



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Castle Day Nursery

**Tremafon
Gwindy Street
Rhuddlan
LL18 2US**



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Description of the service

Castle Day Nursery is registered to care for up to 59 children from 0-12 years. The registered person is Rachel Roberts and she is also the person in charge. She offers a flexible service from a converted house in the village of Rhuddlan. The hours of operation are Monday – Friday 7.00-18.00 excluding bank holidays. The service is provided through the medium of English with simple Welsh words and phrases used with the children.

Summary of our findings

1. Overall assessment

Children are settled and their needs are at the centre of the service. Children are happy and busy. They enjoy outdoor play and are provided with a variety of activities. They are cared for well and enjoy their time with practitioners. The practitioners are experienced, enjoy their work and are motivated to provide effective child care. Many practitioners have worked in the service for over 15 years. Practitioner interactions nurture children's independence in a supportive and caring way which gives them a secure foundation for their learning and development. We found all playrooms within the service to be clean, well organised, bright and colourful. The environment is safe, spacious and well maintained. Children are regularly taken on walks in the surrounding area and to play in the park.

2. Improvements

New toys and equipment have been purchased so children enjoy a good variety of learning experiences. Break and lunch time attendance is now clearer with practitioners signing in and out of the rooms and when on school runs. Incident sheets now have parents' signature added with date. The medication sheet has been amended, with side effects included. Common side effects from medication have been displayed in each room. The children's development record chart has been amended with date box so it is clearer to fill in and acts as a prompt for practitioners. The after school now has the same daily record chart as the other rooms. Weekly planning has had a box added so the skills for the activity can be easily identified.

3. Requirements and recommendations

No recommendations were made.

1. Well-being

Summary

Children's well-being is enhanced because they are listened to, well settled, secure and valued. They interact well and enjoy the experiences and activities provided. They are developing well and becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children speak and express themselves confidently and communicate their needs.

We found children confident to make choices, approach practitioners for help and happy to chat to us about their play and time at the service. Children make appropriate choices and those present had plenty to play with in all playrooms including books, construction toys, small world, physical play and dancing. The children expressed their wishes and were listened to. The youngest children were offered choices from toys set out and the babies opened lids and helped themselves to books. We saw all children were consulted and had good opportunities to choose and develop their play

Children make good use of their choices.

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

Children feel safe and happy and know their feelings and wishes are important.

The children showed they were familiar with the routine of the service giving them a sense of security and they were content and settled. Children displayed positive bonds of affection with their friends and the practitioners and were happy and relaxed when playing and enjoying their meal. They were happy to play or put coats on ready to go out. The children had developed an obvious bond with the practitioners and approached them frequently and they were given cuddles appropriately when they needed extra reassurance.

Children feel safe and are happy receiving a service which values and promotes them as individuals.

1.3 How well do children interact?

Children interact and co-operate well with each other and adults.

The children co operated well with the practitioners, for example they listened carefully to instructions. All children were considerate and shared toys willingly, for example older children shared soft play equipment and worked together well.

Children experience very positive interactions with each other and the practitioners.

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

Children are fully engaged and interested in their play.

The children present sustained an interest for appropriate amounts of time. We observed a child playing happily for a considerable period, and chatting as they engaged in pretend play with toy animals. Another child was dancing and singing with support from the practitioners.

Children enthusiastically enjoy their play and learning experiences.

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

Children have a good variety of experiences which promote their all-round development.

We observed the younger children present developing physical co-ordination skills as they were learning to feed themselves. The children practised their linguistic skills as they played with toy animals and older children were creative with various items such as painting with their feet. Children could put their coats on and go to the toilet independently according to their stage of development.

Children are developing well as a result of having a choice of interesting activities.

2. Care and Development

Summary

The experienced practitioners provide quality child care for young children. They keep children healthy and safe and manage behaviour positively. They promote children's development through providing a wide range of play, outings and socialising opportunities. Practitioners meet their individual needs as they know the children and their families well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The practitioners implement policies and procedures which have children's well-being, health and safety at their centre.

There was an appropriate child protection policy in place and the practitioners were clear about their responsibilities if there was a concern about a child and the contact numbers for the relevant agencies were readily available. The practitioners knew about healthy eating principles and provided nutritious meals, snacks and drinks as observation and the daily diary sheets evidenced. Injuries had been dealt with properly as accidents were recorded appropriately and parents had signed entries. The practitioners had current First Aid certificates. Fire drills had been practiced and recorded regularly and discussions showed that the processes followed were satisfactory. This evidenced that the practitioners could safely evacuate the children in an emergency.

The practitioners efficiently keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The practitioners use positive behaviour management strategies to manage interactions.

The practitioners managed interactions using positive strategies such as praise and distraction according to the policy in place. The children followed simple instructions well and understood explanations as the practitioners were good role models in showing patience and respect and as a result no unwanted behaviour was observed.

The practitioners manage interactions effectively.

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

The practitioners provide a range of activities to promote children's development. They know the children in their care very well and meet their needs.

