



Childcare Inspection Report on

The Children`s Day Nursery

**The Children`s Day Nursery
George Street Bridgend Industrial Estate
Bridgend
CF31 3TS**



Date Inspection Completed

16/01/2020

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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

The Children's Day Nursery provides full day care for a maximum of 59 children. The care is offered to children from six weeks to two and a half years and the opening hours are 7am to 6pm, Monday to Friday. The nursery provides the service through the medium of English. The registered person is Emma Matthews and the person in day to day charge of the service is Nadine Jones.

Summary

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

1. Overall assessment

Children at The Children's Day Nursery have a strong voice, are able to follow their own interests and are developing positive relationships. Staff work effectively to keep children safe and healthy, encouraging good behaviour and acting as good role models at all times. Leaders offer a safe and stimulating environment. There is a wide range of age appropriate toys, resources and equipment available for children. Leaders are very well organised and are consistently working to support staff and improve the service.

2. Improvements

Since the last inspection, the service has replaced a variety of toys and equipment, they have listened to parents and staff feedback to improve their service, have added air conditioning units to the hallway and 'tiger' tots to cool the rooms in the warmer months and heat the rooms in the colder months. They have built a buggy park for parents to store pushchairs safely and added a fence; with smaller gaps, to the back of the playground, so toys do not get posted through the fence. The sensory room has been improved by adding new baskets and toys for the children to explore. The service has completed nearly all of the recommendations from the previous inspection. They have placed cups and bowls at more appropriate positions during snack time, with meals being served appropriately and they are prioritising children's individual needs. Staff are respecting children's privacy and dignity during toileting and nappy changing and the sleeping areas are more appropriate, so that children can rest safely without disturbance.

3. Requirements and recommendations

We have also made some recommendations regarding the environment, staff roles and the cooling of food. These are detailed at the back of the report.

1. Well-being

Good

Summary

Children have a very strong voice at the service. They show that they feel very safe, happy, and valued through their familiarity with routine and consistent positive interactions with staff. Children show excitement and enthusiasm at their play and learning and have opportunities to develop their independence and follow their own interests successfully.

Our findings

Children speak or express themselves well as they receive a consistent response/interaction. Children are confident communicators as their wants, moods and needs are considered and they have good opportunities to make choices and decisions about their play. They are able to choose which activities or toys they took part in. During one session, the staff went to put a cover over an activity, however, children wanted to keep playing and staff took the cover off and said *“let’s play for another 5 minutes.”* During lunch, children were able to ask for more food confidently.

Children cope well with separation. They were settled and were familiar with their routine. For example, babies sat patiently in their chairs while waiting for food and after snack and a baby went straight over to the bouncer to signal that it was time to nap. Children have a sense of belonging and are forming relationships. They looked to staff members for reassurance or for cuddles and sat on staff member’s laps during singing and story time. Children have good bonds of affection with staff.

Interactions between children and adults are consistently good. For example, younger children babbled at staff members enthusiastically, whilst being offering fruit at snack time. Another child watched as a staff member sprinkled porridge in the tuff tray, squealed “yay” excitedly and gave more to staff, for them to repeat the activity. Children generally co-operate well and are actively interested and engaged. Most children played alongside each other and some shared toys with each other. In the outside soft play shed, one child beckoned children over and mimicked holding hands, to encourage them to partake in ‘ring-a-ring-a-roses’.

Children are enthusiastic and interested in their play and learning. They were very excited about going to the outside soft play shed and smiled and clapped while singing songs with others. During story time, children were engrossed in the story, pointing to pictures and trying to join in. They enjoy a good range of interesting opportunities indoors, including a good balance of child and adult led activities. Children crawled around making happy sounds following each other and attempted to copy a staff member by holding and looking at a book. Children have freedom to safely explore their indoor environment and can choose to relax and have quiet times.

Children experience interesting age/developmentally appropriate opportunities that promote their all-round development and enable them to confidently follow their own interests. There were some adult led activities available, linked to their current topic and children could

explore areas which developed a variety of areas including literacy, fine motor and creative skills. Children of all ages independently went to get toys and resources from boxes or other storage areas. They were encouraged to wash their hands and attempt to feed themselves independently.

