



Childcare Inspection Report on

Squiggles Pennard Day Nursery

**Pennard Community Centre
Pennard Road
Pennard
Swansea
SA3 2AD**



Date Inspection Completed

05/11/2019

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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

Squiggles Pennard Day Nursery is registered with Care Inspectorate Wales (CIW) to provide care for 32 children under the age of 12 years. The service currently offers full day care for children aged 6 weeks to 8 years, including some sessional care options and wraparound care before and after school. Located in the village of Pennard on the South of the Gower peninsular, they can arrange drop off and collection options to schools in the local area. The registered provider is Samantha Lewis and she employs a person in charge to oversee the daily running of the service.

Summary

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

1. Overall assessment

We found that children are happy and enjoy attending “Squiggles”. They had good opportunities to play both inside and outdoors. They develop trusting relationships with friends and staff and are familiar with the daily routine. Staff are attentive and know the children well. Leadership is mainly positive but some improvements are needed.

2. Improvements

The nursery has bought additional child sized resources for the outdoor area after identifying children’s interest in helping tidy up the leaves.

3. Requirements and recommendations

We notified the registered provider that they were non compliant with the:

Staffing (Regulation 27) – The registered person must ensure that there is at all times, having regard to the need to safeguard and promote children’s health and welfare, a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

We have made some recommendations at the end of this report.

1. Well-being

Good

Summary

Children are happy, settled and have good relationships with staff and friends at the service. They generally have a strong voice because their home language, attempts at communication and choices are usually valued. Children engage very well in activities that they are interested in and enjoy their free play when there is more organisation to the process.

Our findings

Children have a strong sense of belonging at the nursery, they are very happy and comfortable with staff, friends and in their environment. Children and staff have developed positive, trusting relationships with children approaching staff to sit and 'cwtch' or looking at staff and making eye contact for reassurance during activities. Friendships were blossoming between children, from the most recent children starting at the service and those who only attend for shorter periods after school to stronger bonds of affection between those children who have attended for longer periods.

Children use the language they are most comfortable with, knowing that, in the main, staff will respond appropriately. In addition to English, most staff had a basic competency of the children's home languages. Whilst English was the predominant language spoken, children also made good use of written and spoken Welsh, Sign language and some Chinese words. Children's non-verbal communication was usually well observed, with most staff responding to children and babies cues to be picked up, comforting children who were unwell or "not themselves" and helping children who generally needed support. However, a child was moved from a task they were enjoying to another activity, simply because she had not responded to staff when they asked if she wanted to move.

Children mostly engage well and enjoy their play and learning. During the mornings activities most children's attention span was short. Some children left staff led activities relatively soon in favour of independently exploring the general play area. They were far more stimulated in the afternoon, moving fluidly between the numerous activities and toys. They engaged far better, making decisions for themselves, when activities were organised, set out clearly for them and staff supported their choices. Children took time to participate in these activities and gained a sense of achievement from their efforts both inside and in the garden. Children especially liked the 'busy feet' activity, dancing and singing together. Even the children and staff who were participating in other activities joined in the singing from afar. Everyone was laughing and smiling, with their peers and staff and there was a positive, happy, energetic atmosphere.

Children generally show respect for property and people, they are beginning to understand and follow the rules of behaviour that affect others. Babies and younger children played alongside each other watching and observing interactions and demonstrating their enthusiasm through excited sounds and movement. Older children were beginning to share, a child passed the crayons to another when asked for them, others politely waited their turn and all that were able to, helped tidy away toys when they had finished. Some children struggled to control their emotions when learning to share toys and resources that they were thoroughly enjoying playing with, such as the cars and ride on toys in the garden.

Children have opportunities to develop their learning and independence skills but some areas could be enhanced. Young children in the baby room predominantly played with items chosen by staff due to resource storage and room organisation. The older children, in the main room and messy play area, had more free choice to decide for themselves what to play with but were inclined to play with items that were visible to them and not stored away. All children enjoyed learning their colours in English and Welsh and they often counted in both languages too. Children were pouring their own water from the fountain and were learning to access the toilet independently however, at snack and lunchtime, there were missed opportunities for them to develop their skills such as learning to use cutlery, cutting their food and general social skills.

