



Childcare Inspection Report on

Fun Days Day Nursery

**2 Seabank Road
Rhyl
LL18 1EA**



Date Inspection Completed

25/09/2019

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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

Fun Days Day Nursery is located in the town of Rhyl. The responsible individual is Lesley Falconer and the person in charge is Lucy Williams. The nursery is open from 8:00am to 5:45pm Monday to Friday, closing for bank holidays and Christmas. The service is registered to care for 32 children aged 0 to 12 years. It offers funded places for children who are entitled as part of Flying Start provision and Early Years Entitlement for pre school children. The service does not provide the Welsh language 'Active Offer'. English is the main language and Welsh is promoted.

Summary

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

1. Overall assessment

Children come first at this service and they have a voice and influence their choice of activities. They are listened to and make choices confidently. Children are cared for by experienced and capable practitioners who provide a range of activities for them. The environment is child friendly, safe and well set out with plenty of toys and equipment to develop skills effectively. Leaders have a clear vision of the service and this ensures a good level of care for children by a committed team of practitioners. There are successful and strong partnerships with parents and outside agencies, which ensure good outcomes for the children.

2. Improvements

The planning of activities has improved ensuring activities for the children are new and interesting, including a mud kitchen for outdoor play.

3. Requirements and recommendations

This inspection included elements of a concern and as a result one recommendation was made to record the practitioners who collect children from local schools.

1. Well-being

Good

Summary

Children have a strong voice, express themselves well and make choices confidently. They influence the choice of themes and activities. Children thrive and flourish because they feel secure, respected and valued. They are successfully beginning to learn valuable social skills. Children are active and curious learners and enjoy a variety of experiences at this service. They are learning many skills through play, and as a result are developing well and becoming independent.

Our findings

Children were listened to and their choices respected. They confidently chose where to play and were supported and guided by practitioners according to their individual needs. Older children had considerable input into the themes over the summer, which they told us about. For example, they enjoyed 'Toy Story' and 'Superheroes' themes and produced interesting displays. Many areas and activities were set out for children and inside there were additional toys stored at the children's height for them to help themselves or ask for.

There were alternative snacks and meals to choose from. Children also had plenty of things to choose from outside, including slides, scooters and a mud kitchen.

Children felt safe, happy, valued, and had settled well. They were happy to explore their surroundings, related well to the practitioners and knew them by name. Children separated happily from parents / guardians, and were gaining in confidence as they moved between areas. Those new to the service were given time and they gradually joined in. Children had formed friendships with each other as they happily chatted whilst doing their craft. Children were comfortable to approach practitioners and chatted to them about going back to school next week. Children had a sense of belonging as photos of them, and their craft items were on display and there were named pegs for their coats and bags.

Children interacted well with each other and the practitioners. They were learning to share with the help and encouragement of practitioners for example taking turns with reels to thread and items in the water tub. They co-operated well with practitioners when asked to tidy toys away or going to wash their hands before a snack. They participated well in the activities and played well together outside.

Children were active and curious learners and enjoyed a variety of experiences. They were engaged and motivated in their play and learning. Children enjoyed some adult led activities such as craft or painting. They spontaneously learned about bugs as they found a spider outside and enjoyed playing with the mud kitchen and balancing equipment. Children played imaginatively in the play kitchen, pretending to iron clothes. Children enjoyed pretend cooking a birthday cake and singing 'happy birthday' and toddlers enjoyed making playdough and excitedly showed us their messy hands.

Children were developing skills to promote their all-round development and independence. They developed their own games outside and knew where their pegs were and could take their shoes off and put them on. Children went to the toilet and washed their hands independently. Most children poured their own drinks or were supported to do so.

2. Care and Development

Good

Summary

Practitioners create a caring atmosphere and keep children safe and healthy successfully by implementing agreed policies and procedures. They manage interactions consistently, being good role models and using positive strategies. Professional and capable practitioners promote children's learning through play, providing stimulating activities and meet children's individual needs.

