



Childcare Inspection Report on

ABC Day Nursery Ltd

**Gwastad Hall
Cefn-y-Bedd
Wrexham
LL12 9UH**



Date Inspection Completed

23/07/2019

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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

ABC day nursery ltd is located on the grounds of Gwastad Hall in Wrexham. The responsible individual is Sarah Love and she has appointed Rachel Povey as person in charge. The service operates from 7:30 to 18:00, Monday to Friday, closing for bank holidays and Christmas. Care is available for children aged up to 12 years, with funded places offered for children aged three as part of Early Entitlement. The service is registered to care for up to 38 children and is also inspected by Estyn.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children communicate well and their choices are listened and responded to appropriately. They settle well and enjoy their play and learning experiences. Children have access to opportunities that help them develop and learn new skills. Staff keep children safe and implement some positive practices to promote a healthy lifestyle. Interactions are managed well but improvements could be made to ensure all children are provided with regular chances to be sociable. Staff understand child development and plan appropriate opportunities for the children to help them learn through their play. The environment is safe and secure and provides children with enough indoor and outdoor space to play and learn. Resources and facilities are of a good quality and appropriate for the children. Leaders have a clear understanding of the care and service they provide and have an active role in the day to day running. Self evaluation is completed regularly and supports leaders in planning and making improvements. Staff are managed well and partnerships are developed which benefit the children.

2. Improvements

Since the last inspection leaders have;

- Introduced an app where they store observations and record individual children's development and progress, which can then be accessed by parents and shared with outside agencies when needed;
- purchased a range of resources including outdoor and ICT equipment;

- improved some areas of the environment, including a new partition in the toddler room which is more sturdy and secure and created more space in the pre school room by shortening a partitioning wall;
- developed partnership working with local playgroups and schools so a triangle of care is formed for children, and
- employed a cook so the responsibility is not with leaders or the staff to prepare snacks or lunch.

3. Requirements and recommendations

We made recommendations relating to care and development, the environment and leadership and management.

1. Well-being

Good

Summary

Children are confident to communicate with others and know their needs and interests will be listened to and catered for whenever possible. Children enjoy each other's company and interact well, with politeness and respect. They enjoy their play and learning opportunities and develop a range of skills.

Our findings

Children had a voice and could make choices about how they spent their time. They moved freely around the environment with some children having the choice to play indoors or outside. Children's interests and ideas were considered during the planning of activities. For example, children in pre school and those attending for holiday club were asked what activities they would like to take part in during the holidays. These were then planned by staff. Children were confident to ask staff for assistance, reassurance or items they wanted as they knew they would be listened to. Children knew their needs were known and catered for. For example, a child who did not like what was available for dinner was offered an alternative they did like.

Children were settled and familiar with the routines of the service, helping them to feel happy and safe. For example, they knew they washed their hands before eating and tidied up when they had finished playing or when they were asked. Children were relaxed and confident to talk to us about they were doing and what they enjoyed. They felt valued as staff responded to their communication in a caring manner that showed they were interested in what they were saying. Children had formed positive relationships with staff and other children. They enjoyed playing alongside the staff and sought specific children they wanted to play with. We saw two children cuddle each other, clearly happy they could sit together. Lunch was a sociable time for most children; they talked and laughed together.

Children interacted well. They were learning to share and cooperate with others. For example, taking turns to push each other around in the pretend police car. Children understood they sometimes had to wait their turn to play with specific resources. For example, when only two were allowed on the interactive board, another child understood they had to wait and that they would get a turn next. Children were polite and well mannered, saying please and thank you with only a few reminders from staff.

Children were all actively involved in an activity they had chosen and one which kept them interested. They enjoyed their play with lots of smiles seen and laughter heard. Some children were attending as they were on school holidays. They had chosen to return to the nursery rather than go to the school's service, which showed they enjoyed attending. Children were having great fun getting wet during their water play and in pre school children

could take measured risks climbing on the tyres and old wooden pallets, helping to develop their balance and coordination.

Children could develop a range of skills. They had access to suitable resources and facilities for their age and stage of development. Children who were able to use the toilets themselves, they were given the time, encouragement and support to feed themselves and could access resources they wanted independently.

2. Care and Development

Good

Summary

Staff keep children safe through implementing policies and procedures effectively. They promote some elements relating to leading a healthy lifestyle including, providing nutritious food choices and ensuring children are active and get fresh air. Staff manage interactions well and generally support children to communicate and learn appropriate social skills. Staff know the children well and plan appropriately for their ages and stages of development.

Our findings

Staff implemented policies and procedures effectively. They followed an effective nappy changing procedure that helped to prevent cross contamination. Staff were aware of the safeguarding procedure and what to do if they had concerns about a child. This was displayed in the rooms for reference. Accidents and incidents were recorded appropriately and showed parents had signed to say they had been informed. An overview of accident and incidents was not kept which would help to identify any patterns or trends that may develop. Medication records were kept and included the last dose given and subsequent doses, which were shared with parents. Staff ensured sleeping children were checked on regularly and a record was kept of times they slept and how often they were checked on. Staff ensured children wore hats when playing outside to protect them from the sun. However, we did not see water being freely available to ensure children were kept hydrated. Healthy food options were provided, which was evident in the daily diaries and observations on the day; children had bread and carrot sticks for snack and spaghetti bolognese for lunch with water given to drink. Staff ensured children had regular opportunities to be active and get fresh air by providing opportunities to go out for walks and regular access to the outdoor areas. Staff implemented positive routines including hand washing, cleaning tables and implementing the Designed to Smile initiative to promote oral health. Children's individual needs were known and their medical, allergy and parental preferences were displayed so they were shared with all staff.

