



# Childcare Inspection Report on

**Little Angels Nursery**

**Tynrhos  
Caradoc Road  
Aberystwyth  
SY23 2JZ**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Little Angels Nursery is registered to provide care for a maximum of 47 children under the age of 12 years, however the children who attend are between 6 weeks and 4 years old. The service operates from a detached property near the town centre of Aberystwyth and is open from 8:00 a.m. – 6:00 p.m. Monday to Friday. The registered person is Krishan Kawol and the persons in charge of the day to day running of the nursery are Sarah Shield and Alan Gbel. The main language of the service is English, with some Welsh being used incidentally and does not currently provide the Active Offer in relation to the Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

Children have formed positive relationships with their peers and with staff and are able to take part in activities that interest them. Staff are well qualified and experienced and are responsive to children's individual needs. Leaders ensure children are safe, hazards are identified and risks are managed effectively. Leaders ensure policies and procedures are reviewed and updated regularly. They have good partnerships with parents and ensure staff are supported in their roles.

### **2. Improvements**

Since the time of inspection we have received written confirmation that the newer members of staff have attended training on safeguarding children.

### **3. Requirements and recommendations**

There were no areas of non compliance identified during this inspection. We have made some good practice recommendations relating to hand washing and training new staff.

# **1. Well-being**

## **Summary**

Children are happy, settled and enjoy their time at the service. They are able to make choices, follow their interests and are confident to express their wishes. Children have formed positive relationships with staff and their peers and have plenty of opportunities to learn and develop skills of independence.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are confident to express their views and opinions and their preferences are respected.

Children were able to choose freely what they wanted to play with. In each room, activities had been set out for children to choose from but children could also request different toys as they wished. In the babies play room treasure baskets, interactive musical toys, a baby's activity table and a toy tea set had been laid out for the babies to choose from. Throughout each of the play rooms children were confident to approach staff and ask for what they wanted. For example, some of the older children stated they wanted to dress up and were promptly supported by staff. A staff member emptied all the dressing up outfits onto the mat for children to choose an outfit to put on to play with their friends. Children's own preferences and needs took precedence over the daily routine. For example, babies were able to take their nap when they were tired. Those who slept over lunch time were given their lunch later on when they were ready to eat. Older children were able to choose when they wanted to take part in the structured activities on offer. One child stated they didn't want to print using leaves when they were offered this activity by a staff member. The staff member respected the child's wishes and the child was able to come over and complete the activity when they wanted to.

Children are happy as they can make choices and decisions for themselves.

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

Children are settled and comfortable in their surroundings.

Children were settled, relaxed and had formed bonds of affection with staff. A key worker system was in place in order to ensure children were given consistent care by staff who they were familiar with. Children were able to ask for help or seek reassurance when needed. For example, one of the children toppled over while playing in the playroom and began to cry. They immediately sought comfort from their key worker by walking over to them and holding out their arms, indicating they wanted a cuddle. The child quickly settled and felt secure after receiving cuddles and reassurance from the staff member. Throughout the day children followed routines that were familiar to them, providing them with a sense of security. For example, children all responded well when staff sang a particular song when it

was time to tidy up at the end of each activity. Children in all four rooms were confident to approach us, show us the toys they were playing with and talk to us about things they liked. Children feel secure as they are given consistent care by staff they know well.

### **1.3 How well do children interact?**

Children enjoy playing with their friends and are learning to take turns and share.

Children had formed positive relationships with their peers with even the youngest children happy to share resources and take turns. For example, two children enjoyed playing imaginatively with the tools while playing outdoors. They shared the tools, discussed which ones they should use to 'fix' the play equipment, and chatted to each other about what they should do next. They cooperated well together by taking turns to 'fix' each part of the slide and watched with interest while their friend took their turn. Lots of laughter could be heard as a group of children had fun riding around after each other on the bikes and ride on toys. They interacted well together, called out to each other to decide which way they should go next and took turns being at the front of the row.

Children have formed positive relationships and interact well with their friends.

### **1.4 To what extent do children enjoy their play and learning?**

Children are highly motivated and engaged in their play.

