



# Childcare Inspection Report on

**Little World Day Nursery**

**Welsh Congregational Church  
Milford Road  
Newtown  
SY16 2DZ**



**Date Inspection Completed**

29/08/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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 World Day Nursery is held within the premises of a large converted church building. The responsible individual is Lydia Waters and she is also the person in charge. The Nursery offers dedicated rooms for the age range of children it cares for and there is access to a fully enclosed outside play areas. The service operates from 7:45 a.m. to 5:45 p.m. Monday to Friday. The service is registered to care for a maximum of 39 children from 3 months of age until 5 years old. Funded places are available for children as part of the Government's Early Entitlement programme. English is the main language used and the service does not currently provide the Welsh Language 'active offer'. However, basic Welsh language words, phrases rhymes and stories are very well promoted.

### Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Excellent
<a href="#"><u>Care and Development</u></a>	Excellent
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Good

### 1. Overall assessment

Children are thriving and developing very well; their welfare and well being is central and at the heart of this service. Children are settled, happy and feel valued. They enjoy their play and learning with an environment that is stimulating, interesting warm and child friendly. The children are cared for by staff who respond effectively and appropriately to their individual needs. Older children, 3 years and over, enjoy having a clear focus on developing their social and emotional growth. Children enjoy learning through thoughtfully planned activities designed to develop a range of skills. Younger children, toddlers and babies enjoy many appropriate activities but planning in this area is not as comprehensive as for older children. Staff are very well qualified, exceptionally experienced and they demonstrated a sound knowledge of how children learn and grow. They provide a range of rich, varied and imaginative educational activities with precise assessment and planning for older individual children, which ensures they make excellent progress in their learning. The environment is very good; providing children with high quality indoor spaces and resources where they are inspired to play and learn. Outside is set up to actively encourage the children to explore and develop their physical skills although some areas require attention. Leadership is very effective. Staff are encouraged and supported to develop their skills and experience and there are very good partnerships with parents and other child care professionals.

## **2. Improvements**

New furniture has been purchased for the under 2 section and this has created a more cosy child friendly area for the babies to play and explore in. They have low, solid wooden tables and chairs that encourage key stages of development.

A parent's reception area has been created to facilitate private and confidential discussion and to provide an area for them to wait to collect their children.

The nursery has improved communication with parents through the use of a phone app, which allows parents to receive pictures and progress updates about their children.

## **3. Requirements and recommendations**

We have made a few recommendations and they are detailed at the back of this report.



# 1. Well-being

Excellent

## Summary

Children have a very strong voice and their needs and preferences are listened to. They feel safe, secure and comfortable with the staff. Children are familiar with routines and are confident to move around freely. Children have formed friendships and they have warm and affectionate relationships with their carers. Children interact well and are confident to communicate effectively. All children understand or are beginning to understand the importance of sharing, taking turns, waiting and co-operation. They are highly active; participating in vibrant and stimulating play based learning activities and they have ownership of basic routines such as snack time. Children are flourishing and developing their independence well within this child care environment.

## Our findings

Children make decisions and are confident communicators. Children voiced their opinions about what they were doing or wanted to do with enthusiasm. For example when they made a simple scientific experiment that involved milk and food colouring *'it's changing colour'* they exclaimed excitedly. During story time the children listened rapturously to the story teller, they asked questions, and called out *'wriggly worm'* when prompted. Younger children, under 2 years of age used their body language to attract the attention of their carers, for example, a child pointed to his water container and got his drink. He then pointed to some wooden stacking blocks and gurgled happily when he was handed them to play with.

The children approached staff and us with ease, for example, when we walked into the toddler room they called out *'hyia lady'* and older children were eager to talk to us to tell and show us what they had made. During circle time, the children sang songs with gusto and they chatted excitedly about what they had had for breakfast. We saw children playing in the role play kitchen area, *'I'm making a cup of tea'* said one child. When another child had finished his cup of tea he asked for more and the other child poured another cup of tea as well as pouring one for us *'for you lady'* he said and we drank the tea happily. When the sensory floor tiles were brought out, the children jumped on them vigorously and squealed in delight as the colours and patterns changed into strange and wondrous shapes. Children played outside on trikes, scooters and small wheeled toys and with chinks. They climbed up a tower of tractor wheels and jumped off them with confidence and skill. *'It's my last day today'* said one child proudly as he jumped off the tower *'I'm going to big school in September'*.

Children participate enthusiastically in their play and learning. We saw that the children engaged with an excellent range of stimulating and interesting activities. The children played with materials on the 'funky finger' tables, jigsaws and small word characters to sequence, count and gain mathematical understanding and language. We saw that children

were excited about their play and they showed sustained levels of interest. The children explored the outdoor area and they especially enjoyed the mud kitchen. Children thoroughly enjoyed their play and learning.

