



Childcare Inspection Report on

St Donats Nursery School

**Atlantic College
St Donats
Llantwit Major
CF61 1WF**



Date Inspection Completed

27/01/2020

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

St Donats Nursery is an English speaking service located within the grounds of Atlantic College, in the village of St Donats, Vale of Glamorgan. It operates a full day care provision from the former gymnasium. The service is registered to care for a maximum of 19 children between two and a half and five years of age. It is run by a management committee who has appointed Donna Pearce as the Responsible Individual. Donna Pearce also acts as the Person in Charge (PiC) on a daily basis.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children receive positive and stimulating opportunities which promote their development and wellbeing. Practitioners are experienced and well qualified. They act as key workers to children to establish good links between the service and the family to ensure children's needs are met appropriately. A wide range of interesting experiences are provided to children to further their development. The environment is attractive and well resourced. Management systems are well organised which ensure the smooth running of the service.

2. Improvements

All recommendations from the previous inspection have been met.

3. Requirements and recommendations

We have advised the registered persons that improvements are needed in relation to children's registers (regulation 30(1)(a)) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

Some practice recommendations have been made and these are detailed throughout the report and in section five.

1. Well-being

Good

Summary

Children receive a good quality service which provides warm, nurturing care and positive experiences. They enjoy an extensive range of resources and activities which promote their all-round development. These include social, emotional, creative and language opportunities.

Our findings

Children make their own decisions about how they spend their time at the service. They move around the wide range of activities independently and their play is mostly self directed. Children arrive happy, ready to play and settle immediately to their activities. During circle time, children are encouraged to express their opinions, and know practitioners listen to them. For example, we observed a lovely activity where children were asked to pick one of their friend's names out of a bag and tell the rest of the group something that they liked about them. Children are able to voice their needs and make choices.

Children receive consistent, supportive care. All children and their families are greeted individually when they arrive and have a key worker who understands their needs. Children approach staff for comfort and reassurance and receive responsive and timely attention. Children express enjoyment and satisfaction within the environment. They feel a sense of belonging as they understand the daily routines and know what to expect. Children have named coat pegs and an individual storage area for their belongings. Their work and photographs are displayed on the walls showing they are valued.

Children are beginning to understand how to manage their behaviour. Most children understand the need to take turns and to share with other children. Children are learning to cooperate within a small group and enjoy collaborating in activities. For example, we saw a group of children pretending to take a journey on a train that they had built with chairs. Children are mostly in the early stages of understanding their own and other's feelings and are learning how to express them appropriately.

Children have access to a good range of activities which promotes curiosity, thinking and problem solving skills. They are encouraged to explore the environment and especially look forward to playing outside, where they have supervised access to the extensive college grounds, trees to climb and a mud kitchen. They follow their interests and enjoy role-play activities which include a kitchen and a home corner with real life resources.

Children receive many opportunities to develop new skills and knowledge, which promotes their development and independence. The Welsh language is used systematically throughout the session and we heard children using Welsh language to ask for milk and water. Children wash their hands independently, tidy away their packed lunch and put their rubbish in the bin. They put on their own coats and wellies when getting ready to play outside. These opportunities help them develop self-help skills at an appropriate age.

2. Care and Development

Good

Summary

Practitioners have the knowledge, skills and experience to provide a good quality service which meets the needs of all children. They prioritise safeguarding, and child protection systems are robust.

Our findings

Practitioners are clear about their roles and responsibilities in keeping children safe. There is a safeguarding policy in place, and practitioners regularly attend child protection training. Children's registers are completed and there is a system to monitor lateness and absence, although registers do not record arrival and departure times. The service has not met its legal responsibilities in respect of keeping of records. However, on this occasion, we have not issued a non-compliance notice because the responsible individual took immediate action to rectify this. CIW have since received new registration records documenting children's hours of attendance. Good hygiene systems are established. Practitioners sanitise surfaces before and after meal times and children are reminded to wash their hands at appropriate times. The service don't provide food, but milk or water is readily available for children to drink. Parents are encouraged to provide a healthy packed lunch and snacks. This is further promoted by the use of specially designed placemats at lunchtime; children can sort their food into categories such as fruit, vegetables, treat and drink. Children's allergen information is prominently displayed in the snack area and there is an allergy policy in place. However, the policy lacks detail in regards to dealing with children with severe allergies. Accident and incident records are completed well to include parents/carers signatures and there is a monitoring system in place to identify emerging patterns.

Practitioners have a good understanding of child development and how this affects children's behaviour. They follow the behaviour management policy which outlines the importance of positive behaviour management strategies to promote children's welfare. Practitioners are consistent in their approach and are mindful of the age and stage of development of each child. We observed them kneeling down to children's level, maintaining eye contact and using soft tones to guide children towards appropriate behaviour. Practitioners praise children for kind and helpful actions, and children value this response.

Key workers are responsible for ensuring all the information relating to children's care is up to date and shared with the team. Practitioners are able to anticipate children's requirements, as they know them well. Key workers assess children's progress and

development effectively using a variety of tools including Wellcomm, the Foundation Phase Profile and a secure on line learning journal. This enables practitioners to plan for children's next steps in the learning and development.

