



# Childcare Inspection Report on

**Little People`s Nursery**

**Ivy House  
High Street  
Northop  
CH7 6BQ**



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## **Description of the service**

Little People's Day Nursery is located in Northop. The registered person is Jeanette Burke and the person in charge and responsible for the day to day running of the service is Faye Davies. Care is provided from 7:45 to 17:30, Monday to Friday, closing for bank holidays and Christmas. Places are available for children aged up to 5 years with funded places offered for children aged three as part of the Welsh Governments Early Entitlement scheme. The service is also inspected by Estyn and is registered to care for 20 children.

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

## **Summary of our findings**

### **1. Overall assessment**

Children's well being is at the heart of the service. They are provided with a range of age appropriate resources and activities that support them to learn and develop their skills. Staff are knowledgeable about the children and their development. They provide suitable opportunities and activities which help children to learn through their play. The environment is welcoming and child centred. All areas are checked so they are safe and resources and equipment is of a good quality. Leaders manage the service well and have positive partnerships with parents.

### **2. Improvements**

Since the last inspection the service has;

- Renovated the outdoor area, which has made it a more inspiring and welcoming space for children to play and learn. This includes laying artificial grass and purchasing a range of new resources, such as a mud kitchen and fixed play equipment;
- revised and swapped the rooms used by toddlers and pre school children. This has provided more space and availability of the foundation phase areas of learning and allowed them to be available all the time, and
- updated their statement of purpose to ensure it contains all the required information and meets regulations.

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

We made recommendations relating to snack time routines in toddlers and Pre School, how staff are recorded on registers and the organisation of children in the baby room during meal times.

# **1. Well-being**

## **Summary**

Children have a voice and can express themselves. They feel safe and happy with consistent staff that they have formed positive relationships with. Children interact very well and learn to be well mannered and polite. They enjoy their play opportunities and are provided with a range of experiences and activities which extend their knowledge and learning.

## **Our findings**

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

Children are confident to express their needs and know they will be considered.

Children were able to express themselves, knowing they would be listened to. Younger children who used non verbal cues to communicate were understood and their needs considered. Young babies were seen signalling and pointing when they wanted a particular toy, which staff responded to. Children were able to have their needs met as routines did not take preference. For example, a child was really tired during lunch time. They were put to bed and their pudding was kept for them for when they woke up. Children were able to move around the service and freely chose what, where and who they wanted to play with. They were asked where they would like to play but could change to another activity if they wished.

Children have choices and make decisions about what activities they take part in.

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

Children are valued, helping them feel settled and relaxed.

Children were settled and relaxed amongst the other children and staff who they were familiar with. A child who was having a settling in session soon joined in with the activities, enjoying the short time they were there. Children were aware of the expectations and routines in place. Children of all ages helped to tidy the toys away when they had finished and knew they had to wash their hands and sit at the table for snack and lunch. This structure helped them feel safe and happy. Children felt valued as staff knew them and their families well, allowing them to talk about things that were close to them. Their work was also celebrated and displayed throughout the service, giving them a sense of belonging.

Children feel happy and safe with children and staff they have formed positive relationships with.

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

Children positively interact as they know what is expected of them.

Children were well behaved and they were positively interacting with each other. They were confident to talk to us and invite us into their play activities. When the children were all outside it was evident that the older children were aware of the needs of the younger ones. They ensured they were careful when playing and running around but this did not stop their enjoyment of their chosen activity. Children respected the toys, using them appropriately and returning them when they had finished. They were polite, saying please and thank you with only a few reminders from staff. For example, a child was attempting to put away the wooden blocks but was having trouble fitting them in the box. They asked a staff member "can you help me please?"

Children interact well and learn to be well mannered and polite.

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

Children have fun taking part in the activities available.

Children were enjoying the activities available to them. They could follow their interests as they had a free choice in what they took part in. Children chose where they wanted to play and could move if they wished but we saw that children focused on the activity and played for an appropriate amount of time for their age and stage of development. Children had opportunities to play alone, with others or to take part in an adult led activity. Outside, children were completing an obstacle course set up by staff. They were having great fun jumping, crawling and climbing to complete the course and also cheering on their friends when they were having a go.

Children enjoy their play and learn through the opportunities available to them.

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

Children have opportunities to develop their independence.

Children were confident to access the resources and facilities independently when it was appropriate to do so. They knew where facilities, including the toilets were and they were encouraged and supported to use them independently. Younger children were given the resources, time and support required to attempt to feed themselves. Children could develop and learn as they were provided with a range of suitable activities and resources that were appropriate for their age. For example, babies had opportunities to play with musical instruments to develop their senses. Older children were learning about heavier and lighter objects and had lots of opportunities to develop their knowledge through the activities planned.

Children develop a range of skills well through the opportunities, activities and experiences they have.

