Childcare Inspection Report on
Puddleducks (South Wales) Limited
Station Rd
Raglan
NP15 2EP

Date of Publication
Sunday, 25 February 2018
Description of the service

Puddleducks (South Wales) Limited is registered by CIW (Care Inspectorate Wales) to provide day care for 150 children up to the age of 12 years. The nursery comprises a purpose-built, single story building on a five acre site on the outskirts of Raglan. It is open weekdays and provides full and half day sessions, a holiday club and a before and after school club. The Responsible Individual (RI), Sarah Richards, has overall responsibility for the service on behalf of the owner, and manages the service on a day to day basis. The owner also takes a proactive role in the management of the nursery. This is predominantly an English language service. Welsh is introduced through songs and incidental phrases.

Summary of our findings

1. Overall assessment
   This was a focused inspection to consider the matters of regulatory non compliance raised at the previous inspection in September 2017. These matters related to the welfare and safety of the children aged under two. In this report we have commented on areas relevant to the non compliance, as well as areas which have improved as a result of recommendations made.

   The nursery has made significant improvements following matters of non compliance raised at the previous inspection and is now complaint with the Child Minding and Day Care (Wales) Regulations 2010 (regulations). The overall impact is that all children at the nursery now receive a good level of good care and their needs are responded to sensitively and in a timely manner. They are able to forge close relationships with staff which helps them feel secure, settled and confident. Staff are clear of their role and work well together. They are well supported by the management team and keen to implement the new systems which have been put in place to ensure children’s safety and well-being.

2. Improvements
   - An effective key worker system is now in place;
   - a settling in procedure has been introduced and is being effectively implemented;
   - good use is now made of the two areas within the under twos’ base room so that children are cared for in suitably sized groups. The floor in the older babies’ area is no longer cluttered with toys and children within both areas are able to explore confidently and freely;
   - appropriate systems are in place to monitor sleeping babies and ensure the temperature within each sleep room is suitable;
   - new highchairs have been provided with 5-point harnesses and child-sized tables and chairs provided for those children who no longer need to use a highchair;
lunch times for the under twos are managed well. Staff are able to spend time with their key children throughout the lunch period and staff lunch breaks are managed with minimum disruption to the children;

appropriate levels of suitably qualified staff are maintained throughout the day;

suitable alternatives are offered for children who do not want to eat the planned meal;

finger guards have been placed on the nappy changing room door and the door leading to the under twos’ dining/messy play room. Pins are no longer used in notice boards;

cosy areas have been created with bean bags and cushions for children to relax and a sofa has been provided in the younger babies’ area so staff can bottle feed babies and provide cuddles in comfort;

photographs of the children enjoying their activities and brightly coloured pictures have been displayed at child height;

the lay out of the tables and chairs within the dining room for the pre-school children and toddlers has been reviewed and children and staff now have more space to interact with the children comfortably;

opportunities for school-aged children to practice their self-help skills have been introduced;

a sink has been fitted in the under twos’ dining /messy play room at child height so that they can more easily wash their hands;

craft activities for the under twos are set up and implemented appropriately;

an additional toilet for the school-aged children has been purchased and is being fitted shortly;

3. **Requirements and recommendations**

There are no areas of non compliance identified at this inspection and no recommendations were made.
1. Well-being

Summary

Children are able to form warm and close relationships with staff and settle in to the nursery at their own pace. This enables them to feel secure, confident and happy in their surroundings. They are able to follow their interests and choose their activities.

Our findings

1.1 To what extent do children have a voice?

Children can choose which activities they would like to do and can select toys and equipment from a very good range of resources. Staff follow the children’s lead and respond to their interests, whilst making suggestions for activities they know the children will enjoy. The RI told us that suitable alternatives are provided if children do not like the planned meal, and we saw children could leave what they didn’t want to eat. Staff know the children well; they understand their needs and attempts to communicate, knowing for example, when they are tired, or needing extra support. We saw one child standing by the stair gate between the under twos’ base room and the dining/messy play room; the member of staff understood they wanted to go into the dining/messy play room to play with the sand, chatted to them to confirm that was what they would like to do and took them to the sand. Children are invited to take part in group activities, such as circle times, but can choose not to if they prefer.

Children’s feelings, wishes and needs are respected and responded to well by staff.

1.2 To what extent do children feel safe, happy and valued?

Children are secure and relaxed. A new settling in procedure is allowing them time to settle at their own pace and become familiar with the staff and their surroundings. We saw one child who was still settling in to the service receive lots of individual attention and was clearly comfortable and calm, falling asleep easily in the member of staff’s arms. The new key worker system and the small, consistent staff team is enabling children to forge good bonds with the staff and seems to be working well. We saw key workers taking responsibility for attending to their key children’s personal needs, supported them with their meals and snacks and helped them get ready to go outside. This led to children being happy and confident and receiving very good support, attention and care in a timely manner. They enjoyed lots of individual cuddles, smiles and words of encouragement, such as “well done”, and “have a try”. Staff we spoke with knew the children’s routines and preferences well and these took precedent over the nursery routines.