2. Care and Development

Good

Summary

Staff are caring, qualified and have the children's best interests at heart. In the main they know and understand their responsibilities to safeguard children from harm; they follow good hygiene practices, know how to identify child protection issues and who to report them to within the service although, more training is needed on referring concerns to the Local Authority. Generally, staff are consistent in their approach to behaviour management.

Our findings

All staff understand their responsibility to safeguard children's wellbeing despite their need for training. Staff implemented good infection control procedures by following thorough hygiene processes. They used gloves and aprons during snack, lunch times and when attending to children's personal hygiene. Staff knew to report any child protection disclosures and/or concerns they might have to management. Most also knew their responsibility to refer concerns relating to senior management to the Local Authority however, some staff were unsure of this process. Staff were well qualified and most mandatory training was up to date with appropriate first aiders and staff with food hygiene certificates however, some staff had not completed child protection training and others' training needed renewing. Most children's health requirements related to food allergies, intolerances or lifestyle choices although when medication was required it was stored and administered appropriately with parental consent sought and records maintained. A permanently employed cook prepared snacks and meals, with only those staff who held food hygiene certificates helping with food preparation in her absence, ensured that each child received a nutritionally balanced meal, that was suitable for their needs.

Staff are consistent in their approach to behaviour management and generally support interactions well. Staff demonstrated warmth and kindness and used a positive approach to behaviour management. They always went down to the child's level to help ease feelings of intimidation, gave good eye contact to ensure their message was received clearly and used language that was developmentally appropriate for the children's age and understanding. When a child was playing with his food bowl a staff member explained how to use it appropriately. When the child continued to play with the bowl the staff member gently asked the child to recall what she had said about the bowl and the child put the bowl down on the table. Whilst staff usually praised good behaviour and used words of encouragement or explanations to promote better interactions, during outdoor play an opportunity was missed to put boundaries in place which could have helped regulate children's emotions.

Staff mostly provide good support to children but need to ensure that their priority is to meet children's individual needs. Staff were kind, caring and knew the children well. They considered children's interests and planned a good variety of activities to appeal to all

children but staff did not always have resources prepared in advance. This resulted in children only playing with the toys they could easily see and access. When staff had time to organise activities, the children became far more enthusiastic, they thoroughly enjoyed themselves and it changed the whole dynamic of the nursery, making it very pleasurable for everyone involved. Staff knew the learning objectives for tasks, made observations and collated children's work into "memory books" however, this could be further developed to plan the next steps for individual children's learning. Additionally, during lunch, staff did not have time to sit with children to support them to develop their feeding skills or encourage the social interactions that mealtimes could usually provide, which meant some children struggled to use cutlery or feed themselves.

Leaders ensure that all communication and engagement systems with parents are good and keep parents well informed. Parents informed us they were very pleased and happy with the care their children receive. They said they felt listened to and comfortable to communicate positive or negative issues with leaders and staff. Leaders keep parents fully informed about routines and child care practice and children's work was displayed and sent home for parents to know about the activities they'd participated in. Should parents provide consent, a facebook page was also available for parents to view pictures of their children participating in tasks.

3. Environment

Summary

The layout of the nursery provides good opportunities for children to move around freely in a safe and secure environment. There are good, age appropriate resources and toys for children to utilise both indoors and out although, some items could be better organised so children can see them and have easier access to them.

Our findings

Leaders ensure that the environment is safe, secure, and well maintained indoors and outdoors. Staff ensured entry to the premises was only through use of a key or by staff allowing entry. Fencing and locked gates to the side of the premises secured the outside and garden areas. Leaders had completed risk assessments and reviewed them annually or sooner if required, to assess and minimise risks. Staff check a daily list to ensure that the premises is free from unnecessary risk. Leaders conduct regular fire evacuation procedures and suitable fire extinguishing equipment was available and had been deemed appropriate for use. Leaders had employed suitable professionals to carry out other maintenance checks and various certificates were available for viewing, there was also valid public liability insurance in place. Cleaning rotas demonstrated that each member of staff had specific cleaning duties and leaders employ a cleaner to thoroughly clean the nursery once a week. Hazardous substances were stored away from children and they were unable to access these areas.

