



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

Childcare Inspection Report on

Meithrinfa Teifi Tots Nursery

**Clydfan
New Road
Newcastle Emlyn
SA38 9BA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Friday, 30 June 2017

Welsh Government © Crown copyright 2017.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Meithrinfa Teifi Tots Nursery was originally established and registered in August 2013. The nursery re registered with CSSIW in July 2015 as a limited company. They operate from a two-storey house in the town of Newcastle Emlyn and is open between the hours of 8am and 6pm Monday to Friday. They can provide full day care for up to 30 children from birth up to 12 years old. The responsible individual and person in charge is Claire Thomas.

Summary of our findings

1. Overall assessment

Children are cared for by qualified members of staff. Children are provided with an adequate range of toys and resources that are accessible to them, however there is a greater range of resources available throughout the nursery which are stored on shelves which adults access. Children are generally able to make choices and decisions and are generally becoming independent. A good number of staff are Welsh speaking and speak to children in Welsh. Welsh language is promoted through signage and displays. Children's health and safety is promoted, although some recommendations have been made in relation to this theme. Leaders have developed systems and procedures to ensure the running of the service and to ensure that they are compliant and meet the national minimum standards. The environment is well maintained and provides a safe and suitable place for the children to play and relax in.

2. Improvements

An updated statement of purpose was received during the inspection process as well as an email notifying CSSIW of staff changes and confirmation that PAT testing and heating checks had been carried out successfully.

3. Requirements and recommendations

We recommended that:

- children are given greater choice within the daily routine;
- children's ideas are collected and displayed within a theme;
- children attending after school are provided with opportunities to relax;
- children's independence is further promoted by providing opportunities to pour their own drinks and to chop their food;
- weekly planning needs to be in place and activities organised daily;
- children's progress is tracked;

- all observations need to be dated;
- the nappy changing procedure is looked at carefully by all staff members;
- children under two wash their hands before food;
- children's food is cooled appropriately, not by blowing directly on the food;
- visual aids are introduced to aid good behaviour in the over two's;
- behaviour management strategies are looked at;
- resource drawers are labelled with pictures and vocabulary to further promote independent choice;
- the books displayed on the wall are lowered to enable children to gain access to them;
- risk assessments are reviewed and updated to include all areas within the nursery;
- consider placing a safety gate at the entrance of the kitchen;
- a bin with a lid is provided in the over two's toilets;
- the quality of care review is dated;
- a record of existing injuries is kept;
- all accident logs need to be signed by parents;
- children's individual needs are added to the contracts;
- fire drills are carried out as and when arranged;
- all supervisions are formally recorded and ensure annual appraisals for all staff members;
- all staff members attend child protection, first aid and food safety courses;
- update the child protection policy to include information on allegation against the registered individual and
- ensure the statement of purpose truly reflects the service offered.

1. Well-being

Summary

Children are mostly happy and settled at Teifi Tots Nursery and have good relationships with other children and the staff. Children experience a range of play and learning experiences that encourage them to learn and have fun.

Our findings

1.1 To what extent do children have a voice?

Children are given some opportunities to make choices and decisions.

Toddlers freely chose the toys and resources that they wanted to play with during periods of free play. Children were able to choose which story they wanted read to them during time in the story corner. Most children expressed their views and wishes, such as during the reading of a story where they gave their thoughts about the characters and they chose songs to sing during carpet time. Those children who were not able to communicate verbally showed that they wanted attention by indicating this to staff through their body language and their requests for attention were responded to by the staff.

Children have an adequate voice.

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

Children are settled and enjoy playing and taking part in activities.

All Children coped well with separation from their parents and appeared settled. Children had a good relationship with their carers and were relaxed and happy in their company, often moving physically closer to them and seeking cuddles. There were lots of smiles and giggles as children played and actively explored their environment showing they were happy and confident. The children were familiar with the routines of the day, such as toileting and sitting down for food. Children smiled and appeared proud as they were praised verbally for their efforts when eating independently or for doing something well.

Children feel safe and happy at Teifi Tots Nursery.

1.3 How well do children interact?

Children follow instructions from staff. They play alongside each other.

When staff asked children to do something, they did as they were asked, such as when older children were asked to help tidy up. We saw children playing together with the threading shapes. Children were well-behaved throughout our visit.

Children interact appropriately.

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

Children are engaged in play-based activities. They show interest and are engaged in most activities.

We saw children engaged in mostly adult-led activities and some free play. However, at times some children lost interest, for example when they were made to sit for long periods of time in the story corner. Children enjoyed opportunities to explore the sensory toys laid out for them in the under two's section. A child smiled proudly when he managed to place food on his fork and proudly told a member of staff, "Look I did it!"

Children attending after school were directed to complete a mathematics worksheet with a member of staff whilst others were directed to a painting activity.

Children enjoy their play most of the time.

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

Children develop their individual skills and have some opportunities to develop their independence.