2. Care and Development

Good

Summary

Staff work efficiently to keep children safe and healthy. They complete frequent safety checks and have strong procedures in relation to cleaning and hygiene practices. Staff manage interactions successfully and promote positive behaviour as well as being very good role models. Staff promote children's play, learning and development consistently, however, further development is needed to ensure all opportunities to develop children's independence skills are used to their full potential.

Our findings

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. Staff prepare and serve a range of healthy snacks and meals and follow consistent and stringent checks regarding food allergies and preferences. They consistently reminded children to keep safe. For example, they reminded children to sit on the chairs correctly, to walk in case they fell and to be careful when climbing on the slide. However, while arranging for the children to go to the outside soft play shed, a staff member took a group of children, when the door began to swing back towards a child who had waited. Since the visit, leaders have sent in a document showing the procedure they are now following when going to the outside soft play shed to improve safety for children. Staff tidied up as they went along as well as encouraging children to help. Staff explained that they followed opening and closing safety and cleaning checklists and they followed the nappy changing procedure correctly. Sleeping arrangements have improved and children are able to sleep without interruption. Staff have a good understanding of their responsibilities to protect children and they were confident about the process to follow if there was a child protection incident. Staff implement robust cleaning and good hygiene practices. Staff wiped tables and trays before and after snack and lunch. They wiped children's hands and reminded children about washing their hands before food. Staff who served food wore aprons and gloves and they replaced any cutlery which fell on the floor. However, one staff member blew on a child's food to try to cool it down before encouraging the child to do the same.

The interactions are positive demonstrating warmth and kindness. Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. Staff used gentle, calm voices with children and constantly used positive language like "*good boy/girl*", "*well done*" and "*we have to play nice with our friends*". Staff are consistently responsive, they listen and act as good role models at all times. For example, staff sat with children at meal times, encouraging good table manners and making it a social occasion. One staff member enthusiastically joined in with a small group of children during hand washing, talking out loud about the way she washes her hands. Staff are sensitive to the needs and experiences of individual children. When children began to argue, staff sat at the children's level and asked simple questions to find out what had

caused the issue. She then reminded the children *“we must share – would you like something else?”* The children were content with the discussion and went to play. On another occasion, when one child began throwing toys, a staff member went over and showed the child how to play gently, reminding the child *“this is how we play.”* Staff are committed to providing a broad range of play and learning activities. Staff contribute to weekly planning, with individual staff members having responsibility for organising each week. They use assessment to inform future planning and further staff led activities. Staff also encourage children to undertake their own activities and sit with children to complete activities. For instance, staff helped a young child when they began to show enthusiasm to try to walk independently or gave lots of words of encouragement while children completed a task. However, there was limited questioning from staff to develop children’s knowledge and understanding. For example, during a sticking activity, staff questioned children about the colour they were using and if they liked the animal they were making. Staff provide some opportunities to develop independence, however, these are not always used to their full potential. For example, staff encouraged children to hold and drink from a cup or spread glue on their picture. However, when a large group of children went to wash their hands, a staff member washed and dried their hands for them.

3. Environment

Good

Summary

Leaders ensure a very safe environment for children to explore. They ensure that risk assessments are completed and kept up to date and all safety checks are regularly undertaken. Leaders offer a stimulating environment which is suitable for the age ranges of children cared for. They offer a good indoor play space which allows children to move freely and explore their environment. Leaders provide children with a good range of furniture, equipment, toys and resources to meet children's needs and promote their curiosity.

Our findings

Leaders ensure that the environment is safe, secure, and well maintained. Leaders organise regular cleaning routines that reflect good hygiene practices, with staff completing daily tasks and recording these consistently, as well as a cleaner undertaking further cleaning. Leaders complete, review and act upon effective and accurate general and fire risk assessments. They undertake, complete and record regular fire drills and all safety testing. Leaders store medication safely and out of reach with regular checks undertaken for expiry dates.