Children are well settled, happy and confident.
1.3 To what extent do children enjoy their play and learning?

Children can spend time on activities that interest them and are able to explore their environment and the resources freely. We saw them enjoying a good variety of activities both indoors and outside. For example, some were fascinated with the pet rabbits and some enjoyed looking at the new photographs of themselves displayed at their height. We saw children making music, rolling balls and enjoying the freedom to explore. One child was visibly content playing “hide and seek” with a member of staff with a scarf, with smiles and laughter. The majority of the day was given over to free play, where children happily chose their own activities. This was well balanced with adult-led circle times where we saw children enthusiastically joining in with the actions to the songs. Children were happy and animated and clearly enjoying their activities and the positive relationship they held with the staff.

Children enjoy their play. Activities engage their interest and together with good levels of interactions from staff, help promote their learning and development.

1.4 How well do children develop, learn and become independent?

Children are beginning to develop their all-round skills and independence. They experience a very good range of play opportunities and are well supported by staff. There are systems in place to ensure that the different activities are planned to meet the children’s individual needs and develop a range of skills. Children’s play and learning is promoted by staff using thoughtful conversation and language. Children are able to develop their independence and as they can explore freely, make decisions about their play and help themselves to resources. They are able to manage their own snacks and meals with good support from staff. The addition of a new low-level sink in the under twos’ dining/messy play room allows them to wash their hands easily and independently.

Children are able to take part in activities which promote their learning and support them to develop important self-help skills, which encourages their independence and decision making.
2. Care and Development

Summary
Staff ensure that children are kept safe and their health is promoted. They provide nurturing and sensitive care and effectively support children’s learning and development.

Our findings

2.1 How well do staff keep children safe and healthy?
Staff implement policies and follow procedures to ensure children’s health and safety is promoted. We observed staff operating suitable systems to ensure sleeping children are well monitored and sleep safely and comfortably. They ensured that the floors in the under twos’ areas are free from clutter. We saw the very young children are generally kept separate from the older under twos and noted that the older children moved freely without fear of tripping and the very young children enjoyed exploring their environment safely and confidently. We saw staff encouraging those children who are ready, to use child-sized tables and chairs to enjoy their meals and snacks, whilst the very young babies use highchairs with 5 point harnesses, which ensures their safety at all times.

Staff promote children’s safety and welfare well.

2.2 How well do staff promote children’s play, learning and development and meet their individual needs?
Activities are planned which promote children’s play and development. Staff told us that children’s individual progress is monitored and assessed by their key worker and this helps to ensure that their specific needs are identified and appropriate activities provided to promote their development. Staff spoke knowledgeably about their key children and felt the newly implemented key worker system was working well. We saw staff extend children’s learning and play by using appropriate language and participating in their activities. For example, one member of staff engaged a small group of the very young children in an activity involving pressing a button to open a toy. The children smiled and, with good levels of encouragement from the staff member, had a go themselves. The member of staff skilfully ensured that all the children received good levels of individual attention and used suitable language to help their learning. We saw staff were nurturing and responsive to children’s individual needs and there was a very calm and caring atmosphere. Staff followed the children’s individual routines and, as far as is reasonably practical, took responsibility for their key children’s personal needs.

The new key worker system is allowing staff to understand children’s individual needs and build strong relationships with them. This enables them to provide
sensitive, nurturing and supportive care and promote the children’s play, learning and development.
3. Environment

Summary

The environment is safe, welcoming and child friendly. Safety issues raised at the previous inspection have been addressed appropriately and some additional safety measures have been put in place. Children are able to make full use of the excellent outdoor space. Good use is now made of the indoor space available to the under twos. Investment has been made in furniture and resources since the previous inspection, particularly for this age group, to ensure their safety and well-being and provide them with positive experiences.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders have implemented appropriate changes to ensure that the risks associated with hazards identified at the previous inspection have been mitigated. In addition, the RI has fitted a finger guard to the door leading into the under twos’ dining/messy play room. We saw that staff were now aware of, and followed, suitable procedures in order to maintain appropriate levels of safety throughout the day.

Leaders take the necessary steps, including supporting staff well, to ensure that the environment is safe.

3.2 How well do leaders ensure the suitability of the environment?

The nursery provides a spacious, well organised and light environment. The large outdoor areas are well used by the children and offer them opportunity to explore and learn new skills. Good use is now made of the two areas within the under twos’ base room so that appropriate numbers are cared for in each age group and younger and older children can safely and confidently explore and play. Resources such as sand and blocks have been set up in the under twos’ dining/messy play room and we saw children who had finished their meal play happily play with these before they went back into their main base room area. The main dining room for the pre-school children and toddlers has been reorganised. This has given children more space to enjoy their meal. Staff have room to sit with the children comfortably and we saw them providing good levels of support, encouraging the children to pour their own water and gravy and providing lots of praise and discussion. The RI told us they are currently in the process of fitting an additional toilet for the after school club. There will then be an adequate number, in line with the regulations and the National Minimum Standards for Regulated Childcare for children under 12 years (NMS).