Our findings

Competent practitioners created a happy atmosphere, and understood and implemented policies and procedures for the service, enabling them to keep children safe and healthy. They had completed safeguarding training, and were confident to contact the relevant services if a concern arose. Areas were clean and practitioners cleaned surfaces and floors when children had completed activities. All practitioners had current first aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed. Healthy snacks and drinks were provided and we observed a nutritious menu on display, which met current government guidelines. Dental hygiene was promoted as children brushed their teeth daily. Practitioners were aware of the Infection Control Audit Toolkit and various procedures were in place to avoid cross infection such as nappy changing. Practitioners ensured all children enjoyed the benefits of playing outside regularly. Records of regular fire drills evidenced that practitioners and children know how to evacuate the premises.

Practitioners managed children's interactions well, according to the policy in place, helping the children to co-operate and learn social skills. They engaged constantly with small groups and individual children and were sensitive to children's feelings, for example asking them how they are feeling. They negotiated successfully and praised children often, for example practitioners gave children 5 minutes notice of change of activity so that they were happy to comply. Lots of praise and encouragement was heard, for instance for pouring their own drinks and stickers were used as rewards for attempts and achievements including going to the toilet.

Capable and qualified practitioners promoted children's learning through providing a varied play environment. They provided a nurturing and caring atmosphere and gave responsive care as they knew details about the children which had been shared by the parents both verbally and in registration forms. Practitioners naturally included children with additional needs. They promoted the development of all children by planning and providing a variety of play and learning experiences. We saw written planning and observational notes were completed for each child enabling the practitioners to adapt the activities to children's needs. They effectively promoted the Welsh language as Welsh phrases were used throughout the day. We saw interesting activities had helped children develop various skills such as making helmets, and chocolate playdough, writing lists and baking. Children were learning extended vocabulary such as through, under and over by using a particular story, which children enjoyed. They were learning about shapes through playing games in the sand and completing colourful puzzles; and learning about how things grow by planting seeds. Practitioners skilfully encouraged enquiry and finding solutions, for example by thinking and asking questions about what a phone is used for. There were books, posters, toys and dressing up items to show the wider society and wall displays reflected that children had been encouraged to respect those who are different from themselves.

3. Environment

Good

Summary

Leaders provide a clean, secure and safe environment and written risk assessments ensure practitioners are aware of how to keep children safe. They ensure children are supervised well both inside and outdoors by knowledgeable practitioners. The environment is very suitable being child centred giving the children ample first hand experiences. The quality of toys and games are good and the practitioners make good use of them to create an interesting and stimulating environment for children.

Our findings

Leaders ensured the environment was safe and secure and children were supervised well both inside and outdoors. There was a safe locked entrance, and a record was kept of all visitors. All areas inside and outside were hazard free and there were comprehensive written risk assessments. These documents had been reviewed and recently updated. Safety policies for the service were included as part of the induction process ensuring all practitioners were aware of their contents. The environment was well maintained and we observed practitioners kept children safe in the sun by applying sun cream and by counting children at key times to ensure all were present. Fire alarms and electrical appliances were tested regularly and the local Environmental Health department have given a level 5 rating for safe food preparation.

Leaders provided a child friendly, interesting and stimulating environment for children. There was ample space for all the age groups and the environment was light, bright and well decorated. Some areas of play and learning were set out at child height for children to access easily. The toddler and pre-school areas were suitably furnished for example, sturdy, wooden child sized chairs and tables were used as well as suitable storage. In the holiday club we saw resources and areas of play were suited to the older children, such as sports equipment and craft materials. Outside children played in various areas and there was ample storage. There were suitable toilet and nappy changing facilities. Spaces were used effectively with children frequently going outside to play. The kitchen was well resourced and included useful hatches to the pre school and toddler rooms.

