



Childcare Inspection Report on

Little Lambs Day Nursery

**St Asaph Avenue
Kinmel Bay
LL18 5EG**



Date Inspection Completed

29/10/2019

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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

Little Lambs Day Nursery is situated within walking distance of the centre of the seaside town of Kinmel Bay. The service is registered to provide care to a maximum of 48 children under 12 years of age. The hours of operation are 7:15 a.m. – 6:30 p.m., Monday to Friday. The service provides early education entitlement and is subsequently inspected by Estyn. They also implement the Welsh Government childcare offer. Samantha Maitland-Price is the Registered Person and is also person in charge jointly with Stephanie Evans. The main language of the service is English, therefore the 'Active Offer' in relation to the Welsh language is not currently implemented.

Summary

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

1. Overall assessment

Children are happy, settled and can contribute their views and preferences confidently. They thoroughly enjoy their time at the service and are highly motivated to make choices and explore their play environment. Staff know children well and respond to their individual needs promptly and effectively. They plan a variety of exciting and stimulating activities, which promote children's play, learning and development and place a high emphasis on facilitating children to take acceptable risks and engage in loose parts play. Leaders ensure children are cared for in a safe environment with a range of interesting and exciting areas and resources to enhance their play and learning. Resources are of good quality and all play areas are welcoming and exciting to children. The service is managed exceptionally well, with innovative methods used to increase staff enthusiasm and promote a positive ethos. Highly effective methods are used to promote positive partnerships with parents and local businesses to enhance children's well-being.

2. Improvements

Since the previous inspection the service has received several awards, including:

- Conwy Rich Play Award;
- North Wales Training's Apprenticeship employer of the year award; and

- Runner up in the 'Supporting staff well-being' category in the NDNA Nursery Awards.

During the course of the inspection, children were provided with snack mats to place their food on during snack time in order to minimise the risk of spreading germs.

3. Requirements and recommendations

We made one good practice recommendation in relation to care and development.

1. Well-being

Good

Summary

Children are happy, settled and have formed positive bonds with the staff who care for them and their peers. They confidently express their views and opinions and their preferences are respected. Children are beginning to make friends and interact positively with one another. They thoroughly enjoy the activities available to them and are naturally motivated to explore their environment. They are learning to make decisions and complete tasks independently.

Our findings

Children moved freely around the available activities and were confident to ask for any activities they could not reach independently. They were confident to express their wants and needs to staff. For example, two children asked a staff member to come and play a card game with them, to which the staff member quickly obliged. Another older child was confident to let staff know she did not like the lunch that was on offer and was supported to choose a suitable, healthy alternative.

Children were happy, relaxed and had formed bonds of affection with staff; they approached staff for cuddles and reassurance throughout the day. Children clearly felt secure in their surroundings; they were confident to approach us to talk to us about what they were doing. They knew they could approach staff to ask for help when they needed it and knew their needs would be met promptly. For example, one child fell over in the outdoor play area and immediately sought comfort from a staff member, which was promptly provided.

Children interacted well together and had formed strong friendships with their peers. For example, a group of older children played a card game together. They took turns to deal the cards out, waited patiently for their turn to pick up a card and interacted positively together throughout their game. Younger children cooperated well with their peers during play and responded positively to staff instruction. For example, while playing in their makeshift den, the toddlers took turns appropriately to look at the books with their torches. They were happy to share the resources, enthusiastically showed their friends what they could see in the pictures and cooperated well when they were asked by staff not to put torch in their mouths.

Children were motivated to explore their environment and thoroughly enjoyed taking part in the activities on offer. For example, younger children enjoyed making shapes in the pumpkins using real tools. They concentrated well on this activity, manipulating the tools effectively and enjoyed seeing the holes made in the pumpkin flesh. Another group of children enjoyed spending time in the messy playroom. They had lots of fun printing with the paint and cut up apples, experimenting by mixing the paint with their hands and making handprints on the paper and searching for toy figures in a tray filled with coloured water beads. Lots of laughter, cheering and happy chatter ensued during these activities as children excitedly showed staff and their friends what they were doing.