Leaders ensure the environment has good indoor and outdoor play space for children to move around freely but need to consider their storage facilities. They extend children's knowledge and development throughout the nursery by offering a good range of resources, which stimulates their curiosity and interest although storage of resources requires consideration. The nursery layout is across one floor, which allows everyone to easily access all areas. The baby room has sufficient space for children who are beginning to take an interest in the world around them and develop their mobility skills. However, resources were difficult to access as they were stored in large baskets or boxes and many resources were stored high above the ground. In the main room, play areas were large enough to give scope for free movement, for activities to be well spread out and to allow for flexibility of use. Leaders and staff regularly used the outdoor play space for physical development activities and fun learning experiences.

Leaders provide a wide variety of good quality resources. Appropriate child sized furniture and equipment was available which was of suitable design, condition and were suitable for the ages and developmental needs of the children. There were soft furnishings for children to relax and cots or pushchairs for younger children who required a sleep during the day.

Resources were checked and cleaned regularly with new resources purchased as required for example, child sized brooms had been purchased for children because they enjoyed helping the staff to brush the leaves. In the garden, children's imaginations were stimulated by a lovely wooden climbing frame designed in the shape of a boat which and a variety of different resources were rotated to provide interesting outdoor experiences for the children.

4. Leadership and Management

Summary

Overall, the leadership and management at the service is good. Information relating to the service is available to parents and the expectation upon staff is to provide daily feedback either verbally or in a diary. Systems are in place to ensure the effective operation of the service and to ensure robust and reliable recruitment of staff. The deployment of staff requires improvement as there are occasions when the staff to child ratio's fall below recommended guidelines.

Our findings

Leaders maintain and share up to date information about the service. An informative statement of purpose that accurately reflected the service provided was available to parents. New and prospective parents received policies and procedures to keep and copies were available on request. Staff informed parents when the quality of care review was being undertaken for them to share their views and provided the report should they wish to read it. A noticeboard displaying staff photo's and their names ensured that children and parents were aware of the general deployment of staff and any changes to the team and a noticeboard displayed additional information that might have been of interest to them.

Leaders generally have good systems in place to monitor the service and can mostly demonstrate staff suitability to look after children. They follow timely and robust recruitment processes to safeguard children. Most staff were suitably qualified or had good experience and had the skills to do their job. All relevant checks had been completed on individuals prior to them starting work, leaders obtained references, checked work history and updated suitability checks as required. Appropriate and meaningful supervision was regularly undertaken and annual appraisals held. Leaders reviewed their policies and procedures annually and from the comprehensive documents, most contained appropriate information. However, the child protection/ Safeguarding children policy required enhancing with information regarding concerns about managers and referrals to the Local Authority. Additionally, some staff were uncertain about some aspects of child protection procedures. When we checked staff files for child protection training, many were out of date. An annual quality of care review was completed, it considered how the service operated over the previous year and improvements and goals to be achieved in the coming annual period.

The deployment of staff needs to be improved. Whilst there was a good, consistent staff team and cover for general staff absences for example, sickness and annual leave, consideration needs to be given to snack/lunch periods and time for attending/completing training. Additionally, although staff were on the premises throughout the day, they were not always available to work directly with children. During these periods, the staff to child

ratio fell below the required guidelines, which affected children because they did not receive the support they needed to develop their skills. Additionally because the management of staff is not always effective, staff are not provided with time to complete required courses leaving some staff uncertain of the responsibilities upon them.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure sufficient, suitable staff to cover additional duties such as staff breaks and training;
- Develop the child protection policy;
- Consider ways to promote the next steps for children's learning and;
- Ensure all resources are organised and accessible to children.

6. How we undertook this inspection

A full inspection was undertaken by one inspector as part of our normal schedule of inspections. It was conducted over approximately six hours on one day on the 5 November 2019. Telephone feedback and ratings were provided to the registered person and person in charge on 14 November 2019.

During the inspection, we;

- made general observations of the care provided;
- spoke to children, staff members and parents;
- records and documents relating to the service including: policies and procedures, attendance registers (children and staff), children's contracts, accident and incident records, staff and children's files and the statement of purpose and;
- carried out a visual inspection of the rooms and areas used by the service.

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 Full Day Care
Registered Person	Samantha Lewis
Person in charge	Alyson McTaggart
Registered maximum number of places	32
Age range of children	6 weeks – 8 years
Opening hours	Monday to Friday 7:30 am – 6:00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	
Dates of this inspection visit	05 November 2019
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 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:	

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