressed appropriately when going outdoors or home. They were also encouraged to wash their hands before snack time and after using the toilet, and to pour their own drinks.

Parents commented positively in returned Care Inspectorate Wales (CIW) questionnaires on the progress of their children's independence skills. In particular they praised the ability of their children to eat and dress independently, both had been encouraged from a young age. However structured craft activities did not give the children enough opportunities to learn for themselves.

Children have opportunities to complete some tasks for themselves, however not all activities were planned appropriately to allow children to further develop or practice essential skills.

## **2. Care and Development**

### **Summary**

Staff encourage positive behaviour and ensure children have clear boundaries. They are aware of their responsibilities in keeping children safe and healthy and meeting their individual needs appropriately. More thought needs to be put into the planning of activities to ensure children's individual development is considered and activities are enhanced to provide good outcomes for children.

### **Our findings**

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

Staff have an understanding of their duties to keep children safe.

Staff were familiar with the service's safeguarding policy, which was comprehensive and had recently been updated. Documents we viewed showed they had received training on safeguarding children, and staff were able to tell us the correct procedures to follow if they had a concern about a child. The registered person is the child protection coordinator and had a wide knowledge and understanding of safeguarding evidenced by past experiences. Staff also had current Paediatric First Aid qualifications, meaning they were able to deal with emergencies and minor injuries. We saw a staff member competently assisting a child to use an inhaler and chamber. The child was positioned appropriately to get the full benefit of the medication. Accurate records had been completed in relation to administering the medication. Accidents and incidents were documented appropriately and forms signed by staff and parents. Visitors to the service and children's attendance had been recorded daily in a diary.

Staff followed appropriate procedures when changing nappies. We saw gloves used whilst changing nappies and being removed before children were dressed. Hand washing was encouraged and children used their own hand towels. Appropriate procedures were also followed when preparing snacks in order to control the spread of germs. We saw staff cleaned surfaces, washed their hands and used disposable gloves and aprons during snack preparation, some had up to date food hygiene training.

Staff ensured children were also given regular opportunities to lead healthy lifestyles by spending time playing outside, enabling them to be physically active and be in the fresh air. Children were given a healthy and nutritious homemade lunch of Cottage Pie, carrots, broccoli and mashed potato with a homemade yoghurt for dessert. Snacks of fruit and sandwiches with water and milk to drink and were provided.

Staff are aware of their duties and are keen to follow procedures effectively in order to keep children safe and healthy and to achieve Denbighshire's 'Healthy & Sustainable Pre School Award'.

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

Staff encourage children to behave appropriately and use good manners using positive behaviour management strategies.

Staff spoke to children with warmth and affection. We heard a staff member asking a child politely to 'get down from the fence' when he climbed up to see a horse galloping across a field. Staff also modelled positive behaviour and helped children to learn what was expected of them. For example, children had to tidy away the pretend play food before the 'Octons' and cotton reels were brought out, 'first we have to tidy up' was responded to appropriately and praise was given when this was completed. When a child wanted to help give a baby some water they were guided and helped whilst being reminded to be careful. Staff also encouraged children to play with them when they saw they were not engaged in an activity with others.

We saw plenty of lovely interactions between the children which were consistently met with praise from the staff. A child was encouraged to ride across the patio, using their feet to push themselves along on a sit and ride toy, and was greeted with a 'high five' when they succeeded. The same child was praised when they walked across the patio using a toy buggy to aid their walking. Good manners were also encouraged with a few gentle prompts and praise given when children said 'Please' or 'thank you'.

Staff have positive relationships with the children and model good behaviour and kind interactions.

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

Staff are aware of how to support and respond to children's individual needs.

Staff were on hand to answer questions that enabled children to develop their skills and understanding during play activities. This was carried out in a relaxed manner that the children were comfortable with. The questions were aimed at the children's level of understanding and children whose first language was not Welsh were offered additional support with their Welsh.

Staff knew the children well and recognised their individual needs. However, when playing outdoors staff did not consider what resources would be needed to enhance the children's learning further, for example no dolls were provided and children throughout the play session pushed empty buggies around. Staff did recognise which children would require more support to concentrate on activities such as painting and chalking and provided it accordingly. Staff also reassured children and explained things to them very well, for example a child who was concerned about something being stuck in the bodywork of his bike was offered support in getting it out. Staff used tweezers and used extensive language



to describe to the child what they were doing, suggesting that the object was 'disintegrating' whilst the tweezers were being used.

