



Childcare Inspection Report on

Little Oaks Pre-school

**Bethel Baptist Church
Church Lane
Pentre-poeth Road
Newport
NP10 8LL**



Date Inspection Completed

08/01/2020

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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

Little Oaks Pre-school is registered with Care Inspectorate Wales (CIW) to provide care for up to 19 children aged from 0 to 12, but they currently care for children between the ages of 2 years to 4 years 11 months of age. There are identified Persons in Charge (PIC) who are able to manage the nursery on a day to day basis and two of these practitioners also act as the Registered Person (RP) who oversee the management of the service. The service is located in Bassaleg and is open from 9am to 3pm Monday to Friday, term-time only. Care is provided through the English language with the use of incidental Welsh.

Summary

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

1. Overall assessment

Little Oaks Pre-school is well run, employs suitably trained, motivated practitioners and is very child centred. It previously operated under the name 'Little Oaks @ Basseleg Pre-School' but re-registered in 2018 under the current name. Children are supported to communicate their wishes and feelings and their feedback is valued and helps to shape how the service develops and operates. Resources and planned activities are plentiful and of a very good quality. There are effective, clear procedures implemented by practitioners that ensure the smooth and safe operation of the service.

2. Improvements

This is the first inspection of the service since it re-registered in August 2018. Since then the service has updated the outside play space which has included building a new outside classroom, removing a shed, installing a large wooden play house and laying a safety surface under the climbing frame.

3. Requirements and recommendations

No areas of non compliance were identified during the inspection. Some recommendations have been made to further strengthen the service and these are discussed within the body of the report and outlined in section five at the end of the report.

1. Well-being

Excellent

Summary

The service is very child focused and children are encouraged to communicate their wishes and feelings and participate in shaping the service. Children are fully engaged in the fun and stimulating activities and build good relationships with their peers and the practitioners. Children have lots of opportunities to develop their independence skills.

Our findings

Children's opinions and wishes are listened to and their feedback is actively considered in the development and delivery of the service. For example, during planning of themes and activities practitioners noted that the children had used the shop to play 'animal doctors' and therefore developed play and activities for children around a vet theme which the children really enjoyed. Children are given time and opportunity to make choices and we saw older children free flowing between the inside and outside play areas. They discovered resources such as the climbing frame, the huge sand pit and outside classroom in their own time and engaged well with their chosen activities.

Children are happy and settled as there are systems in place to promote children's feelings of security and emotional well-being. Practitioners are identified to work with children within a keyworker capacity and get to know the children well. We saw that children were relaxed and contented. Children were very settled at the service even though they had just returned from their Christmas break. One child who was new to the service was happy to explore the environment and approach other children as the atmosphere was inclusive and calm. Children's well-being was supported and they were encouraged to identify and talk about their emotions. Children's work is displayed and their efforts acknowledged and celebrated.

Children are developing their social skills and learning to share and co-operate with their peers. We heard one child explain 'I helped everyone play!' whilst outside and was eager to join their friends in play. New children are welcomed by the more established children and play is co-operative and friendly towards all children. Children are well behaved, polite and considerate. We saw that older children listened and followed instructions well demonstrating that they had paid attention to instructions and knew the rules. For example, during circle time children sat patiently and listened to others when they spoke.

Children really enjoy and benefit from the many play opportunities and experiences. They engage very well in the activities and sustain interest for good periods of time. We saw children enjoying arts and craft sessions and story time. Outdoor activities were a huge favourite with the children who loved playing in the sand pit, on the climbing frame and using magnifying glasses to explore their environment. Children of all ages and abilities are well supported to take part in their chosen activities. There is also lots of photographic evidence of children enjoying a variety of activities throughout the year such as a tea party and a re-enactment of the royal wedding, decorating cakes, collecting leaves and flowers and a snail race.

Children's development, learning and independence are promoted very well. We saw consistent examples throughout the inspection of children's independence being promoted

as much as possible. For example, children were encouraged to wash their own hands, feed themselves and put on their coats and wellies when going outside. Children were praised as they started to use the toilet independently. One child excitedly showed us their drawing and then put it in their bag to take home.

2. Care and Development

Good

Summary

Practitioners are well trained and demonstrate a warm and nurturing commitment to the children in their care. They understand and implement a comprehensive range of procedures to provide effective, safe care and promote children's play and learning. Activities and resources are very well organised in order to meet children's needs.

Our findings

Practitioners have appropriate training to meet the individual needs of the children and implement the procedures in place to keep children safe and healthy. New practitioners undergo a thorough induction and monitoring of all practitioners ensures their understanding of procedures is up to date. They know children well and are able to anticipate their needs in order to promote healthy lifestyles, promote learning and keep the children safe. Practitioners understand the procedures to follow to safeguard children although some had not undertaken 'Prevent' training so that they fully understood how to identify and respond to children who may have been exposed to radicalisation or extremist views. Procedures to undertake in the event of a fire and drills are practised regularly with children. We saw that good hygiene is promoted with children, accidents, incidents and medication forms have been recorded appropriately and parents are kept informed. Children's specific allergies and health needs are well met. Healthy eating is promoted and at snack time we saw that children have a large selection of fruit to choose from as they are encouraged to bring a piece of fruit and pool it to share out. Good access to a very well-resourced play area ensures that children's physical health is well supported.