## **2. Care and Development**

### **Summary**

Staff implement the policies and procedures in place which ensure children are kept safe and healthy. They promote positive interactions and are consistent in their behaviour management. Staff have effective procedures in place which support them in planning activities and opportunities for children to develop and learn through play and adult led activities.

### **Our findings**

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

Staff are fully aware of their roles and responsibilities to keep children safe and healthy.

Staff were aware of the procedures to follow should they have concerns about a child's well being. There was a flow chart on the process that should be followed displayed in each room. This could be referred to if staff identified any safeguarding issues. Staff kept registers of children in attendance and they conducted regular fire drills to ensure all children and staff were aware of what to do should they have to evacuate the premises.

Staff ensured children were provided with healthy snacks and meals. The service was part of the Tiny Tums initiative and their menus showed nutritious food choices were offered to the children. We saw children enjoying crackers and fruit for snack and pasta with home grown courgettes for their lunch. Staff made sure children had access to water throughout the day to keep them hydrated. The children's individual cups were accessible in the rooms and drinks of water were also taken outside when the children were playing. Staff planned regular and frequent opportunities for the children to be active and get fresh air through accessing the newly refurbished outside space.

Staff are effective in keeping children safe and healthy, providing nutritious food and regular opportunities to be active and get fresh air.

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

Staff are consistent in their behaviour management.

Staff were positive role models for the children. They communicated effectively with the children and were involved in their play when it was appropriate to do so. Staff sat with the children having conversations about what they were doing, their families and other things of interest to them. Staff used positive praise to support and encourage good behaviour and any unwanted incidents were dealt with appropriately and consistently. For example, we observed a child being a little bit rough with another child. Staff explained to the child that they had hurt the other child and that they should apologise, which the child did. They also gave the child a cuddle. It was clear they understood what they had done wrong. Staff supervised the children effectively but we noted during lunch time that staff did not have a direct view of all children in the baby room. We discussed this with the person in charge and recommended that staff rearrange the seating arrangements so they have sight of all the children when they are eating. This will help ensure no incidents go unseen as we saw

children sharing food and trying to feed each other when staff were feeding other babies in highchairs.

Staff effectively manage interactions and are positive role models for the children.

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

Staff plan appropriate activities to support children's learning.

Staff got to know the children well which helped them plan suitable opportunities for the children and consequently supported their learning and development. Staff completed regular observations of the children and these were then recorded in individual tracking files. Next steps were identified and we saw these were considered during planning. For example, it had been identified that a child needed practice throwing and catching. This was seen in their file and in the planning. When the children went outside we saw staff were practicing throwing and catching a ball, making it enjoyable and involving other children that wanted to join in. This demonstrated staff were aware of how to develop children's skills and ensured effective and fun opportunities were provided for them to do so. Staff extended children's learning when they were taking part in play activities. Staff sat with the children encouraging them to count, identify colours, using Welsh and English. Staff had effective routines in place which kept children involved and active but we noted that the procedure during snack time sometimes led to children waiting a long time for their food. We recommended this be reviewed to ensure children do not lose interest.

Staff plan well and use observations and tracking of individual children to provide effective play opportunities which support children's development.

### **3. Environment**

#### **Summary**

Leaders provide a safe environment that is welcoming and child centred. Regular checks and assessments completed on the areas used by the children ensure risks are identified. Leaders use the space effectively and ensure all areas are utilised and well maintained. Outdoors is inviting and children enjoy the space and facilities available. Resources and equipment is suitable for the ages of the children and is of a good quality.

#### **Our findings**

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

Leaders provide a safe environment.

Leaders conducted risk assessments on all areas used by the children and on the places visited on trips. Policies and procedures were implemented and embedded in practice. Each room had daily or weekly checks to complete which ensured the environment remained safe. These were seen dated and signed when they had been completed. A register of all children and staff was kept and all visitors were required to sign in and out. This helped ensure everyone could be accounted for in an emergency. Access to the premises was secure and the outdoor area was surrounded by fencing and a locked gate, ensuring there was no unauthorised access and children could not leave the premises unsupervised.

Leaders are effective in providing a safe environment as checks are completed on all areas to ensure all risks are identified and wherever possible eliminated.

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

Leaders provide a warm and welcoming environment.

The atmosphere was welcoming, relaxed and child centred. The colours used to decorate the premises were soft and provided a calm, homely feel. The service was well maintained throughout and the improvements to the outdoor area benefitted the children as it enhanced their play and learning opportunities. Artificial grass had been laid. There was fixed play equipment including a climbing frame and slide and other new resources such as a mud kitchen. These made the facility inspiring and a space where children enjoyed playing. Suitable facilities were available with nappy changing areas and toilets accessible to the staff and children. Leaders had reviewed the rooms used by toddlers and pre school and decided to swap them. This was a positive change as children now had more space and resources relating to the foundation phase and areas of learning were now available all the time rather than being rotated due to lack of space.