Children of all ages were fully engaged in activities and concentrated well for an appropriate amount of time. They were motivated by the wide range of activities and were eager to show their friends what they were doing. For example, a group of babies enjoyed exploring the treasure baskets. They were highly interested in what they discovered in the baskets, chattering away to the other babies and showing them what objects they had found. Another group of younger children thoroughly enjoyed building a tower using the giant building blocks. They cheered as they managed to use all the block and lots of laughter could be heard as they knocked the tower over at the end. Some children focused well on a leaf printing activity. They clearly enjoyed experimenting with different crayons, leaves and colours to see what patterns they could create and thus maintained focus on the task for an appropriate length of time.

Children are interested by the activities available, which enable them to learn and develop well.

### **1.5 How well do children develop, learn and become independent?**

Children have opportunities to follow their own interests and learn to be independent.

Children had opportunities to lead and direct their play and were naturally motivated to choose activities as they wished. Resources were stored in a way which enabled children to access them easily and independently. Children were encouraged to tidy up after themselves during transition periods and were also encouraged to wash their own hands and put on their own

coats and shoes when needed. Plenty of time was given so children could complete tasks independently. For example, younger children were given time to feed themselves at lunchtime. This enabled children to develop skills of independence at a relaxed pace where lots of praise was given, giving them a sense of achievement.

Children have a wide range of experiences that enable them to develop valuable skills well and follow their interests.

## **2. Care and Development**

### **Summary**

Staff encourage positive behaviour and ensure children have clear boundaries. Staff are aware of their responsibilities in keeping children healthy but need to ensure the service's policies and current best practice regarding infection control are implemented in their daily practice. Staff also need to familiarise themselves regularly with the service's safeguarding policy to ensure they understand the correct procedures to follow regarding safeguarding children. Staff plan carefully to ensure a variety of opportunities are provided to effectively enable children to develop and learn at their own pace.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff are aware of the importance of working within the service's policies and procedures.

Some staff members were fully aware of their duties to safeguard children but newer staff members did not always know what to do should the person in charge be absent from the service. We discussed this with the person in charge who told us all newer staff members were due to attend safeguarding training on the following day and that she would ensure more detail regarding safeguarding procedures in the staff induction. Records showed fire drills had been completed regularly, ensuring children and staff could leave the building in an emergency. An appropriate amount of staff had current Paediatric First Aid qualifications, meaning they could deal with emergencies and minor injuries. Accidents and incidents which had occurred were recorded appropriately and signed by parents.

Staff promoted healthy lifestyles by providing children with nutritious meals and snacks and organising plenty of physical activities outdoors. All children had the opportunity to spend time playing outdoors during the day of our visit, ensuring they had opportunities for physical exercise and fresh air. Staff generally promoted good hygiene, encouraging and supporting older children to wash their hands as required providing opportunities for them to brush their teeth daily. However, we observed younger children and babies all washing their hands in the same bowl of water and then drying their hands on the same towel, which are practices that do not follow recent guidance on managing cross infection. We discussed this with the person in charge, who immediately went about finding different ways in which they could still encourage the younger children and babies to wash their hands while minimising the risk of cross contamination.

Staff are sufficiently aware of their duties in keeping children safe and healthy but should ensure they keep up to date with current best practice and the service's policies and procedures in order to implement them effectively.

#### **2.2 How well do practitioners manage interactions?**

Staff help children to learn what is expected of them and encourage good manners using positive behaviour management strategies.

Staff spoke to children with warmth and affection. Any arguments or unwanted behaviour were dealt with quickly using positive methods. For example, when a group of children became over excited in the play room a staff member promptly distracted them by redirecting them to another activity in order to minimise unwanted behaviour. Staff also explained clearly to children when their behaviour was not appropriate, modelled positive interactions well and helped children to understand what was expected of them. This was in line with the service's behaviour management policy. Plenty of praise was given throughout the day for cooperating well, showing kindness, sharing and trying new things. Staff gave a few gentle prompts to encourage children to use good manners and children were rewarded with praise when they said *'please'* or *'thank you'*.

Staff have positive relationships with the children and effectively model positive interactions and appropriate language.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff know and understand the needs of the children in their care, are responsive and provide a nurturing environment.