Children communicated at an appropriate level for their age. For example, older children talked in sentences about feelings when they were looking at different face masks. They also counted to ten and named basic colours. However, although children were able to do some things independently such as selecting toys to play with and tidying them away, there were also missed opportunities for children to develop their independence, particularly at snack and lunch time. Younger children did not have the opportunity to practise their independent skills of pouring their own drinks and children did not fetch any of their utensils themselves or clear their own cups and plates away.

Children develop and learn appropriately and they are developing their independence in some areas.

2. Care and Development

Summary

Staff are generally positive and treat children with kindness. Overall they keep children safe and healthy and they generally promote children's play, learning and development appropriately.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have the appropriate training to be able to keep children safe and healthy. They follow the nursery's policies in most areas.

Most staff had first aid training and there were plans in place for new members of staff to attend training. There was a suitable medication policy in place, but staff did not follow it correctly as records of the administration of medication had not been fully completed. Staff showed they were familiar with children's allergies when we asked about them and there was a list of the allergies on display. There was a child protection policy in place and most of the staff had completed child protection training. Staff promoted children's health by giving them a variety of food, such as quiche, potato wedges and salad. Children were offered water to drink during lunch and a choice of milk or water during snack time. We saw staff following basic hygiene procedures, such as wiping tables down and encouraging the older children to wash their hands before eating. Children in the under two's did not wash their hands before food although their hands and faces were wiped with individual cloths after food.

The children did not play in the outdoors during our visits and the staff told us that the weather was a contributing factor as to whether the staff took the children outside or not.

Overall staff keep children safe and healthy.

2.2 How well do practitioners manage interactions?

There are inconsistencies in how interactions are managed at this service.

Children were praised in the baby section and praise was heard on several occasions, "well done, very good girl for eating it. I'm proud of you." However, there were occasions when behaviour management was not as positive as it could have been in the over two's section. Children were inclined to be restless when they were sitting for long periods of time and the staff responses were "you're not listening are you? What are we going to do?" We heard a staff member telling children "I'm not telling you again or I'll place you on the thinking chair" and to "listen" rather than discussing the behaviour or redirecting the children to more age

appropriate activities. Play was not always effectively monitored nor were there visual cues to support expected behaviour.

The management of behaviour is inconsistent.

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

Staff have appropriate training to be able to promote children's play, learning and development. They meet the basic needs of the children.

All staff held a child care qualification. Staff met children's needs promptly most of the time, such as wiping children's noses. However, some children's needs were not promptly met and their development was not fully supported at lunch time during our visit. For example, members of staff did not notice a child feeding himself with his hands. There were basic observational notes in place, but these did not allow for tracking the development of skills and not all were dated. Some staff used Welsh vocabulary and phrases when talking with the children.

Staff generally promote children's play, learning and development appropriately. They meet their individual needs appropriately most of the time.

3. Environment

Summary

Leaders provide a mostly suitable environment for children's care. Children have access to appropriate resources and equipment and leaders are developing their safety procedures.

Our findings

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

Leaders had conducted some risk assessments on the environment. They had established some processes to keep the environment safe.

Leaders protected children from unauthorised access to the nursery because the door to the service was kept locked. Staff checked our identification and they had put a system in place for recording visitors. The child care rooms, as well as the toilets, nappy changing area and kitchen, were clean and tidy.

Generic risk assessments were available for areas of the nursery however, these were not specific to areas used by children in the nursery, for example there was no risk assessment for the outdoor area. Records of fire drills were kept and these alternated between morning and afternoon sessions. A fire drill had not been conducted since January 2017. Leaders had put a cleaning rota in place for each room within the nursery. The nursery had a level five rating from the Food Standards Agency. We did not see evidence of recent electrical testing at the nursery and the last one had been conducted in March 2016. The leader informed us following feedback that this had been organised.

Leaders do not fully ensure the safety of the environment.

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

Leaders provide a secure environment which has suitable facilities and space to meet the needs of the children, but the space is not always effectively used.

Leaders had ensured that the room in which the care took place was decorated with suitable displays and the children's own craft work. For example, there were displays of children's paintings and craft work. Leaders had established some areas for the children's learning, such as a reading area. Leaders provided an outdoor space for the children to play which included ride on toys, plastic playhouse along with an artificial grassed area. Leaders had provided bean bags for the children to sit in comfort on the floor. Some resources were easily accessible for children in trays and boxes. The toilet and hand wash basin were also easily accessible to children.

There was a sleep room with cots upstairs and although this was available, the majority of children slept in the play room in the bouncers and downstairs children slept on mats.

However, no bedding was provided for the children downstairs during our visit. Leaders had provided a well-resourced outdoor play area for the children but we did not see this in use during our visits.

Leaders provide a suitable environment but do not always maximise its potential.

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

Leaders provide furniture, equipment and toys that are suitable for children's needs.

Leaders provided toys that were suitable for different ages and interests such as musical toys, books, construction toys, jigsaws and ride-on toys. They ensured that most of the resources were accessible as they were stored at the children's level; however resources in the over two's were stored on shelves and not always within children's reach. The resources that we saw were clean and in a good condition. Children were provided with suitable tables, chairs and highchairs to use at snack and meal times.

