



Childcare Inspection Report on

Messy Monsters Day Nursery

**Gifach Goch Community Association
Cambrian Avenue
Gifach Goch
Porth
CF39 8TG**



Date Inspection Completed

11/09/2019

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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

Messy Monsters is registered to provide care for a maximum of 34 children under the age of 12 years. The service is situated in Gilfach Goch. They are open 08.00 – 18.00 hours, Monday to Friday. The responsible individual is Melanie Bailey and the persons in charge are Tammy Beach, Angharad Willaims, Rosalind Fry and Nicole Harvey . English is the main language. This is a service that is working towards the Welsh Language 'Active Offer'.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children develop very well. They are all active and curious learners and thoroughly enjoy choosing what they want to do from a broad range of stimulating activities. Staff meet children's individual needs effectively and provide an interesting range of activities indoors and outdoors. Leaders ensure children thrive in a stimulating environment which is secure and safe. Leadership and management of the service is good resulting in a good level of care for children provided by a committed team of staff.

2. Improvements

None noted

3. Requirements and recommendations

Recommendations have been made in order to improve practices in relation to care and development. These are detailed at the back of the report.

1. Well-being

Good

Summary

Children have a strong voice, confidently express their opinions and make decisions for themselves. They are valued and form bonds of affection with staff and each other. Children interact well and unreservedly enjoy their play and learning activities. They successfully do things for themselves and have the confidence to use a broad range of materials to develop creatively, experiment and be imaginative.

Our findings

Children were well settled and totally at ease, choosing what they wanted to do and where they wanted to play. Some children really enjoyed playing outdoors and some enjoyed free choice. Children freely expressed their opinion and confidently chose what activity they wanted to participate in. Children were actively involved in the planning through mind mapping. Children had a keen interest in dinosaurs and these were used throughout the nursery for example printing with paint and dinosaurs. Children's choice Friday is encouraged where a chosen child chooses the activity for the day.

Children were happy and settled and were unquestionably familiar with the daily routine and, when asked, quickly came to wash their hands before they ate. The task was completed independently, with all children waiting their turn and each knowing how to wash their hands properly. Children were successfully developing relationships and forming friendships as they played happily alongside each other or sat on a staff member's knee when they wanted comfort. Children consistently felt valued as they were listened to and respected.

Children were learning how to interact positively. Although there were occasions when they were reminded of the need to share resources, they listened to what was being said and understood the reasons why they should share. All children were polite and showed good manners, saying please and thank you for their food or drinks at snack time.

Children experienced a broad range of stimulating and interesting activities. They enjoyed sitting together during lunch time and talking about their time at the local school. Outside, children had great fun playing in the role play areas, on ride on toys and all sensory aspects of the garden. They explored the whole environment freely and directed their own play. They focused extremely well on individual tasks. They had good opportunities to do things for themselves.

2. Care and Development

Good

Summary

Staff are well organised, competent and motivated. They successfully promote children's all round development through varied and interesting planned activities and their caring and responsive approach. Staff are qualified and experienced and work effectively to meet children's needs. They understand how to keep children safe and healthy and successfully promote positive interactions through a consistent approach and being good role models.

Our findings

Staff followed a range of effective policies and procedures in order to keep children safe and healthy. For example, through discussion we found they knew what to do should they have a safeguarding concern following their policy on keeping children safe. Staff had attended Paediatric First Aid training so they could attend to minor injuries. Accident and incident records were signed by parents to acknowledge being informed. Staff fully understood the importance of good health. Staff made sure tables were cleaned before and after mealtimes to ensure potential cross infection was appropriately managed. Staff consistently gave the children the same safety messages for example: not to use a knife to eat food and not to run indoors. Staff provided children with healthy meals and snacks, however further consideration could be given to the children who did not like the food offered and the amount of support they were given by the staff.

Staff effectively managed positive interactions and gently explained to children why sharing with their friends was important; making sure appropriate language was used so children understood. Staff thanked children for helping, showing good manners or listening to instruction and always celebrated the event through plenty of praise directed at the individual. Staff were kind and respectful in their approach, modelled positive behaviour exceptionally well and made sure there was plenty for the children to do to keep them interested, busy and stimulated.

