



**Childcare Inspection Report on
Springfield Day Nurseries Ltd @ Ashbourne House**

**Ashbourne House Day Nursery
6-8
Woodland Road East
Colwyn Bay
LL29 7DT**



Date Inspection Completed

04/12/2019

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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

Springfield@Ashbourne House nursery is registered to provide care for 88 children under the age of 12 years and is situated in the town of Colwyn Bay, within walking distance of local amenities. The service operates Monday to Friday each week from 07.30 – 18.00 hours, except for bank holidays. The service offers places for children under the Welsh Government's Childcare Offer and Flying Start scheme.

The responsible individuals are Suzanne and David Edwards, who have nominated Alexandra Wynne as the temporary person in charge of the day to day running of the service and Sarah Stocks as their operations manager. Although the service does not provide the Welsh language 'Active Offer', staff endeavour to introduce the language into the children's daily activities.

Summary

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

1. Overall assessment

Children are developing well; they are active and curious learners and enjoy choosing what they want to do from a range of activities. Staff competently follow effective policies and procedures to support them in keeping children safe. They are qualified, experienced and pay high regard to promoting healthy lifestyles. Staff are genuinely kind in their approach and consistently and successfully promote positive interactions. They know the children extremely well and give top priority to providing children with a wide ranging choice of interesting play and learning experiences. Leaders ensure children have a range of interesting learning activities within a safe, clean and secure environment. Leaders have an exceptionally clear vision for the service and a strong sense of purpose. They sustain, promote and implement significant changes, which improve outcomes for children. Leaders have established effective and successful partnerships with parents and the wider community for the children's benefit.

2. Improvements

- Staff have fully embraced and successfully implemented the new focused outdoor activities and the development records for the children's benefit;
- the foundation phase of play and learning ethos has been extended to the middle room children;
- doors have been fitted to the children's toilets on the middle floor to maintain their privacy;
- the outdoor play area has been further secured to ensure children's safety;
- the kitchen has been extended and new apparatus purchased to provide food for all of the service's nurseries;
- funding has been successfully achieved for developing the outdoor play area, and
- staff continue to attend training and courses to keep abreast of current best practice in the field of early years.

3. Requirements and recommendations

The service has successfully improved practices in all areas and therefore no requirements or recommendations were deemed necessary.

1. Well-being

Good

Summary

Children speak up confidently and their choices are respected. They develop positive relationships with each other and staff and they co-operate well. Children are motivated and take part in engaging activities, which successfully enable them to develop a range of skills.

Our findings

Children had a strong voice; they were listened to and their choices respected. Children were given plenty of time to eat their food and to decide when they had enough or if they wanted a drink in-between eating. Younger children's gestures and babbling were responded to positively by staff and when, for example, they communicated they were tired, they were rocked gently to sleep.

Children settled well, understood the daily routine and felt secure. For example, children happily stood in line before walking safely down the stairs to go out to play. They approached us confidently to ask what we were doing and told us they liked going to school but liked 'Springfield better than school because they get to draw'. Children played happily together and when needing reassurance, they were content being comforted and reassured by a staff member, before joining their friends at play. Children felt a warm sense of belonging as their colourful artwork was displayed and they knew where to find the resources they wanted.

Children interacted well and understood the rules of behaviour. For example, they shared items of play and said please and thank you without prompting. They listened to instruction and, when asked, helped tidy toys away and smiled when praised for their achievements. From a young age, children were already making friends, with toddlers in the baby room smiling and chuckling at each other as they ate their lunch.

Children were motivated, engaged and took part in activities with interest. For example, they focussed well on writing letters to Santa, talking about the colours they were using and the present they would like from Santa. Children were excited to go outside to play and eagerly chose what they wanted to do. For example, some mixed mud and water to make cakes in the mud kitchen, they ran past us smiling as they called out 'we like running' and others experimented with different sized sieves and containers in the sand play exploratory tray.

Children had access to a range of activities, which enabled them to develop different skills and do things for themselves. Those who were old enough used the toilet facilities on their own and did their best to put on their coats before going outside to play. Children from an early age were successfully feeding themselves at mealtimes and keeping hydrated through drinking water when they were thirsty. Children laughed and had fun as they played

and giggled when they made up an imaginary story about the mischievous 'Grinch' at Christmas.