Leaders ensure that the quality of resources and equipment is appropriate.

4. Leadership and Management

Summary

Leadership at the service is appropriate and leaders have a clear ethos for the service that is shared with staff. There are effective partnerships with parents and leaders are developing their self evaluation and planning for improvement. However, the management of staff and other resources is not always fully effective.

Our findings

4.1 How effective is leadership?

Leaders have a clear ethos for their service and they operate a range of suitable policies.

There was a statement of purpose in place; however, it did not contain all of the necessary information in accordance with regulations and national minimum standards. An updated statement of purpose was forwarded following feedback. We saw a range of the nursery's policies, including policies on child protection, behaviour and complaints and we found that these put children's needs first and were mostly suitable. Leaders asked staff to sign policies showing that they understood them. We saw that they had agreed a contract with staff which clearly set out the staff's role in representing the nursery and its ethos both whilst they were working and in their own time.

Leadership is appropriate.

4.2 How effective is self evaluation and planning for improvement?

Leaders reflected on the practice at the nursery on a regular basis and they were taking steps to self-evaluate the service and make improvements.

Leaders told us that they discussed the practice regularly in meetings with the staff. We viewed their most recent report on the quality of care review and this included the views of parents, children and staff as well as improvements made to the nursery within the year. Parents feedback was positive within the questionnaires we viewed, "brilliant, fantastic, caring staff. Great nursery." Leaders encouraged parents, in the statement of purpose, to come to them with any worries, suggestions or ideas.

Self-evaluation and planning for improvement is developing.

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

Leaders provide support to the staff and there is a basic system in place for supervision.

We inspected a sample of staff files and found that there were some records of appraisal meetings with staff. However there were not formal written records of additional supervision meetings. The leader told us that she communicated regularly with the staff and the staff told us that they felt well supported. During our visit, we found that, in the sample of staff files that we checked, there were some documents missing in relation to suitability checks. The registered individual confirmed that all of these were put in place before the completion of this report.

Management of staff and other resources is not always fully effective.

4.4 How effective are partnerships?

Leaders work with parents to identify the children's needs. They provide information to parents about their children's care.

We checked a sample of children's records and we found that most of the necessary information had been sought for most children. However, on occasions, siblings' needs had been recorded on the same form and consequently there was not a clear record of the children's needs. Leaders had put in place daily diaries for the children in which staff made notes on the children's day at the nursery for parents. We also saw relaxed verbal exchanges between staff and parents when they were arriving with their children at the nursery. Information was provided to parents in the foyer. Parents who had completed CSSIW questionnaires agreed that the service communicates relatively well with parents.

Partnerships with parents are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended that:

- children are given greater choice within the daily routine;
- children's ideas are collected and displayed within a theme;
- children attending after school are provided with opportunities to relax;
- children's independence is further promoted by providing opportunities to pour their own drinks and to chop their food;
- weekly planning needs to be in place and activities organised daily;
- children's progress is tracked;
- all observations need to be dated;
- the nappy changing procedure is looked at carefully by all staff members;
- children under two wash their hands before food;
- children's food is cooled appropriately, not by blowing directly on the food;
- visual aids are introduced to aid good behaviour in the over two's;
- behaviour management strategies are looked at;
- resource drawers are labelled with pictures and vocabulary to further promote independent choice;
- the books displayed on the wall are lowered to enable children to gain access to them;
- risk assessments are reviewed and updated to include all areas within the nursery;
- consider placing a safety gate at the entrance of the kitchen;

- a bin with a lid is provided in the over two's toilets;
- the quality of care review is dated;
- a record of existing injuries is kept;
- all accident logs need to be signed by parents;
- children's individual needs are added to the contracts;
- fire drills are carried out as and when arranged;
- all supervisions are formally recorded and ensure annual appraisals for all staff members;
- all staff members attend child protection, first aid and food safety courses;
- update the child protection policy to include information on allegation against the registered individual and
- ensure the statement of purpose truly reflects the service offered.

6. How we undertook this inspection

One inspector undertook an unannounced visit to the service on 15 May 2017 for a total of 8 hours.

- we referred to information held by CSSIW about the service;
- we considered the previous inspection report;
- we looked at a sample of a range of documents and policies during the visit, such as children's/staff's attendance registers, risk assessments, accident/incident forms, contracts and children's information forms and maintenance records forms;
- we observed the interactions between the staff and the children present;
- we completed observations on one child using the SOFI 2 tool to capture evidence of the children's engagement and the care being provided by staff;
- we undertook a visual inspection of the premises;
- we spoke to staff members and
- we spoke to two parents of children who attended the service and gave out parental questionnaires.

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

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Claire Thomas
Person in charge	Claire Thomas
Registered maximum number of places	30
Age range of children	11 months – 8 years
Opening hours	8am-6pm Monday – Friday
Operating Language of the service	Both
Date of previous CSSIW inspection	2 December 2015
Dates of this inspection visit(s)	15/05/2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	