Children were encouraged and supported to do things for themselves. Older children completed self-care tasks independently, with support provided if needed. Babies were able to practice self-feeding during lunchtime with plenty of time and space given to do so independently. Children were all happy to help tidy up at the end of activities. Children were able to lead and direct their play and choose resources as they wished as toys and activities were stored in a way, which enabled children to access them easily and independently.

2. Care and Development

Excellent

Summary

Staff are extremely confident about the correct procedures to follow to keep children safe and promote healthy lifestyles effectively. They are very knowledgeable about children's individual needs and ensure they are met effectively through a wide range of interesting and highly stimulating activities. Staff facilitate children's play and plan highly effective opportunities for them to take appropriate risks and use their imagination through loose parts play.

Our findings

Staff were extremely confident with regard to their duties to protect children; they had received training on safeguarding children and their knowledge was also updated regularly during team meetings and staff supervision sessions. Staff we spoke with were confident in the correct steps to follow should they have a concern about a child. Records showed staff ensured children practiced how to exit the premises quickly and safely by means of regular fire drills. A sufficient number of staff had current paediatric first aid certificates and accidents or incidents were recorded appropriately and sent immediately to parents via an online application along with photographs of their child's injury. Parents were asked to acknowledge they had received this information by signing the notification on the app. Staff encouraged healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Staff promoted children's physical development through providing a range of activities where they practiced climbing, balancing, den building and used real tools safely. Overall, good hygiene was promoted, with staff encouraging and supporting children to wash their hands as appropriate. However, we drew attention to the fact that the younger children did not have plates on which to put their snack during the morning. This had been rectified by the afternoon snack time.

Staff spoke to children with warmth and affection. They provided comfort and reassurance when children needed it and treated them with respect. They encouraged positive interactions using effective strategies, giving clear instructions whilst explaining to children when their behaviour was not appropriate. For example, when one child became a little frustrated during a card game staff clearly stated they should not raise their voice and asked the child if they wanted to join a staff member to sit in a quieter area to calm down before carrying on with the game. They both went to sit on the sofa for a few minutes and the staff member chatted to them and explained how to interact positively, encouraging the child to come back and play nicely with their friends. The child soon settled after discussing how they felt and re-engaged positively in an activity. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities and trying new things.

Staff knew the children well and were able to respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs were sought prior to them starting and these were used to plan a variety of stimulating activities and

experiences for children. Staff also conducted regular observations on children and these were kept in the children's individual learning records. These observation notes were also used while planning weekly activities, where staff were able to include activities which targeted specific skills the children were currently working on. Activities were varied with a good mixture of outdoor activities which encouraged exploration and curiosity and more focussed activities that developed fine motor, literacy and numeracy skills. A high emphasis was placed on loose parts play and enabling children to take appropriate risks. This ensured children became confident, curious learners, with even the youngest children learning to manage and regulate their own behaviour when taking part in these types of activities.

3. Environment

Good

Summary

Leaders ensure children are cared for in a safe environment; risks are managed well because effective measures have been put into place. Resources are of good quality and indoor areas are welcoming and interesting to children. Leaders provide children with a wide variety of opportunities to explore natural and sensory resources and to take acceptable risks.

Our findings

Leaders ensured the premises were secure and children are safe. Children and staff were signed in and out of the premises using the online app. This maintained an accurate and up to date register of all persons present on the premises, ensuring all people could be accounted for in the event of an emergency. The outdoor play area was secure and surrounded by a fence and the doors to the premises were locked during the day, preventing unauthorised persons from gaining access and ensuring the children were safe. Leaders had identified hazards within the premises and these were included in written risk assessments showing how risk was managed and where possible eliminated. Leaders also promoted play activities which supported children to take acceptable risks. Risk benefit analysis documents were in place for these activities, outlining the hazards to children and the benefits to their well-being. For example, using and exploring real tools. Leaders had also taken effective steps to improve fire safety following a recent visit by the fire safety officer. The fire safety policies and fire risk assessments had been updated accordingly and the registered person also told us how they had purchased an upgraded fire alarm system which was due to be installed in the months following the inspection.