Children were confident to move around their play environment and they were able to select an activity of their choice. We saw the older children accessing the toilets independently and washing and drying their hands without prompting by staff. Younger children were supported to develop their emerging independence in this area. The children confidently 'signed' themselves in, which showed that they understood the self-registration system. Older children have very well developed self-help skills and are confidently expanding their skills. During lunch time children helped out and poured their own drinks. They confidently asked for more food which was readily given. Younger children were encouraged to self feed. Much younger children were helped with patient and gentle support from staff. Children were learning and developing their independence very well.



## 2. Care and Development

Excellent

### Summary

Staff are committed to ensuring children are kept safe and healthy and they have a sound understanding of the need for robust safeguarding procedures. They manage interactions very well, supporting children to effectively communicate and behave appropriately. Staff are exceptionally dedicated and motivated to provide care and educational activities designed to promote children's learning and play.

### Our findings

Staff fully understand their roles and responsibilities and keep children safe and healthy by following their processes and procedures consistently. Staff promoted healthy practices and encouraged older children to use the toilet facilities independently and they asked the children if they had washed their hands. They also made sure children washed their hands before snack time. Staff were very well qualified and their safeguarding training and paediatric first aid was current. Key staff, such as the person in charge, were also aware of the 'Prevent Duty' and had completed the Welsh Government E-learning module. Discussion with staff showed that they understood the importance of giving children opportunities to be active both indoors and outside. Staff consistently reminded children about carrying and using equipment safely. For example, when children were jumping off a tower made of tyres they reminded them to '*stand steady and jump with both feet*'. The staff made sure children had a range of healthy snacks across the week, for example, sometimes the children had fruit, raisins or on the day of the visit, they had sandwiches for tea. Regular fire drills had been conducted and staff to knew what to do in an emergency. All necessary safety checks relating to electrical equipment had been carried out by the local authority. Staff kept children safe and promoted healthy practices.

Staff managed children's interactions exceptionally well. Staff knew the children well and they were aware of any individual or additional needs. They used quiet gentle voices and their body language was positive. We heard staff use praise to good effect and they explained why they were praising the children, for example, 'well done'. Staff picked up non verbal cues very quickly with the much younger children and they interpreted their needs, for example fetching children's bottles, toys or anticipating their next movements. Staff explained what was happening when they gathered the children together for circle time and we saw that the children understood and were not confused about what was expected of them. Staff were good role models and promoted good manners and we observed that the staff encouraged the children to take ownership over everything they did at the service. Staff managed interactions in a positive and constructive manner that created a progressive and rich environment for the children. Staff have a sound knowledge and understanding of child development and the individual needs of the children they care for.

Staff planned activities cohesively for the older children, they worked to a theme and provided activities and play experiences to support specific learning outcomes for the children, as well as making sure that the children had fun. Staff implemented the principles of the Foundation Phase curriculum for these children and provided interesting and stimulating learning experiences across all areas. For example, staff encouraged the children to learn and use new words related to their activity of the day. We saw that staff tracked children's developmental progress and we noted that this information supported future planning. Staff tailored activities to children's individual needs. However, planning for much younger babies is not as cohesive and did not show the same level of depth and thought as that carried out for the 3 year olds. Although staff used the main foundation phase principles for their planning for the babies and toddlers this was not sufficiently differentiated enough to support the developmental and learning needs of the much younger children. Staff effectively promote learning and development for older children through well planned, thoughtful and stimulating activities.

### **3. Environment**

**Good**

#### **Summary**

Leaders ensure the premises are safe and secure. The indoor and outdoor play areas are exceptionally child-centred and contain interesting areas for play. The indoor play area is divided into three age specific play areas. One is set up to support delivery of the Foundation Phase curriculum and it offers a wide range of opportunities for children in this age range to be active, inquisitive, reflective and creative. One is designed to specifically focus on the needs of children aged between 2 and three years and there is a purpose designed area for babies. Leaders ensure toys and resources are of a good quality and offer children an opportunity to practice using their senses and learn about the world around them, but the outdoor toys need cleaning, the area generally tidied up and some repairs are required.

#### **Our findings**

Leaders ensured the premises are safe and secure. They made sure children were cared for in a safe, clean and secure environment. We noted that leaders had a secure entry system into the building by means of a bell at the front door with a sign in system once visitors had entered the premises. Discussion with staff demonstrated that they understood the policies and procedures for the service. Risk assessments were comprehensive, regularly undertaken, reviewed and acted on to ensure children's safety. We observed leaders carrying out routine cleaning, for example, before and after snack, tables were wiped down appropriately. At the end of the day leaders made sure children were handed over to a known adult. Leaders provided a safe and secure environment where risks were robustly assessed and changes made; as required, to eliminate or reduce potential hazards.