2. Care and Development

Excellent

Summary

Staff competently follow effective policies and procedures to support them in keeping children safe. They are qualified, experienced and pay high regard to promoting healthy lifestyles. Staff are genuinely kind in their approach and consistently and successfully promote positive interactions. They know the children extremely well and give top priority to providing children with a wide ranging choice of interesting play and learning experiences.

Our findings

Staff confidently told us the procedures to follow should they have concerns about a child and meticulously followed the service's policies in ensuring children were safe and healthy. For example, staff ensured all areas used were spotlessly clean, they followed current guidance to manage and eliminate potential cross infection and consistently implemented safe practices. They had the knowledge to attend to a child with minor injuries as they held the required first aid qualifications. Staff regularly reviewed accident and incident records to make sure any identified risk could be actioned promptly. Staff followed the service's policy and procedures to ensure medication given to children was administered safely. Staff made sure all persons knew the procedures to follow in the event of an emergency through practicing regular fire drills during the year. Accurate daily attendance records meant all persons could be accounted for quickly. Staff successfully promoted healthy lifestyles; daily menus were in line with the Tiny Tums initiative and reviewed by the local authority's community dietician and staff caring for children paid high regard to children regularly spending time in the fresh air.

Staff consistently promoted positive interactions; at each opportunity, they celebrated children's achievements and praised them for showing good manners. They understood how to get the best from children and promoted good self-esteem in their daily routine. For example, children were nominated to be a helper for the day and rewarded for doing something well or showing good interactions with 'Star' of the week. Staff thoughtfully incorporated weekly activities focusing on children being nice to each other. For example, through 'kind words', 'kind hands' and 'kind feet', which enabled children to further understand the rules of acceptable behaviour. Staff were unquestionably kind in their approach and created a happy environment where children felt valued. They followed the service's policy in managing positive interactions; they spoke to children with complete respect and in a language children understood.

Staff knew the children extremely well and made sure dietary requirements or sleep routines were consistently followed. Staff set high expectations for children's play and learning and enthusiastically told us how the new focused outdoor activities were not only successfully improving outcomes for children but also their knowledge of child

development. For example, activity planning and records of children's development had considerably improved, which enabled them to effectively plan for each child's future play and learning. Staff made sure parents were kept informed of their child's development and provided them with regular and purposeful written accounts about the activities their child had particularly enjoyed and how their child was progressing. Staff were enthusiastic in their roles and fully committed to ensuring children flourished through being provided with a wide ranging choice of stimulating activities to promote their play and learning. For example, staff engaged effectively with children to build a space ship out of kitchen foil and large building blocks outdoors, children had learned how to weave using pine cones and their colour recognition had developed extremely well following the bonfire and colour themed activities undertaken in November.

3. Environment

Good

Summary

Leaders ensure the environment is secure, child centred and provides children with a range of opportunities to develop and grow. Effective procedures are followed to make sure children are kept safe with resources clean, of good quality and suit the children's ages.

Our findings

Leaders ensured the environment was secure; outdoor areas were enclosed and we were asked to sign the visitor's book, meaning leaders ensured no unauthorised persons could access the premises. Leaders paid high regard to safety, both at the service and on trips away. Regular checks were undertaken by the service's health and safety officer who reviewed risk assessments to ensure any potential hazards were managed and where possible eliminated.

Leaders ensured children enjoyed their time in a well-maintained environment. Leaders had devised cleaning rotas, which staff diligently followed and playrooms were thoughtfully set out to promote children's learning. For example, low level and labelled boxes of resources promoted children's independence and bi-lingual displays in Welsh and English enabled children to learn through both languages. The Christmas tree in the reception area and the children's colourful festive wall displays provided them with a sense of belonging, making the environment feel welcoming. Leaders made sure children were cared for in their base rooms, with steps on each floor dividing the rooms into two levels. Safety gates or wooden partitioning across the steps meant children were safe and different age groups could be cared for in their own sections on each level. All areas provided children with space to be active and learn different skills, both indoors and outside. The whole environment supported children to be independent and successfully promoted their development and learning.

Leaders had established procedures to ensure resources were varied, clean, of good quality and encouraged children to learn and develop. For example, resources outdoors promoted children's natural curiosity to learn about insects in the bug hotel and messy play in the mud kitchen. Leaders provided children with plenty of opportunities to be creative, for example babies had used their painted hands and footprints to paint Christmas themed pictures and cardboard boxes had been painted to create a village for the Grinch to live in.