Leaders ensure the environment has good indoor play space for children to move freely and they ensure the environment meets the children's needs. They ensure the outdoor play space is used as often as possible and have recently developed an outdoor soft play shed, which is regularly used by the older children. The outdoor play areas, were not used on the day of the visit, however, upon visual inspection, it looked to be well maintained. Leaders organise the environment well so that it provides a good range of play opportunities suitable for the age ranges cared for, however, there is some labelling on boxes/storage and it is not consistent throughout the rooms. The premises are welcoming, warm and accessible to all and are very well maintained.

Leaders ensure that children can access good quality and a broad variety of age-appropriate furniture, toys and equipment indoors to stimulate the children's interest and imagination. They offer a range of multi-cultural and natural resources in the playrooms, and the outdoor areas for each age group contained a range of activities and resources which presented interesting opportunities for the children to explore and play.

4. Leadership and Management

Good

Summary

Leaders work very effectively to ensure the service is well run and organised. They are well aware of their responsibilities and work competently to ensure they meet all the regulations and National Minimum Standards (NMS). Leaders complete an effective self-evaluation and are consistently planning for improvement. Leaders have strong management of staff and work extensively to ensure staff are well trained and supported. Leaders have developed good partnerships with parents and keep them well informed.

Our findings

Leaders have a definite vision for the service that they share with others. They maintain and share an up to date informative statement of purpose that accurately reflects the service provided and meets nearly all of the NMS, however, it did not include information about facilities, services, activities or routines. Since the inspection, the leaders have sent in an updated statement of purpose, with all information included. Leaders ensure they meet all relevant regulations and meet the NMS and they are very knowledgeable about their regulatory responsibilities. Leaders review their policies and ensure that there are implemented in practice. They keep the required records accurately and ensure that are very well organised and comprehensive. Leaders have completed nearly all of the recommendations from the previous report.

Leaders actively implement self-evaluation. They seek and implement the suggestions of their parents/carers, staff and other interested partners. However, children's views have not been included. Leaders explained that they have attempted to collect children's views but due to the age of the children, it has been unsuccessful.

Leaders follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks and implement a good induction procedure for all students and staff. There is a culture of continuous professional development with staff completing relevant training, including first aid, child protection, Epipen training, fire safety and manual handling. Appraisals and supervisions are carried out regularly, with staff commenting that they feel that they are able to talk to leaders at any time and feel very supported. Leaders ensure that staff are deployed well to ensure staffing ratios are met. However, records did not clearly show who was looking after the children during staff breaks. Since the visit, leaders have confirmed that they are recording who is looking after the children during staff breaks.

Leaders ensure that all communication and engagement systems with parents are very good. They keep parents well informed, through the use of an app, daily handover sheets and discussions as well as regular parent's evenings. They have developed links with a range of community groups. Parents gave very positive feedback about the service, commenting on how they love the services' use of the app, especially the pictures they are

sent, they are given lots of detail during handover and can talk to anyone at the service, staff members or leaders. Parents said they felt their children are settled, they can see their child progressing, and are confident that they are safe.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that:

- staff follow recommended good practise when attempting to cool down food;
- leaders further develop the role of staff during activities to extend children's learning and understanding;
- staff develop more opportunities for children to become independent; and
- there is consistent labelling of resources throughout the rooms.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 16 January 2020 for approximately 4 hours and 45 minutes.

We:

- inspected a sample of documentation and policies;
- we made general observations of the interactions between the staff and the children attending the service;
- undertook a SOFI observation using the SOFI 2 tool;
- carried out a visual inspection of the rooms that the children use;
- spoke to the staff, registered person, some parents and person in charge; and
- provided feedback by telephone on 22 January 2020.

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	Emma Matthews
Person in charge	Nadine Jones
Registered maximum number of places	58
Age range of children	Six weeks to two and a half years old
Opening hours	7am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 March 2017
Dates of this inspection visit	16 January 2020
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?	The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services. 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:	