All areas used by children were well maintained and decorated, providing a welcoming and appealing environment. All playrooms were light and bright with a range of equipment available to meet children's needs. Where possible, leaders ensured the materials and resources used were real and natural. For example, fabrics, real branches, wood and recycled crates were used for den building and building materials such as large plastic tubing, boxes and tools were used for construction play. A selection of loose parts were available for children to explore in each of the playrooms and most toys were made from sustainable materials. Samples of children's artwork were displayed on the walls, which were labelled with their photographs to enable younger children to recognise and feel proud of their own work. Toys and resources were all well organised and stored at a low level to enable children to access these independently. Outdoor areas provided opportunities to experiment, explore and take risks. For example, the '*sensory garden*' contained a mud kitchen and a '*campfire*' where children of all ages could play and develop their skills.

Furniture and resources were all suitable for children's needs. Tables and chairs were at the right height and steps and seats were available to enable children to use the toilet and practice self-help skills independently. Suitable high chairs, buggies and cots were available for younger children and

babies. All toys and resources were in good condition and were suited to the children's ages and stages of development. Toys and resources were clean and in a good state of repair in all indoor and outdoor areas and accurate records were kept of when these were cleaned. Multicultural and Welsh resources were also available to enhance children's cultural awareness and enable them to learn more about the world they live in.

4. Leadership and Management

Excellent

Summary

Leaders use innovative methods to ensure staff are highly motivated and supported to carry out their roles effectively and provide excellent opportunities and activities to enhance children's and parent's well-being. Extremely positive partnerships are formed with parents and other local businesses in highly effective ways which are beneficial and fun for all involved.

Our findings

Leaders create a positive ethos whereby children and staff feel valued and communicate their vision for the service clearly and effectively. All staff we spoke with stated they were happy working at the service and were fully aware of their roles and responsibilities. Policies and procedures were in place and these were reviewed regularly and implemented effectively by staff in their daily practice. For example, staff followed the methods outlined in the service's behaviour management policy effectively throughout the day. Leaders have further developed the '*Spread the Happiness*' initiative, which promotes the happiness of staff and children, encourages kindness and enhances their well-being. Activities had included a team building '*scavenger hunt*' and an event where children had baked cakes to deliver to local businesses to 'spread the happiness'. A 'well-being event' had also been arranged, where parents were invited in to receive free 15-minute treatments by local beauty and well-being services. This had promoted a positive atmosphere throughout the nursery and in the wider community, helping to develop strong partnerships in the local area and with parents.

Leaders were reflective in their practice and ensured they promoted an ethos of continuous improvement. Regular staff meetings were conducted to discuss areas for improvement, enabling staff to feed into improvement plans and helped in setting targets for themselves. This was an ongoing process, which was updated and reviewed regularly throughout the year. Leaders had also conducted an annual quality of care review gathering feedback from children and parents and had written a report outlining their findings; they listed improvements already made during the year and highlighted areas for development.

Leaders follow safe and robust recruitment processes and ensure staff are well trained to meet children's individual needs. New staff undertook a comprehensive induction programme and robust recruitment checks had taken place, ensuring staff were suitable to work at the service. Leaders ensured staff understood their responsibilities and the high expectations of the service. Staff we spoke with told us leaders were extremely approachable and supportive and made them feel valued. Evidence of supervision and appraisals were kept on file as well as certificates for training staff had completed to enhance their knowledge of caring for children.

Leaders shared information with parents effectively. Staff had positive relationships with parents and shared information verbally at the end of each session as well as through regular parents evenings, the online application and a closed social media page, where photographs of children taking part in activities were shared. Positive partnerships had also been formed with local businesses through the 'spread the happiness initiative', which often led to these businesses frequently donating loose parts and materials for the children to use in their play. Leaders had also promoted initiatives, such as a recent campaign to increase the uptake of women signing up to have a smear test by offering an hour of free childcare for those who signed up to have a smear test. They had also set up a 'uniform swap shop' where staff and parents brought in the school uniforms their children had grown out of so they could be swapped for another size.

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 staff continue to ensure children are provided with individual plates or snack mats during each snack time in order to minimise the risk of spreading germs.

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 29 October 2019 between 9:00 a.m. and 17:55 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, staff, and registered person;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the registered person 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

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Samantha Maitland-Price
Person in charge	Stephanie Evans
Registered maximum number of places	48
Age range of children	6 weeks to 12 years old
Opening hours	7:15 a.m. – 6:30 p.m. Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 June 2017
Dates of this inspection visit(s)	29 October 2019
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 the service. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	

No noncompliance records found in Open status.