Toys and equipment throughout the service suited the children's ages and stages of development. For example, cots and mattresses were available for sleeping and comfortable furniture in each room made the rooms feel homely and familiar to children. Low level toilets and hand washing basins promoted children's independence.

4. Leadership and Management

Excellent

Summary

Leaders have an exceptionally clear vision for the service and a strong sense of purpose. They sustain, promote and implement significant improvements, which improve outcomes for children. Leaders create a positive ethos and establish a successful and highly organised staff team who understand their roles and responsibilities. There are strong and effective partnerships with parents and the wider community for the children's benefit.

Our findings

Leaders provided parents with a statement of purpose, which set out the service's aims and objectives. The required records were consistently maintained and met with regulation. Leaders ensured policies and procedures were effective and fully implemented in practice. They set high expectations and had a sound understanding of current best practice relevant to the children in their care. For example, through organising clear and effective training for staff on how best to implement the outdoor activities and the children's development records, staff knew exactly what was expected of them. They told us how the training had motivated them to improve outcomes for children, stating the new procedures were 'amazing', 'working well' and how they had already seen the positive benefits for children. Leaders made sure staff were qualified, experienced and fully understood their roles and responsibilities to ensure the smooth running of the service.

Leaders and staff knew their service exceptionally well and successfully promoted a positive culture of continuous self-evaluation, which was embedded in daily practice. For example, staff evaluated the new outdoor play activities and assessed what worked the best and what may need improvement. Parents spoken to confirmed they were more than happy with the care their child received; there was good communication and settling in procedures were positive. Leaders had successfully been awarded a grant to further improve the outdoor play area which again demonstrated they paid high regard to children's outdoor play and learning. Year on year, leaders make significant improvements, which in turn lead to successful outcomes for children.

Leaders had established robust procedures to ensure staff were suitable and they received the required training when they started. Staff files contained the required information to evidence they were suitable, including current Disclosure and Barring service certificates. Leaders set realistic targets for themselves and staff. For example, staff received annual appraisals and supervisions, where plans for personal development were agreed and matters needing to be addressed were actioned. Staff told us they felt proud to wear their 'Springfield' uniforms, leaders could be easily approached and they felt supported in their roles. Leaders made sure staff were deployed effectively, in line with their strengths, to meet

children's needs. For example, the whole staff team, consisting of an operations manager, person in charge, staff caring for children, the cook, human resources and health and safety staff members employed for their specific roles, demonstrated leaders optimum regard for children's safety and well-being.

Leaders worked effectively with parents and the community. This contributed beneficially towards raising standards and promoting children's well-being. For example, parents and their families were invited to celebrate their child's graduation day at the end of the year. Successful and meaningful events were arranged, which benefited children and enhanced their understanding of the world around them. For example, children had opportunities to visit the elderly in a residential home, attend a story time session in the library each week and had also attended a service at the local cenotaph on Remembrance day. Children had enjoyed visits from professionals such as the police, firemen and lifeboat personnel, which evidenced leaders ensured children had opportunities to understand the importance of how people helped them within their community. Leaders were currently setting up arrangements for older children from a local school to come and read to the children at the service, which, once established, will strengthen relationships with the school for the children's benefit.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The service has successfully improved practices in all areas and therefore no requirements or recommendations were deemed necessary.

6. How we undertook this inspection

This inspection was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 03 December 2019 from 11.30 to 16.00 hours and an announced inspection visit to inspect paperwork was arranged on 04 December from 14.35 – 16.20 hours.

We;

- considered the service's previous inspection report and information received since their last inspection;
- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments, child protection, complaints and behaviour management policies;
- scrutinised four staff and three children's files;
- looked at the areas used by children and the resources on the day of our inspection;
- observed children and the care they received;
- spoke to children, one parent and staff, and provided detailed feedback to the operations manager and person in charge of our findings

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Suzanne Edwards David Edwards
Person in charge	Alexandra Wynne
Registered maximum number of places	88
Age range of children	0-12 years
Opening hours	07.30 – 18.00 hours, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	02 November 2017
Dates of this inspection visit(s)	03 and 04 December 2019
Is this a Flying Start service?	Yes
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. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer a Welsh language service.
Additional Information:	

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