We recommended that children were able to access the outdoors at all times, having three members of staff caring for the children should facilitate this.

Staff meet the needs of the children they care for appropriately but improvements in planning would maximise the opportunities for learning.

### **3. Environment**

#### **Summary**

Leaders ensure children are cared for in a safe environment and risks are minimised where possible. The service is located rurally and is surrounded by fields of livestock and woodlands. Nearby riding facilities provide further opportunities for outdoor experiences and observations. Resources are of good quality and all areas are welcoming and interesting to children. Leaders ensure resources and equipment is suitable and age appropriate.

#### **Our findings**

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

Leaders are consistent in their approach to ensuring the safety of the environment.

The doors to the premises were kept locked and we were asked to show our identification on arrival at the premises. This prevented unauthorised access, ensuring the children were safe. Leaders had identified hazards within the premises and these were included in comprehensive written risk assessments. For example daily checks of all areas were also completed by staff before children arrived on the premises. Throughout the day we saw leaders had ensured child safety by using five point harnesses in highchairs and buggies, door stops, safety gates and fireguards where needed. The environment was clean and had recently been redecorated.

Records showed fire drills had been completed when new staff recently started at the service, but records showed they are usually arranged for every other month. We recommended that the entrance and access to the playroom through the dining area were kept clear so as not to obstruct persons leaving the premises in the event of an emergency. This was because buggies used for sleeping were left in the entrance hall when we arrived for our first visit, they were stored away after we arrived and highchairs were in use in the dining room. External auditors had been used to check all fire safety equipment and records in October 2017.

Leaders ensure the premises are secure and children are cared for in a safe environment.

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

Storage could be improved, however leaders ensure the indoor and outdoor environments are secure and welcoming.

Leaders had made good use of the indoor space by having a play room where young children could play safely and a messy play/ table top activities room which was also used for mealtimes. The playroom was not laid out into learning areas, but left as a free space in which children could play with toys they had chosen. The play room was bright, colourful and welcoming with photographs and painted 'Winnie the Pooh' scenes on the walls appropriate for the age of the children.

Learning and play resources were stored and labelled with pictures on high shelving, in storage units and in an under stairs cupboard. Buggies were stored for short periods in the entrance hall which was not ideal. Improved storage would enable staff and children to move around more freely without the risk of being hurt.

The walls were colourful with educational posters and pictures on display, for example a weather chart, letters and numbers were displayed in the messy play area. There were also plenty of samples of the children's work, both in the playroom and in the entrance lobby, giving children a sense of belonging. The outdoor area offered space to ride on bikes, run around and engage in activities set up for them. Good use was made of the local environment; this was evidenced in photographs we saw.

Leaders ensure children's learning is enhanced within a child centred environment which is comfortable and welcoming.

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

Leaders ensure resources and equipment are suitable for the children's needs and enhance their learning and development.

Leaders provide children with toys which are in good condition and are suited to the children's ages and stages of development. We found resources were clean and in good repair. Suitable resources and equipment were available to aid children's independence, such as steps and seats to aid with potty training. A dining table and five highchairs were used at lunchtime. At sleep times children used their own bedding and slept on mattresses or in buggies.

Leaders ensure children have access to a wide range of good quality resources.

## **4. Leadership and Management**

### **Summary**

Leaders are keen to ensure staff are aware of their responsibilities. Good relationships have been formed with parents and information is shared effectively. However, leaders were unable to provide sufficient evidence they consider parents, staff and children's views when reflecting on the quality of service provided or how they plan for improvements. This has been the practice in the past but recent staff changes have allowed leaders time to reflect and they intend to evaluate the service fully within the next six months, giving new staff time to settle in.

### **Our findings**

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

Leaders ensure policies are in place and that the aims and objectives of the service are clear to all staff and parents/carers. The service they provide is meeting the expectations of those who use it.

Documentation was examined and found to be comprehensive and appropriate to the service. Parents confirmed in their CIW questionnaires that they had been provided with the documentation they required policies and procedures and all strongly agreed that the service is well run. A staff member new to the service confirmed policies and procedures had been fully discussed and children's individual needs such as lactose intolerances and asthma, soon after they started to work at the service.

We heard staff speaking Welsh throughout the day, also offering support in English to children who were unable to understand Welsh. Leaders and staff were all committed to providing the 'Active Offer' and to promoting the use of the Welsh language. Policies were comprehensive and contained lots of information enabling staff to understand their responsibilities and correct procedures to follow. These had been recently updated.

