



Childcare Inspection Report on

The Mount Day Nursery

**Mount Road
St Asaph
LL17 0DH**



Date Inspection Completed

14/08/2019

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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

The Mount Day Nursery is set within the grounds of Fairholme School, in the City of St. Asaph. The service is registered to care for 50 children from 0 to 11 years of age. The nursery is open from 7.45am until 5.45pm, Monday to Friday. The responsible individual is Rebecca Calvert-Foulkes who is also the person in charge and is supported by a deputy. English is the language of the service with some practitioners speaking Welsh. The service does not provide the Welsh language 'Active Offer'.

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 the school.

2. Improvements

Since the previous inspection, the premises have been extended and the numbers of registered children has increased. This has ensured an improved experience for the children, as they are cared for in a variety of light, bright and airy environments.

Since this inspection we have been given information that written risk assessments have been reviewed and updated.

3. Requirements and recommendations

We made one recommendation in relation to improving the play environment particularly in the pre-school areas.

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. Babies and toddlers could choose from toys put out and pre-school children chose from a range of activities outside and some inside. 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. Older children told us there was plenty for them to do and choose. They told us they are happy to ask adults for help and that they have had the opportunity to express their views using a questionnaire.

Children felt safe, happy, valued, and had settled well. They were happy to explore their surroundings, related well to the practitioners, and gave them hugs. Children had bonds of affection with the practitioners and were spoken to fondly. Children were gaining a sense of belonging as they had clearly named boxes and spaces for their belongings. Toddlers were gaining in confidence as they moved between areas and looked forward to playing with pre school toys. Children had formed friendships with each other and were observed playing with dolls together.

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 items such as vehicles and dolls. They co-operated well with practitioners when asked to tidy toys away or going to wash their hands before a snack. Older children played board games well, whilst others shared craft items. Children were beginning to understand the needs of others as we observed some learning that they can't take toys from others.

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. We observed children learning about the difference between string and ribbon whilst gluing them to paper plates. Children concentrated whilst playing games and completing crafts. They practiced physical skills, playing in various areas outside including ball games.

Children were developing skills to promote their all-round development and independence. For example, they were learning to put their coats and shoes on and they were seen going to the toilet independently. We observed babies and toddlers were supported to feed themselves.

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

Practitioners created a happy atmosphere, and understood and implemented policies and procedures for the service. They had completed safeguarding training and knew where to find the contact numbers for the relevant agencies. 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. Meals were cooked by professional cooks and brought in to the nursery and catered for all children's dietary requirements. Dental hygiene was promoted as children brushed their teeth daily. We observed nappy changing included processes to prevent cross contamination. 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 safely.

Practitioners managed children's interactions well, helping the children to co-operate and learn social skills. They engaged well with small groups and individual children, for example sitting with them at snack time and spoke gently to children and according to their stage of development. They negotiated successfully and praised children often, for example for tidying the toys.

Capable and qualified practitioners promoted children's learning through providing a varied play environment and they met individual needs as they knew the children well. However, there was no writing area or number activities on display in the preschool room. Practitioners 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 promoted the development of all children by planning and providing a variety of play and learning experiences. They effectively promoted the Welsh language as Welsh phrases were used throughout the day. We saw written planning and observational notes were beginning to be completed for each child enabling the practitioners to adapt the activities to children's needs. Interesting activities were provided such as a tunnel, balls and train track in the hall and we observed children practicing language skills on a pretend phone. We saw photos of children enjoying water activities outside and in the local park. Planning included multi-cultural events such as Chinese New Year. We saw examples of children's work displayed around the theme of transport.

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 finger guards on doors and many safety gates.

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, for example there was a special mural on a pre-school room wall. Some areas of play and learning were set out at child height for children to access easily. The baby room, toddler areas 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 and beads. Outside children played in various areas and enjoyed using the school's playground. There were suitable toilet and nappy changing facilities and older children used the school toilets. Spaces were used effectively with children frequently going outside to play and they used the school hall on a regular basis. Good use was made of the hall, the school dining area and the sports area for children in the holiday club.

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. We saw a variety of materials used to create a collage such as paper, ribbons and feathers. Natural materials and activities were also planned for children to handle, such as an autumn table and pine cone hunt. All toys and games were clean, in good order and stored in boxes at child height. Equipment and furniture was suited to the ages of children attending for example special toys and equipment to help babies to pull themselves up and walk. Leaders had provided books and toys to represent the wider society and promote equality, for example, multi-cultural dressing up items, books and dolls. Sustainable materials were used as we observed paper plate craft on display and older children were enjoying junk modelling. Welsh signage was used to help both children and practitioners in the pre-school room.

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 for the help of the children and their families.

Our findings

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 deputy 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 can influence the running of the service by giving feedback verbally and they are given questionnaires annually and improvements are being made as a result of their comments. The comprehensive annual review contained information about the service including areas of good practice and plans for improvement. Some areas for improvements had already been made, such as providing water play and a mud kitchen at the children's requests.

We observed 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. Additional on line training such as Autism awareness has enabled practitioners to keep up to date with current thinking. 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. Cooking and cleaning was completed by other professionals, which enabled practitioners to devote their time to the care of the children.

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. They could access regular photos of their child enjoying activities on secure social media and were given a collection of photos and their child's work at the end of the year. There are close links with the school as the service uses some of their facilities and participates in their social activities. This helps with the transition of the children when they go to school. Other agencies are used to source courses and advice such as the National Day Nurseries Association and the local Family Information Service.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made a recommendation to set up a graphic area and numeracy area in the pre-school room. It is important that children have free access to such experiences to help with writing and number skills.

5. 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 on 14 August 2019 from 8.30 am to 3.15 pm.

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 and five practitioners;
- inspected the areas used and
- reported our findings to the responsible individual and deputy.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Rebecca Calvert-Foulkes
Person in charge	Rebecca Calvert-Foulkes
Registered maximum number of places	50
Age range of children	0 – 11 years
Opening hours	7.50 am – 5.45 pm from Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	07 August 2017
Date of this inspection visit	14 August 2019
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?	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: Some practitioners speak Welsh fluently and Welsh words are introduced with all children. Children with additional needs can be cared for at this service.	

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