Leaders ensured children had access to a wide range of good quality play and learning resources. Activities and toys were available in sufficient quantity to ensure children had an interesting choice, including electronic games for older children. We saw 'wish lists' for practitioners to indicate what additional resources they would like, and they told us that supplies were regularly replenished. Natural materials and activities were also planned for children to handle, such as nature tables and messy play with clean compost, leaves and twigs. All toys and games were clean, in good order and stored in boxes at child height. Leaders had provided books and toys to represent the wider society and promote equality. Sustainable materials were used as we were shown photos of children enjoying junk modelling. Welsh signage was used to help both children and practitioners in the pre-school and toddler room who regularly used the Welsh language.

4. Leadership and Management

Good

Summary

Leaders are experienced, knowledgeable, forward looking and strive to provide a good quality service. Self-evaluation is effective and improvements are made considering all involved and benefit the children. Practitioners are managed well and leaders ensure they have sufficient on-going training, support and resources. Partnerships with parents and others are effective producing good outcomes for the children and their families.

Our findings

Leadership is strong and resilient. Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example, we observed a happy, competent and well-supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance. Policies and procedures were embedded in daily practice and reviewed regularly. The responsible individual is always available and is on site regularly to oversee the running of the nursery and support the very capable person in charge if necessary.

Leaders and practitioners know their service well and promote a positive culture of continuous self-evaluation and improvement, which is reflected in daily practice such as reviewing the activities. Parents influence the running of the service by giving feedback verbally, and they are given questionnaires annually and improvements are made because of their comments. The comprehensive annual review contained information about the service including areas of good practice and plans for improvement. Some changes had already been made, such as providing a mud kitchen and improving recorded observations of children. Evaluations are also completed for other agencies such as Flying Start and the Early Years Entitlement. Leaders have their own rigorous monitoring system as targets are set every 3 months and managers can evaluate and make improvements. Monthly accident analysis is completed which identifies any patterns that may need to be addressed.

Practitioners had a good knowledge of children enabling them to promptly meet their needs and they had a gentle and kind manner with the children. Practitioners confirmed that they had a good experience during their employment. They are encouraged to engage with the next level of qualification and many have either achieved or are working towards their level 5 in child care and development. Documents evidenced that recruitment processes are robust and all practitioners had current Disclosure and Barring Service (DBS) checks. There are arrangements for covering absences with an experienced and qualified deputy in place. There are regular managers meetings which are recorded. As well as annual appraisals practitioners have regular 5 minute reviews, giving them a voice.

In response to a concern we examined registers and found that there was no evidence of understaffing during times when children were being collected from schools. Whilst there was no record of which practitioners collected these children, the responsible individual (who is not counted in the adult to child ratios) told us that they usually collect children without an additional practitioner. This should be clear in the records.

Relationships with parents were strong and we saw many thank you cards. Parents spoke to practitioners freely and had an opportunity to feedback their opinions annually in writing. Parents have been invited to many events such as Halloween, Mother's Day and Stay and Play sessions and the most recent being 'graduation'. Feedback sheets reflected that parents were very happy to meet practitioners and share in play and have information about their child's development. A parent told us they were very happy with the provision and that their child had settled well. Other agencies are used to source courses and advice such as the National Day Nurseries Association and the local Family Information Service. Outings are used to enhance the children's experiences and raise their awareness of the local community such as an outings to Liverpool World Museum and Rhyl beach.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that records are kept of which practitioners are collecting children from local schools. This would supplement the registers and better reflect which practitioners are caring for the children during this time.

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, holiday club on 29 August 2019 from 8.55 am to 15.20 pm. Another visit took place on 25 September 2019 from 9.10 am to 12.00 pm to observe the usual routines.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, one parent and four practitioners;
- inspected the areas used and
- reported our findings to the responsible individual.

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	Lesley Falconer
Person in charge	Lucy Williams
Registered maximum number of places	32
Age range of children	0 – 12 years
Opening hours	08.00 – 17.45 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 July 2017
Dates of this inspection visit(s)	29 August 2019 and 25 September 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	No This service does not provide an 'Active offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people / children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	

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