Staff generally managed interactions well. They communicated well with the children and enhanced some children's experiences during such times as lunch and snack, by making them sociable, sitting and talking with the children. However, we noted that some of the babies did not receive much interaction during snack time when they were grouped with the older children. Staff used praise to celebrate achievements and rewards, such as stickers, were given out for good behaviour.

Staff knew the children well and used observations to record individual progress and set targets for the children. Planning considered children's abilities and interests, which helped to ensure they enjoyed their learning opportunities and wanted to take part. For example, we saw children enjoying making their own ice-lollies using real fruit. They were keen to tell

us that they had to wait for their lollies to freeze so they could lick and bite them. Staff supported children's learning during play by using effective questioning skills asking things like, 'how can we make that better?' and 'what colour is that and can you find any more the same?'.

3. Environment

Good

Summary

The environment is safe and secure. Risk assessments and regular checks are completed to ensure children are safe and most hazards are eliminated or managed well. There is enough indoor and outdoor space provided to ensure children can move around freely and have access to appropriate, good quality resources and facilities.

Our findings

The environment was safe. Entrance to the service was secure and if children were playing out the front of the building, a member of staff stood by the gate to prevent children from leaving or unauthorised persons entering. Risk assessments were completed on all areas used by the children and these showed hazards were eliminated wherever possible or managed well. For example, safety gates were used to prevent children from accessing areas they were not allowed to use/enter and items used for cleaning were stored out of children's reach. However, we noted that there were glasses of juice outside on top of a plastic storage container that could have been accessed by some of the children. Registers were kept of children and staff, which ensured everyone could be accounted for in an emergency.

The environment provided areas and rooms where children could be grouped according to their age and stage of development. This allowed them to be suitably set out with the equipment and resources needed. Areas were well maintained and children's work was displayed, giving the environment a child centred feel. Staff had dedicated roles and responsibilities regarding maintenance tasks, which ensured the environment was clean and free from hazards. For example, mopping floors, emptying bins and checking toys.

Outside the pre school children's area was focused on the natural world with lots of resources made from natural materials and loose parts. This included a wooden mud kitchen, old wooden pallets, tyres and old tubes and crates so children could be creative in their play. The other outdoor area used by the younger children provided space for children to move around safely and areas where children could sit quietly to take part in an activity or have their snack outside.

Leaders ensured the environment was equipped with suitable resources for the developmental needs of the children. For example, babies had access to resources that supported their balance and walking skills with push along, sit in and ride on toys. There were some natural resources available for the children including, cones, wooden pieces, sand and water. Resources were reviewed and new ones purchased when required. For example, a new storage area with canopy had been purchased for toddlers to create a cosy area.

4. Leadership and Management

Good

Summary

Leaders ensure all required paperwork and information is kept up to date and is well organised so it is easily accessible. They use self evaluation effectively to make improvements ensuring that they consider the views of others. Staff are managed well and all required information is available. Leaders develop positive relationships with parents and outside agencies that benefit the care and service they provide for children.

Our findings

Leaders had a clear understanding of their service and the care they offered. They played an active role in the running and day to day management of the service. This was shared effectively in a statement of purpose and welcome pack that included all the required information parents needed to decide if this was the right service for them and their child. However, we noted that in the welcome pack it stated that the service was inspected annually by Care Inspectorate Wales (CIW) rather than the scheduled biannually. All policies and procedures were implemented effectively and updated regularly.

Leaders conducted an annual self evaluation of their service. They collected views from staff, parents and children and these were considered when planning improvements. Ongoing improvements were planned including re decoration to ensure the environment was well maintained and provided a welcoming atmosphere and to keep up to date with current and new initiatives to keep the service moving forward.

Leaders ensured staff were deployed effectively so children were suitably supervised by staff who were appropriately qualified and experienced. Staff training was kept up to date and leaders supported them to develop their skills and follow their interests. For example, staff were encouraged to identify training they would like to complete that would benefit them and the children they cared for. Wherever possible leaders then arranged for them to complete the requested training. Staff files inspected showed all relevant information was included and checks completed.

Leaders developed positive partnerships with parents and kept them informed of their child's day and experiences in a number of different ways. Verbal, informal conversations were had at the beginning and end of their child's day and daily diaries were written by staff and shared with parents of younger children. The service had recently introduced an app where photographs, videos, observations and written records were recorded on individual children and these were able to be accessed by parents.

Close links had been created with outside agencies and these benefited the children and the care provided to them. Leaders were working with local schools and playgroups on a triangle approach to child care and discussions with leaders evidenced this was working well and there were benefits including sharing of resources, information being able to be

easily transferred and good practice shared. Leaders were active members of the National Day Nurseries Association, which ensured she was up to date on current and new initiatives and training could be accessed.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations;

- to ensure staff create more opportunities for babies to interact when they join the toddlers for snack;
- to have water freely available for children throughout the day;
- complete checks on all areas before and while children are playing to ensure all hazards are identified and wherever possible eliminated;
- have an overview of accidents and incidents so any patterns can be identified, and
- review the statement of purpose/parent pack so information regarding Care Inspectorate Wales inspections is correct.

6. How we undertook this inspection

This was an unannounced, full inspection, undertaken as part of our schedule of inspections. One inspector visited the service on 24 July 2019 from 9:15 to 14:45.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, three staff files and three children's files;
- observed practice and completed observations using our SOFI 2 to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff and responsible individual;
- inspected areas used by the children, and
- gave feedback to the responsible individual after the inspection.

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
Responsible Individual	Sarah Love
Person in charge	Rachel Povey
Registered maximum number of places	38
Age range of children	Under 12 years.
Opening hours	7:30 – 18:00 Monday to Friday, closing for bank holidays and Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 June 2017
Dates of this inspection visit(s)	23 July 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 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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