3. Environment

Good

Summary

Children benefit from a bright and welcoming environment. The service operates from the former college gymnasium and children have access to the college grounds. The building is secure and maintained to a good standard. There are appropriate systems in place to manage risks and health and safety matters.

Our findings

Procedures to ensure the safety of the environment are effective. Key pad entry to the premises restricts unauthorised visitors. The doors to the premises are locked when children are present and a record is kept of all visitors. Fire drills are carried out regularly and are recorded. Practitioners undertake thorough daily safety checks and there are risk assessments in place for all areas of the environment and activities. They are updated and regularly reviewed and hazards eliminated. The toilets are located across the courtyard, and can be accessed occasionally by students, therefore children are unable to access the facilities independently. However, when children need to use the toilets robust safety procedures are followed to ensure their privacy and dignity. Records show that regular servicing of gas and electrical systems takes place and the employer liability insurance certificate is up to date. Cleaning is undertaken daily by a cleaner employed by the college.

The facilities are attractive and welcoming and provide children with a rich environment for play and learning. However, the playroom is quite large and has very high ceilings, which can make it difficult to maintain an appropriate temperature during colder weather. The service do not monitor the temperature of the service themselves. The playroom area is divided into separate zones based on the 'areas of learning' in the Foundation Phase curriculum and are spacious and well equipped. The play and learning resources engage the children's interests throughout the sessions. Resources are stored at child height allowing children to access them independently, and resource boxes are clearly labelled to ease children's choice and further develop their language skills. Children benefit from regular outdoor play in the college grounds. We observed children taking part in a bird watching activity, playing with balls, frisbees and a game of 'What's the time Mr Wolf'. Practitioner's told us that they have plans to further enhance children's outdoor experiences with the development of a forest school and fairy garden. All furniture, equipment, toys and materials are appropriate for children and meet their developmental needs. Child sized chairs and tables ensure that children are comfortable and at ease when playing and eating. High quality, attractive resources are of suitable design and condition, are well maintained and conform to safety standards. Children are developing an understanding of

sustainability by their involvement in recycling activities and using boxes and packaging for 'junk modelling' activities.

4. Leadership and Management

Good

Summary

Leadership of the service is effective. The registered person fully engaged in the inspection process. She leads by example and acts as a good role model. Partnerships with parents, the college and other agencies are effective and serve the best interests of the children and their families.

Our findings

The registered person effectively manages the service on a day to day basis. The statement of purpose assists parents in deciding whether the service is suitable for their child. However, it did not detail arrangements for dealing with complaints and concerns or arrangements for dealing with any emergency. We examined a range of policies and procedures and found them to be comprehensive. Children's contracts are well completed and the setting hold all relevant information about children, in line with regulations. Staff files are organised, well maintained and contain all relevant information.

The registered person monitors and evaluates the service well. An annual Quality of Care review is undertaken and a report produced. The Quality of Care review clearly outlines targets, records achievements and ensures the service is continually evaluated. This document is completed to a good standard and clearly reflects the views of service users. There is a complaints policy in place, however it did not contain most up to date contact details for CIW. Practitioners access relevant training and are aware of current best practice, and this is evident within the practice implemented within the service.

Practitioners told us they feel well supported. They receive regular supervisions and annual appraisals which enables management to review practice and identify strengths as well as areas for support and training. Practitioners have recently completed training in 'person centred approach', 'busy feet' and 'managing anaphylaxis'. Regular staff meetings provide further opportunities for practitioners to evaluate their practice, share ideas, and discuss children's development.

Partnerships with parents and the local educational advisory teacher are effective. Parents are invited into the service to attend special events such as Mother's Day and Father's Day breakfasts, summer picnics in the castle grounds and regular parents' evenings. Practitioners communicate effectively with parents on a daily basis through verbal feedback. Parents we talked with spoke highly of the standard of care, noting how happy their children are at the service. One carer told us that they were *'extremely impressed with how quickly their child had settled and built strong relationships with practitioners'*.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Strengthen the allergy policy, to detail managing children with severe allergies;
- monitor and record the temperature in the building;
- update the statement of purpose to detail arrangements for dealing with complaints and concerns and arrangements for dealing with any emergency, and ensure that CIW hold the most up to date copy; and
- update the complaints policy to reflect most up to date contact details for CIW.

6. How we undertook this inspection

This was a full unannounced inspection of the service. One inspector undertook an inspection over one day. The methodologies used to inspect were:

- Observation of the children's engagement and the care being provided by practitioners;
- discussion with the registered person/person in charge, practitioners and two parents;
- we looked at a wide range of records including children's records, accident, incident records, staff files, registers, risk assessments, quality of care review and policies and procedures;
- visual inspection of the environment; and
- we provided formal feedback to the registered person via telephone on 28 January 2020.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Donna Pearce
Person in charge	Donna Pearce
Registered maximum number of places	19
Age range of children	2.5 to 5 years
Opening hours	Mon-Thurs 9am-12.30, 1pm-4pm, Fri 9am-12.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 & 13 January 2017
Dates of this inspection visit	27 January 2020
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. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow up strategic guidance for Welsh language in social care.'</i>
Additional Information: None	

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