Staff provided care in a relaxed manner and knew the children well. An 'All About Me' profile was formed for each child, detailing their needs and preferences. These were reviewed and updated regularly to ensure they remained accurate and up to date. Staff provided children with a good variety of play and learning experiences. Each key worker created their own activity plan for the children they cared for, enabling them to tailor plans to each individual child's developmental needs. Activities were varied, enjoyable and stimulating for children with a good mixture of outdoor and indoor experiences which encouraged exploration, curiosity, fine motor, literacy and numeracy skills. Staff asked questions during activities to enable children to develop their language skills and introduce them to new vocabulary. For example, babies were encouraged to name animals, count and name colours. Staff tracked and recorded children's progress and development regularly. Samples of the children's work, observation notes and photographs of children taking part in activities were collated into a 'Learning Journey' for each child. Key workers were then able to use this information to plan each child's next steps of learning. Parent questionnaires which were returned to us stated staff had *"been amazing"* and stated their children had *'come on leaps and bounds in regards to their speech'*. Another parent described how staff were *'dedicated and caring'* and had *'gone far beyond their duties'* to help meet their child's needs.

Staff know children well, carefully plan activities and respond effectively to their individual needs.

### **3. Environment**

#### **Summary**

Leaders ensure children are cared for in a safe environment where effective measures have been put into place so risks are managed and where possible eliminated. Resources are of good quality and all areas are welcoming and interesting to children. Leaders ensure resources and equipment are well maintained and offer children a range of experiences to enrich their play and learning.

#### **Our findings**

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

Leaders prioritise the safety of children and ensure staff are aware of their responsibilities and follow procedures accordingly.

Leaders ensured no persons had unauthorised access to the premises as the doors were kept locked and visitors were asked to sign in to the service on arrival. Leaders have appropriate measures in place to keep children safe in the event of an emergency as accurate records of daily attendance were maintained. Leaders had identified potential hazards within the environment and these were included in comprehensive written risk assessments showing how risk was managed and where possible eliminated. Daily checks of all areas were also completed by staff before children arrived on the premises to ensure no new hazards were present and the environment was safe.

Leaders ensure potential hazards are identified and effective measures are put into place to minimise any risks to children's safety.

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

Leaders ensure children are cared for in a comfortable, bright and interesting environment which is suitable for their needs.

All areas were bright, colourful and inviting. The premises were well maintained and well decorated, with a range of equipment available to meet children's needs. Children felt a sense of belonging as samples of their work and photographs were displayed around the service. The play rooms for older children were arranged into clearly defined areas of learning. The play rooms used by babies provided plenty of space for them to explore with soft mats, soft play equipment and cushions so babies could crawl around and explore the environment safely and comfortably. Resources were well organised and stored in boxes at low level so children could access them independently. The boxes were labelled clearly with pictures as well as words to allow children to choose for themselves.

Leaders ensure children have access to a wide range of suitable resources with plenty of space to explore and play.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide children with toys which are in good condition and are suited to the children's ages and stages of development.

We found resources were clean and in good repair and leaders kept written accounts of all cleaning tasks. Toys were stored appropriately to ensure they were kept clean and in good working order both indoors and outdoors. Leaders ensured children benefitted from a variety of resources by rotating and replenishing them regularly. A wide range of materials and areas were available for children to explore, including a variety of sensory experiences. For example, the outdoor area housed a mud kitchen and planting area for children to experiment in. In the baby room there was a selection of treasure baskets filled with real objects to enable children to explore different textures and materials. We saw a variety of multi cultural books and toys promoting diversity and cultural awareness.

Leaders ensure children have good variety and choice of toys and resources that are well maintained and appropriate for children's needs.

## **4. Leadership and Management**

### **Summary**

Leaders ensure staff are aware of their responsibilities and communicate their vision for the service well. Steps have been taken to gather feedback and improve practices. Leaders ensure staff are well trained and supported to carry out their roles effectively. Good partnerships have been formed with parents and other professionals in order to improve outcomes for children and ensure their individual needs are met.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders ensure staff are aware of their responsibilities and share their vision for the service with them effectively.