Leaders make sure they provide a suitable environment where children feel relaxed and are inspired to play and learn.



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

Leaders provide suitable resources and equipment.

Leaders regularly reviewed the resources available. There were suitable toys for the ages and stages of development of the children in each room. Babies had access to sensory toys such as musical instruments, while the Pre School and toddlers had access to resources which followed the foundation phase. These included sand, water, paint and play dough. Equipment, including tables, chairs, highchairs and storage, were of a suitable height to allow children to be independent. The resources we saw were all well maintained and stored effectively in labelled drawers. The outdoor resources were stored in a shed which helped to keep them clean.

Leaders are effective in providing good quality and age appropriate resources and equipment.

## **4. Leadership and Management**

### **Summary**

Leaders are effective in their management of the service ensuring they collect views of others and consider these when completing their self evaluation of the service. Leaders manage staff well ensuring they receive regular supervisions and appraisals where any training needs are identified. Positive partnerships are formed with parents to ensure they are kept well informed and the local community is used to enhance the learning experiences of the children.

### **Our findings**

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

Leaders ensure policies and procedures are relevant and updated.

Leaders had a good understanding of the service they provided and this was shared with parents through the statement of purpose. This had been updated and now included all the relevant and required information parents needed to make an informed decision about the care their child received. Leaders had implemented effective policies and procedures which were reviewed regularly and updated when required. Leaders welcomed advice from outside agencies including us and the early entitlement team. For example, the early entitlement team had recommended the swapping of rooms for toddlers and Pre School. Leaders had listened to this and the improvements made had benefitted the children.

Leaders are effective in managing the service ensuring regulations are met and they have considered advice from outside agencies.

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

Leaders regularly review the service and care they offer.

Leaders had completed the quality of care report as part of the self assessment of service data required by us. It showed that leaders had collected views of parents, children and staff and that these were considered when improvements had been planned. For example, a parent had commented that they would like to receive some information via email, which was now possible if parents requested. Leaders had continued to collect views and new questionnaires had been sent out and the replies were being collated to form part of the most recent self evaluation process.

Leaders are effective in their self evaluation of the service and they ensure views of children, staff and parents are collected and considered.

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

Leaders ensure staff are suitable to work with and care for children.

Leaders had developed an effective and committed team of staff who worked well together and understood their roles and responsibilities. The majority of staff had worked at the service for a relatively long time which evidenced they enjoyed working there. Inspection of staff files showed there was a robust recruitment process in place. New staff had all the required checks completed before commencing work and all staff had the relevant qualifications and experience which made them suitable to work with children. There was an effective induction process in place which ensured staff understood the policies and procedures and were familiar with the routines and environment. All staff received regular supervision and the results from this formed individual personal development plans. Alongside the supervisions were yearly appraisals which together ensured staff were kept informed and training needs were identified. Staff registers were kept but we recommended they referenced which staff were present in which rooms.

Leaders manage staff well, conducting regular supervisions and appraisals to ensure they are providing suitable care.

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

Leaders ensure parents are kept well informed.

Leaders made sure parents were kept informed about their child's experiences and development. Daily diaries were sent home which helped communication between parents and staff and ensured information was shared. There was a notice board where important information and dates were displayed. Leaders also arranged parents evenings twice a year or termly for Early Entitlement children. This was an opportunity for parents to be informed about their child's progress and look at some of the work their child had completed.

Leaders used the local community to help enhance the experiences for the children. Staff took children on walks around the local area and sometimes visited the local park. Visitors were also invited in to talk to the children. These included the local police, a vet, hairdresser and a parent who taught some of the children basic French.

Leaders form effective partnerships that ensure parents are kept informed and children's experiences are enhanced.

## **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;

- To record staff on attendance registers so that it is obvious which staff are working in which room and with which age group. This will allow it to be referred to in the future if needed;
- have a quicker and smoother routine for snack time in pre school and toddlers. This would ensure children are not waiting for a long time, and
- review the seating arrangements in the baby room during lunch times. This would ensure staff have a clear view of all the children.

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

This was an unannounced inspection undertaken as part of our schedule of inspections. One inspector visited the service on 28 August 2018 from 8:50 to 13:25.

We:

- Inspected a sample of documents including children's registers, policies and procedures, fire drills, risk assessments and the statement of purpose;
- we observed the children and the care they received. We used our Short Observational Framework for Inspection (SOFI2) tool to capture evidence of children's engagement and the care provided by staff;
- spoke to children, the person in charge and staff;
- gave feedback to the person in charge as the registered person was unavailable.

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

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

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Jeanette Burke
Person in charge	Faye Davies
Registered maximum number of places	20
Age range of children	0 – 5 years
Opening hours	Monday – Friday 7:45 – 17:30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 October 2016
Dates of this inspection visit(s)	28 August 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 and 'Active Offer' of the Welsh language. 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:	