Leaders ensured the indoor and outdoor play areas were child centred and offered wide-ranging opportunities for children to be active, inquisitive, reflective and creative.

Leaders had ensured the indoor premises was secure, welcoming, and friendly. They had made sure that the areas used by the children were rich, vibrant and stimulating. Leaders made sure that 'environment text' was consistent in the use of upper and lower case lettering and that number lines showed the number with the correct symbol and quantity. Likewise, leaders had made sure that games, play equipment and toys were also easily accessible for the children. Outside, leaders had created an interesting and child friendly play area which they had equipped with lots of interesting equipment, for example, number lines, chalk boards, mud kitchen, sit and ride toys and natural material such as bark. We saw that leaders had created a tower out of large tyres which the children jumped off excitedly. The leaders had created growing areas for the children to plant vegetables in,

which eventually made their way into the meals offered to the children. However, some equipment outside needs cleaning and the raised beds in places were in need of repair. Nevertheless, the outside play area was well used and offered a rich and stimulating environment for the children.

## 4. Leadership and Management

**Good**

### Summary

The service is managed very effectively with all policies and procedures up to date. Leaders ensure staff are suitably qualified and receive regular supervision as well as support in their daily practice. Partnerships with parents are strong and there are links with other child care professionals which helps them provide excellent support and care for children.

### Our findings

Leaders ensured policies and procedures were implemented effectively. Leaders had communicated high expectations for staff and they were delivering the service in line with their statement of purpose and Quality of Care review. Leaders had ensured the service complied with relevant regulations. Effective policies were in place and we observed that these were fully implemented in practice. Leaders modelled behaviours, such as a calm, consistent approach which created an ethos of respect throughout the nursery. It was clear that leaders had made sure all staff were aware of their individual roles and responsibilities. Leaders have a clear vision and a sense of purpose that promoted and sustained improvement and good outcomes for children.

Leaders had systems in place to identify what they did well and the areas they needed to improve; for example, there were robust evaluation sheets for activities they offered to the children, to support their developmental and educational needs. Leaders had a 'setting improvement plan' which they were implementing and continually adding to and that clearly sets out their priorities. We noted that leaders promoted a positive culture of continuous self-evaluation which was embedded in their daily practice. However, the planning for children under 2 needs to be developed to be more relevant. Leaders were open to new ideas. They ensured they gained the opinions of staff, parents and children, for example, through the use of circle time, mind mapping activities and appropriate questionnaires, and they used this information to make positive improvements that enhance the children's care and experiences.

Leaders demonstrated that they supported their staff well. We saw that leaders provided regular supervision for staff and that annual appraisals were carried out. We saw evidence that leaders follow robust recruitment procedures and that they had all relevant information in place for each member of staff. Leaders effectively managed staff ensuring they received regular training opportunities.

Leaders had positive partnerships with parents and information was shared in a number of ways, such as verbally as parents drop off and collect their child, in writing and electronically. Parents spoken with at the end of the day were extremely complimentary about the care their children received.

Staff told us how they worked closely with the registered person who was 'very hands on' within the nursery. They had positive relationships with other child care professionals and they stated that they have excellent links with the local community and encouraged 'practice exchange' sessions with other nurseries within the area. Leaders have developed positive partnerships with parents and other professionals which ensured they provided effective care and very good outcomes for the children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Make sure the planning for children under 2 years of age is linked to key developmental milestones on an individual and group basis;
- make sure the activities for children under 2 are designed to promote the next stage of their development;
- consider letting the children in the 2 to 3 age range be more adventurous, especially when playing outside; and
- consider deploying experienced staff to work alongside new staff or those with less experience.

## 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 29 August 2019 from 10:00 am to 15:30 pm.

We:

- Inspected a sample of documents, policies and procedures, including information about staff, children's records, planning, quality of care review and risk assessments;
- observed practice and completed observations using the SOFI (Short observational Framework for Inspection) 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, the registered person and staff;
- spoke with parents and
- inspected all areas used by the children

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[www.careinspectorate.wales](http://www.careinspectorate.wales)





## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Lydia Waters
Person in charge	Lydia Waters
Registered maximum number of places	39
Age range of children	3 months - 5 years
Opening hours	7:45 am to 5:45 pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	31 May 2017
Dates of this inspection visit(s)	29 August 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?	No: This service 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 their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care. However staff do use simple Welsh words and phrases with children.
Additional Information:	

No noncompliance records found in Open status.