We recommended a relief person in charge is appointed to cover for absences of the registered person/person in charge, when this process is completed the statement of purpose for the service will be required to be updated and a copy forwarded to CIW.

Public Liability Insurance was in place and the certificate displayed prominently at the service.

Leaders are keen to ensure the policies and procedures are adhered and to promote the use of the Welsh language.

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

Leaders have in the past reviewed the quality of care offered at the service by gathering and reflecting on feedback from parents, staff and children.

The person in charge who is also the registered person told us they regularly sought feedback about the service from parents and staff both verbally and by means of questionnaires sent out annually. Due to recent staff changes this process has not yet been completed for this year. The registered person intends to complete CIW's Self Assessment of Service Statement within the next six months and analyse those questionnaires already received back. Care Inspectorate Wales (CIW) questionnaires evidenced that parents strongly agreed or agreed with statements about the quality of the service, recommended the service, used the service for siblings and are confident that their children will be happy, will develop and grow.

Leaders display the complaints policy on the noticeboard at the entrance and welcome feedback and opportunities to make improvements when highlighted. No concerns had been noted in the complaints log and no negative feedback received as part of the quality of care review at this service last year.

Leaders have procedures in place to reflect on practices and review the quality of care provided.

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

Leaders are keen to ensure staff are well trained and supported to carry out their roles effectively.

Leaders ensure there are always three staff members caring for up to 12 children each day; this includes the registered person/person in charge. Relief staff and emergency staff are available to be called in at short notice. A relief staff member and a student have recently been appointed at the service. Only the registered person and one other staff member have been at the service for more than 12 months. Staff files were complete and we viewed evidence of previous annual appraisals. Robust recruitment processes have been followed and where unqualified staff have been taken on, the registered person assured us that these persons were well known to her, both suitable, had proven that they could interact appropriately with children and were keen to learn and enrol on suitable courses to obtain a qualification.

Leaders follow a robust recruitment process to enable them to ensure the appropriateness of potential staff to work with children.

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

Leaders ensure positive partnerships exist between staff and parents, carers and local support agencies.

Leaders share information with parents, carers, Denbighshire Family Information Service and agencies they work with to improve the quality of care at the service, for example the

service has achieved a level 3 Award for 'The Healthy & Sustainable Pre Schools Initiative' and has worked in close partnership with this support network.

We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had positive relationships with parents and shared information verbally at the end of each session. Information about the staff who worked at the service, such as their name and qualifications were also displayed in the entrance so new parents were able to learn about the people who would be taking care of their children. Copies of the service's policies were also kept in the entrance so parents could access them easily, as well as samples of the children's work, which were displayed proudly on the walls for their parents to see. Most children have a home/nursery diary, those parents wanting to continue with these lines of communication should inform the registered person, this is in response to a comment made in a CIW questionnaire.

Four parents returning CIW questionnaires to us were extremely supportive of the service making comments such as 'we can't put a price on the quality of care provided', 'it's a fantastic nursery' and children develop skills early' 'siblings have attended and I would recommend the nursery to others'. Parents also appreciated the homemade meals and added that their children enjoy taking in vegetables grown at home and eating those they grow in the nursery grounds.

Leaders ensure they work closely with parents and information is shared effectively.

## **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:

- the registered person nominates a relief person in charge for the service to manage the nursery in the absence of the registered person and current person in charge, and amends the statement of purpose to reflect this change;
- the entrance hall and access to the playroom through the dining area should be a clear walkway at all times, to enable staff and children to leave safely in an emergency;
- staff record and evaluate children's development and use this information to plan appropriate activities, and
- children having play resources made available to them to fully benefit from their learning opportunities, for example children having direct access to dolls to put in buggies, and resources such as cooking utensils in the play kitchen area, and being able to play outdoors when they want to would give children freedom of choice and improve their well being.

## 6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on the 12 April 2018 between the hours of 10:00 a.m. and 12:05p.m. and 16 April 2018 between 9:30am and 4.55p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge/registered person and parents collecting children on the day:
- we examined returned CIW questionnaires from staff and parents;
- we looked at the areas used by children and resources on the day of our inspection, and
- we gave detailed feedback to the registered person.

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	Anna Roberts
Person in charge	Anna Roberts
Registered maximum number of places	12
Age range of children	Birth – 12 years
Opening hours	Monday to Friday 8:00a.m – 5:30p.m.
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	3 March 2016
Dates of this inspection visit	12 April & 16 April 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?	No, however it is working towards achieving this
Additional Information:	

No noncompliance records found in Open status.