Staff were qualified, experienced and knowledgeable. They knew the children well and provided plenty of support and opportunities for children to learn through play. They followed the flying start and foundation phase initiative and kept detailed development records for children. Formal development records were kept for all children. Staff paid high regard to children following their own interests and made sure planned activities promoted children's all round development and an understanding of their wider world.

3. Environment

Good

Summary

In the main, leaders ensure that the environment is safe, clean and secure. Leaders on the whole identify risks. There is a good range of toys and resources available which are easily accessible

Our findings

Leaders ensured the environment was secure, both indoors and outdoors and we were asked to sign the visitor's book, meaning leaders ensured no unauthorised persons could access the premises. Leaders had established procedures to keep children safe. For example, cupboards were locked to prevent children accessing items that could cause them harm. Risk assessments had been completed for trips away from the service along with written risk assessments to evidence how leaders managed and where possible eliminated risk within the whole environment. Fire drills were regularly conducted and recorded. Leaders ensured children were supervised appropriately as was seen at inspection with staffing ratios sufficient.

Leaders ensured the whole environment provided an extensive range of play opportunities which successfully promoted children's all round development. High priority had been given to ensuring outdoor play areas were used regularly and were designed to encourage children to play and learn in the fresh air. Leaders ensured the main play area was child centred, warm and welcoming. Leaders were committed to making sure children had a sense of belonging in their environment. Children sat in high chairs and booster seats at meal times and potties and steps were available for the children to gain access to the toilet. There was significant space and facilities to meet the children's needs for child-focused play, quiet and sleep times and physical play outdoors. There were displays of children's craft work hanging in the play area and each child had their own book displayed to celebrate their work. The layout of the rooms created independent child-initiated learning opportunities and easy access to role play, creative play and language and mathematical skills through areas of learning.

4. Leadership and Management

Good

Summary

Leaders have a clear vision for the service with emphasis on a child centred approach and an active promotion of children's development. Leaders create a positive ethos and establish a strong staff team who have clear roles and responsibilities and deliver quality care to the children. There are established partnerships with parents, professionals, the wider community and the school.

Our findings

Leaders had created a positive ethos, making sure children and staff felt valued. Staff told us they were supported by leaders and enjoyed their work. The service's statement of purpose provided parents with the information they needed to make an informed choice as to whether the service met their and their child's needs. Leaders made sure staff fully understood their roles and responsibilities to ensure the smooth running of the service and in their delivery of providing children with the care they needed. For example, staff files evidenced they had completed induction training when they started and attended training and courses to keep them abreast of current practices. Leaders were committed in providing the children with the best care possible by making sure children were looked after in an inclusive environment where they could develop and grow. The service was well organised with staff and leaders keen to improve the quality of care given to the children, thereby continually offering a better service.

Leaders completed ongoing assessments of the service provided. They had considered feedback from parents, staff, children and outside agencies in their annual quality of care report.

Leaders ensured staff were qualified, competent and experienced and as they had worked at the service for several years, they provided a consistency of care for the children. Leaders had staff files in place containing nearly all of the required information to evidence staff were suitable, including current Disclosure and Barring service certificates. Leaders set realistic targets for themselves and staff. Staff supervision was conducted informally.

Leaders had successful relationships with parents, the school, professionals and the wider community. Leaders kept parents informed about their child's time at the service on a daily basis as was heard when parents collected their child at the end of the session. Leaders involved parents, children and the wider community for example visiting local care home.

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 that the staff:

- exhaust all avenues in getting children to eat their food before it is taken away.

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 11 September 2019. We;

- considered the service's previous inspection report and notifications sent to us during the year;
- inspected a sample of records, documentation and policies, these included the statement of purpose, risk assessments for trips away from the service, child protection, complaints and behaviour management policies;
- scrutinised three staff and four 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, the persons in charge and staff, and
- provided detailed feedback to the registered persons 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 Sessional Day Care
Responsible Individual	Melanie Bailey
Person in charge	Tammy Beach Angharad Willaims Rosalind Fry Nicole Harvey
Registered maximum number of places	34
Age range of children	0-5 years
Opening hours	9.15-11.45 and 12.30-3.00pm, Monday to Friday. Flying start sessions
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Manual Insert
Dates of this inspection visit(s)	11 September 2019
Is this a Flying Start service?	yes
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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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