Leaders ensure that the environment is of a high standard and meets the children’s needs.
3.3 How well do leaders ensure the quality of resources and equipment?

The nursery has a wide-range of very good quality, age appropriate resources, furniture and equipment for both indoors and outside. Play resources in the under twos’ areas are set out so children can access them freely and easily. A number of improvements for this age group in relation to the equipment provided have been made since the previous inspection. Leaders have invested in brightly coloured, child-sized tables and chairs for the under twos’ dining/messy play room so that those children who are ready can enjoy their meals and snacks comfortably in groups of three, supported by their key worker. We saw that a new sofa in the younger babies’ base area allows staff to cuddle the children easily and comfortably bottle feed them. Bean bags and cushions provide cosy areas for the under twos to relax.

Leaders ensure children benefit from resources and equipment that are of a high standard, enhance their experiences and promote their development.
4. Leadership and Management

Summary

The leadership team has successfully improved the service since the previous inspection and has addressed the non compliance issued. Staff have been well supported by the management team to apply the new systems and are keen to ensure their effectiveness in order to provide children with positive outcomes. Leaders are aware that the changes made will need to be closely monitored in order to ensure the improvements are sustained.

Our findings

4.1 How effective is leadership?

The service complies with the regulations and meets the NMS. Leaders have worked hard since the previous inspection to review the systems in place and bring about the required changes, in particular for the under twos. Policies are being successfully implemented that promote children’s well-being and safety. Staff we spoke with welcomed the changes and were keen to embed the new systems to benefit children and parents.

Leaders are receptive to advice and take appropriate steps to bring about changes in order to improve outcomes for children.

4.2 How effective is the management of staff and other resources?

Staff are clear about their roles and work well as a team. We saw they were confident and relaxed. This allowed them time to interact with children and provide good levels of support and care. Both the RI and the deputy manager, who also manages the under twos, are supernumerary. This enables them to effectively support staff to implement the appropriate procedures in place to ensure children’s safety and well-being. It also enables them to provide sufficient, suitably qualified staff to cover staff breaks, with minimum disruption to the children, and successfully provide extra support for children undertaking settling in visits so that they may settle more easily.

As highlighted earlier in the report, managers have implemented a new key worker system with staff to help ensure that children are able to form strong bonds of attachment with the main carer.

Managers support staff well to ensure that they are confident in their roles, which enables them to provide good outcomes for the children.
5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

At the previous inspection we issued one non-compliance notice:

Regulation 20 (1)(b) – Safeguarding and promotion of welfare -The RI does not always promote and make proper provision for the care, education, supervision and, where appropriate, treatment, of relevant children. This is because: Some staff do not always implement procedures appropriately to ensure children’s safety and this is not always effectively monitored by leaders; children’s well-being is not always promoted; there are sometimes insufficient staff; some activities provided do not promote children’s learning and development; and staff do not always respond effectively or in a timely manner to children’s needs.

5.2 Areas of non compliance from this inspection

At this inspection we found the above non compliance had been met successfully. No non compliance was identified at this inspection.

5.3 Recommendations for improvement

None
6. How we undertook this inspection

This was an unannounced, focused inspection undertaken by two inspectors to consider whether matters of non compliance identified at the previous inspection had been addressed and assess any improvements made. The following methodology was used to gather evidence for this report:

- Discussion with the RI, owner, deputy and members of staff in the under twos’ base room;
- observations of care and routines for the under twos, and lunch time for the older children;
- a visual inspection of resources and areas used by the under twos;
- a review of the daily attendance register, children’s daily diaries, sleep records, records of observations of children’s activities by staff, and planning records for the under twos.
- our findings were fed back to the RI and owner.

Further information about what we do can be found on our website www.cssiw.org.uk
## 7. About the service

| Type of care provided | Children’s Day Care  
<table>
<thead>
<tr>
<th></th>
<th>Full Day Care</th>
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<tbody>
<tr>
<td>Responsible Individual</td>
<td>Sarah Richards</td>
</tr>
<tr>
<td>Person in charge</td>
<td>Sarah Richards</td>
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<tr>
<td>Registered maximum number of places</td>
<td>150</td>
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<tr>
<td>Age range of children</td>
<td>0 up to 12 years</td>
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| Opening hours         | Monday to Friday  
|                       | 8 am – 8.30 am by arrangement  
|                       | 8.30 am – 5.30 pm  
|                       | 5.30 pm – 6 pm by arrangement  |
| Operating Language of the service | English |
| Date of previous CSSIW inspection | 19 and 20 September 2017 |
| Dates of this inspection visit | 6 February 2018 |
| 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. 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: None |