Staff were fully aware of their roles and responsibilities. All the staff we spoke to stated they were happy working at the service and they felt supported to develop their skills and carry out their roles to the best of their abilities. They told us of the regular staff meetings where they were kept up to date with any changes in the service's policies and procedures and how leaders had introduced staff awards. This had promoted a positive atmosphere throughout the service and had motivated staff to think of new and exciting activities and also ensured information was shared with all staff quickly and effectively. Leaders ensured policies and procedures were in place and these were implemented by staff in their daily practice. For example, staff practice evidenced they were familiar with the service's behaviour management policy and implemented it effectively throughout the day. The statement of purpose contained all the required information, ensuring parents could make an informed decision about how the service could meet their child's needs.

Leaders have high expectations for their service and ensure effective policies are in place.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have procedures in place to reevaluate the service and ensure the service is continually improving.

We saw evidence of leaders assessing outcomes, regularly reflecting on what they do and making positive changes as and when required. We were shown a report reviewing the quality of care. The report had been written after collecting the views of parents, children and staff and included improvements already made to the service. For example, a bike rack had been added to the parking area in response to parent feedback and improvements had been made to the staff room in response to staff feedback. Leaders had formed an action plan in order to implement changes and improve practices based on the feedback received and any other areas they had identified for improvement.

Leaders are committed to continually reflect on the quality of the service and to consider children, parents and staff views are considered.

### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders follow safe and robust recruitment processes and ensure staff are well trained to meet children's individual needs.

Leaders ensured new staff completed a comprehensive induction programme and robust recruitment checks had taken place, ensuring staff were suitable to work at the service. Staff we spoke to stated they had lots of opportunities for training to develop their skills and were able to request specific training during supervision or appraisal sessions. They told us person in charge took an active role in the day to day operation of the nursery as well as managing it and was always on hand to help out wherever she was needed. This made staff feel valued and enabled the person in charge to provide motivation and encouragement to staff. Leaders conducted formal supervision sessions with staff approximately every 6 weeks and evidence of these meetings were kept on file as well as certificates for training that had been completed to enhance staff's knowledge. Leaders ensured staff understood their responsibilities and the high expectations of the service. This was reinforced with awards for staff's efforts, including '*Employee of the month*'. There was also an award for '*Display of the month*', which parents could vote for their favourite display in the play rooms by viewing pictures on the service's social media page. The person in charge told us the registered person was available over the phone any time they needed and visited the service regularly, providing support and assistance to the persons in charge and deputy manager.

Leaders communicate their high expectations of themselves and their staff well and ensure staff are motivated and enthusiastic to perform at their best.

### **4.4 How effective are partnerships?**

Leaders ensure positive partnerships exist between staff and parents.

Staff had positive relationships with parents and shared information verbally at the end of each session. This was done in a very positive and relaxed manner. Staff also gave parents a written account of their child's daily activities. A member of staff told us about how parents were encouraged to attend the nursery on a daily basis to continue breastfeeding if they wished and how this helped the staff and parents to get to know each other well. The parents' handbook we viewed contained plenty of information to ensure parents understood the services and facilities provided so they were aware of what the service offered before their child began attending. The person in charge also spoke with us about how photographs and information were shared through a private page on social media, encouraging parents to be involved in their child's development and progress. Many thank you cards and feedback from parents were proudly displayed in the entrance lobby, all containing very positive messages about the service they received. There was a noticeboard in the lobby with pictures of children taking part in activities and information for parents in order for them to feel involved in their child's care. Parents we spoke with told us they were very happy with the service and they felt they received plenty of information

about their child's time at the service. They told us leaders were approachable and always on hand to answer any questions or queries they may have.

Leaders ensure they work closely with parents and information is shared effectively.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended leaders could:

- Ensure staff are familiar with current guidance regarding hand washing in order to prevent the spread of infection;
- ensure newer staff are familiar with the service's safeguarding policy and the correct procedures to follow if they were unable to report any concerns they had about a child's welfare to the person in charge.

## **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 on the 9 October 2018 from 9:30 a.m. to 4:20 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, parents, staff and person in charge and left questionnaires for staff and parents;
- we looked at the areas used by children and resources on the day of our inspection and
- we gave detailed feedback to the person in charge of what we found and what needed to be addressed.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Krishan Kawol
Person in charge	Alan Gbel Sarah Shield
Registered maximum number of places	47
Age range of children	6 weeks to 4 years old.
Opening hours	8:00 a.m. – 6:00 p.m. Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 September 2016 21 September 2016
Dates of this inspection visit(s)	09 October 2018
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 is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	