Interactions between children are well managed and practitioners adopt a positive approach to encourage children's social skills. Practitioners model good social skills and children are calm and open to play situations. Children are well engaged in their chosen activities and their confidence and self-esteem is promoted through positive feedback and praise. For example, a child was given a reward sticker every time they used the potty. When a child was seen to throw a soft toy a practitioner immediately intervened asking 'Can you help me with this big girls puzzle?', distracting the child in a positive manner and achieving the desired co-operation from the child. We saw that regular and ongoing evaluation of activities is undertaken as the setting is embedding a new 'In the moment' approach which centres around child led learning. Regular and spontaneous observations of children at play equip practitioners to plan around individual needs. We heard Welsh promoted and heard children respond to their name and count to ten in Welsh during circle time. The curiosity box encourages children's imagination and knowledge of the world around them. For example, during Diwali the box was filled with items related to Diwali so that children were prompted to ask questions and learn cross culturally. Lots of natural play resources are used and nature explored, for example through making fat balls for the bird feeders during a national bird watch initiative. Children are encouraged to collect data, for example, during bug hunting sessions, which helps with numeracy, concentration and an awareness of nature.

3. Environment

Good

Summary

The service operates from a church hall which is spacious, light and welcoming with direct access to a large very well equipped outside play area. The building is safe and very well maintained, child focused and resources are of a high standard.

Our findings

Procedures are followed to promote children's safety and care and attention is given to ensure all legal requirements are met in relation to the upkeep and maintenance of the building. Risk assessments for the premises both inside and outside are maintained and reviewed regularly. Health and safety procedures are implemented by staff to keep children safe. Safety checks for the building are carried out regularly and any issues are dealt with promptly by the owners. Emergency evacuation procedures had been identified and practised by staff and children. The premises are bright, clean and equipment and resources were seen to be clean and of very good quality. The service had public liability insurance in place.

The environment is set up so that it provides fun and stimulating spaces in which children can play and relax safely. Practitioners are mindful to communicate with one another so that they are deployed suitably throughout the play space to support children and meet their needs. There are lots of photographs of the children placed throughout the setting and children's work is displayed and celebrated, all of which promotes a sense of ownership and belonging to the service. There is considerable bilingual Welsh/English signage. Children's independence is promoted as older children have easy access to toileting facilities. Access to the large well-resourced play area with a newly established outside classroom is managed effectively by practitioners and resources are stored within easy reach of children. Managers need to ensure that temperatures have reached a suitable standard after holiday periods when the building has not been used.

Children have easy access to a wide range of high quality resources and equipment that is well looked after and maintained. Regular evaluations of activities by staff with input gathered from children, ensure that resources are available to meet children's individual needs and promote their development. We saw that cleaning and health and safety procedures are followed by practitioners and daily checks ensure that broken equipment and toys are discarded promptly.

4. Leadership and Management

Good

Summary

The service has a clear management structure that supports practitioners, promotes good working practices which encourage inclusion and integration for children, and professional development of practitioners. It is well organised which promotes the smooth operation of the service. Paperwork around supervision needs to be strengthened along with some other elements of record keeping.

Our findings

Leaders provide a clear picture to parents of the service provided. The statement of purpose clearly outlines how the service operates and the operational plan demonstrates that the service is well organised. However the operational plan needs to be updated to show the recent addition of extra persons in charge. Policies and procedures are clear, reviewed annually and cascaded down to practitioners so that they are kept updated. Children's contracts, daily records and risk assessments are well maintained.

The setting has effective systems in place to evaluate the service so that it can plan for continuous improvement. In discussing the service with leaders we were more than confident that constant evaluations of activities is undertaken by practitioners with input from children. Children, parents, and practitioners are frequently consulted and we saw parent feedback demonstrating a high level of satisfaction with the service. Their information is written up into an annual report and actions identified to improve the service and so, for example, a large well equipped out door classroom had been constructed. This enhances children's play and enables them to play outside whatever the weather.

Leaders implement an effective system for managing staff and define roles and responsibilities clearly. We looked at two practitioners files which evidenced that pre-employment and safety checks are completed and that practitioners are given appropriate induction. Practitioners were pleased and felt well supported by the induction, training, team meetings and daily support they receive. Supervisions, appraisals and observations of practitioners are undertaken, but along with induction, records of these procedures could be strengthened.

Practitioners work closely with parents to ensure that children's needs are met and communication with parents is well maintained. For example, we heard practitioners discussing children with their parents at drop off and pick-up. Emphasis on home links support the flow of learning between the service and children's home life. For example, sessions are arranged for a chef to visit the nursery and cook with children and their parents. The recipe is tied into a story the children are reading such as 'Gruffalo Crumble'. Parents are encouraged to cook at home with the children and a bag of utensils is provided if needed. One child proudly explained 'I made pizzas with daddy'. Practitioners also work closely with health and educational professionals.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Supervision, appraisals and inductions need to be recorded more robustly;
- continue to embed 'In the moment' planning;
- all practitioners to undertake Prevent training;
- ensure temperatures can be suitably maintained throughout the baseroom and
- update the operational plan so that it includes the additional PICs.

6. How we undertook this inspection

This was a full inspection of the service as part of our normal schedule of inspections. It was conducted by one inspector over a period of two days with the first visit being unannounced. Evidence for the information held within this report was gathered via:

- Discussion with the Registered Persons/persons in charge and practitioners;
- observations of care practices, interactions between practitioners and children and of the activities undertaken;
- a visual check of the premises;
- a review of two staff files and two child's files;
- reading a selection of daily records, policies and procedures;
- reading documentation held by CIW;
- reading the service's own children's and parent consultations and
- feedback was provided to the RP at the end of the second visit.

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
Registered Person	Julie Joosten Elizabeth Reynolds
Person in charge	Kathryn Jones Kathryn West Julie Joosten
Registered maximum number of places	19
Age range of children	2 years to 4 years 11months
Opening hours	9am – 3pm Monday to Friday term-time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection of service
Dates of this inspection visits	07 and 08 January 2020
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services.
Additional Information: Children under the age of 3 are able to stay for up for a maximum of 4 hours.	

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