The experienced practitioners provided a range of suitable toys and activities and we saw the children were also learning social skills as they were taken on outings to the village and the local park almost every day. Children go to the local library to select books to take back which encourages the love of books. The children were learning spatial concepts through playing with jigsaws. The practitioners knew about the children's needs as there was information from the parents in the registration forms and the practitioners also knew the

child's sleep pattern and met those needs. Practitioners used simple Welsh words and phrases occasionally to promote the language.

The practitioners meet children's needs effectively and promote their play, learning and development well.

3. Environment

Summary

Leaders ensure all areas of the premises are safe and well maintained. The environment is suitable and well equipped for caring for children. There is a wide range of toys and games for children to enjoy which are in good condition and of good quality

Our findings

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

We found the premises are safe and records show leaders regularly check and put measures in place to ensure safety.

The premises were secure with the main entrance locked and a record of visitors kept. Records showed fire drills take place regularly and written risk assessments have been recently reviewed which demonstrate the practitioners are aware of the risks and how to manage them. The premises were clean and we were informed practitioners had individual roles and responsibilities. Leaders ensured resources were clean and washed as appropriate. The outdoor play area was secure.

Leaders keep the premises safe and secure.

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

Leaders ensure there is sufficient space and facilities to meet children's needs.

The leaders ensured the environment was very suitable and provided children with homely child care. The leaders and practitioners made good use of the areas for playing, eating and sleeping. There were suitable toilets throughout the premises for the children to use. The outdoor area at the rear of the house had been renovated and was highly suitable for all the ages of children to play together. Practitioners took children to the local park regularly and to other local facilities to extend their knowledge of the local area and provide different learning environments.

Leaders effectively ensure the suitability of the environment.

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

Leaders provide children with quality toys and equipment.

Leaders ensured there were enough toys and games to keep the children happy and busy. All resources were clean and in good working order. For example, there were plenty of baby, toddler and pre-school toys for the children to easily access themselves and it was lovely to see even the youngest babies helping themselves to books. Leaders ensured toys and games were interesting for children. Practitioners told of how they were encouraged to develop and source their own ideas for activities making lots of lovely fresh learning experiences for the children such as drawing and painting with their feet..

Leaders ensure the resources and equipment are of good quality and provide interesting learning experiences.

4. Leadership and Management

Summary

Leaders are motivated, experienced and keen to provide a suitable service. They have systems for evaluating and monitoring the service and ensure improvements are made. Record keeping is up to date and organised and leaders have developed very good relationships with parents and the local community.

Our findings

4.1 How effective is leadership?

Leadership is successful.

Leaders provided an up-to-date statement of purpose that reflects an accurate picture of the service provided. Documentation and paperwork is well organised in folders and we read a sample of the policies which were recently reviewed. Leaders have always complied with any recommendations made and considered all advice given by outside agencies. We saw practitioners were well deployed and had clear roles and responsibilities within the service such as planning and assessment.

Leadership is organised and effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have systems in place to assess the service provided.

Leaders had produced an annual review of the quality of care and parents and children views had been considered. The document also included comments made by many professionals such as library staff and members of the local community. All comments from parents and professionals were very positive. Leaders had a good overall view of the service and we saw they were clear about the way forward to develop the provision.

Effective self evaluation and plans for improvement include the views of parents.

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

Leaders manage the service well.

We saw children received lots of individual care. Practitioners also knew when to stand back and allow children to play and discover on their own. Leaders held supervision meetings with practitioners in order to discuss any issues in relation to the service and to share ideas and good practice. Training was effectively identified by these meetings and practitioners showed they had good opportunities to attend further training. Leaders administered the service well. All mandatory courses and Disqualification and Barring Service checks for all practitioners were current.

The management of practitioners, staff and other resources is effective.

4.4 How effective are partnerships?

Leaders have good working relationships with parents and others and provide care for children, meeting individual needs and parental requests.

We saw written details from parents about the care of their children which were up to date. Parents and the practitioners exchanged information daily both verbally and using a book for younger children. Parents can formally feedback their opinions annually using a questionnaire. Leaders use the services of the Family Information Service to access information and courses. Regular visits to the park, library and walks in the local area ensure the children can socialise. Leaders ensure children are part of the local community and involved in coffee mornings to raise money for different charities. The service also takes part in the village in bloom competition and won first prize with the Harry Potter themed Christmas tree in the local church.

Leaders understand the importance of working in partnership with parents and others to ensure children experience a good range of experiences and receive all the support required.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- None

6. How we undertook this inspection

This was a full, inspection undertaken as part of our normal schedule of inspections. Two visits were made by one inspector who visited the service on 6 February 2018 and again to observe the baby room and provide feedback to the registered person. The inspection lasted 5 hours.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations;
- spoke to the children;
- spoke to all practitioners;
- inspected the areas used and
- reported our findings to the registered person.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Rachel Roberts
Registered maximum number of places	59
Age range of children	0 to 12 years
Opening hours	7.00am to 6pm
Operating Language of the service	English
Date of previous CSSIW inspection	15 February 2016
Dates of this inspection visit(s)	06 February 2018, 15 February 2018 and further information received from the registered person on 20 February 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 This service does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	None