



Childcare Inspection Report on

Rhayader Community Day Nursery

**Rhayader Community Nursery
Rhayader
LD6 5LT**



Date Inspection Completed

22/11/2019

Welsh Government © Crown copyright 2020.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

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

Rhayader Community Day Nursery is part of the Rhayader and District Community Support project the nursery operates from a purpose designed port-a-cabin situated within the grounds of Rhayader Primary School. The Responsible Individual is Phillipa Boss and the Person in Charge is Sarah Louise Price. The service operates from 8.00a.m. to 6.00 p.m. Monday to Friday throughout the year. The service is registered to care for a maximum of nineteen children from 6 months old 8 years of age. English is the main language used and the service does not currently provide the Welsh Language 'active offer'. However, basic Welsh language words, phrases and rhymes are intermittently used.

Summary

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

1. Overall assessment

Children are developing satisfactorily; their welfare and wellbeing lies at the heart of this service. Children are settled, happy and comfortable. They enjoy their play and learning with in an environment that is generally stimulating and child friendly. The children are cared for appropriately by staff who consider their individual needs; although there is scope to further enhance opportunities for children's development as well their social and emotional growth. Children enjoy learning through themed activities designed to develop a range of skills. However, at times such activities are too adult led and on occasions children's opportunities to be creative and have their perception of their work recognised is limited. Staff are very well qualified and exceptionally experienced and they demonstrated an understanding and knowledge of how children learn and grow; but this does not always translate into practice. The environment is satisfactory but not all areas are fully utilised at all times. Leadership is generally 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

Traffic Light equipment has been purchased so that children can develop a better understanding of road safety.

3. Requirements and recommendations

We have made several recommendations and these are detailed at the back of this report.

1. Well-being

Adequate

Summary

Children have a satisfactory voice within this service 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 although some areas of the nursery were not accessible to them. Children have formed friendships and they have warm and affectionate relationships with their carers. Children interact well and are becoming confident in their communication efforts. Children are beginning to understand the importance of sharing, taking turns, waiting and co-operation. Children are developing their independence adequately within this child care environment.

Our findings

Children are able to express their views and needs in a variety of ways and they had some choice over what they did. We saw that older children over two years of age were chatty, comfortable and relaxed with the staff caring for them. Children sat nicely and were engaged in discussing 'winter photographs'. We heard the children ask lots of questions. For example during 'circle time' children discussed what had happened to the trees *'it hasn't got any leaves'* said one child, *'they fell down in the Autumn'*. We heard the children name animals, for example one child told staff that *'it's a hare'*. Generally, children chose who and what they wanted to play with; moving freely to a new activity when ready. The children were happy and settled in their activities and we saw that they responded well to staff; telling us how cold the snow was on their hands. We noted that much younger children, those under 2 years of age were secure and confident with their carer. Their play was 'solitary' and naturally very little language was heard. However, we saw that they used their body language and pointed to attract the attention of staff. They crawled or toddled up to staff and reached up their arms to be lifted up and cuddled or they sat comfortably on laps snuggling in as they watched other children playing. Children are familiar with their surroundings and the routines of the service. We saw that children were happy at the service and they moved around with confidence and went to staff or their preferred play area confidently. We saw children who had recently started at the service, who were supported and reassured. We observed children playing independently because that was

their individual stage of development and we saw some children playing with others. Children were praised by staff and we saw that the children smiled when they received positive comments or were picked up and cuddled. Some children were initially unsure of our presence and they sought reassurance from the staff. The children quickly continued to play after they had received this reassurance, which demonstrated that the children had a sense of security. The children were curious and inquisitive about us and when they felt safe enough to do so, they approached us and engaged in conversation or let us join in with their play. However at times children's attempts to engage in further conversations was not always developed and their creative skills were not always recognised. Overall children have some choice over what they do and they feel safe and happy.

2. Care and Development

Adequate

Summary

Staff interact with children appropriately and in a kind and caring manner. They generally promote healthy lifestyle choices. Staff know the children well and try to promote the development of their play, independence and individual skills. Nevertheless there is no evidence of evaluation of activities or matching activities to children's individual stage of development; although there is evidence that staff are tracking some children's progress. Planning for children under 2 years of age is based on plans for older children and not conducive to their cognitive or physical abilities.

Our findings

Staff understand their roles and responsibilities in keeping children safe and healthy. Discussion with staff demonstrated that they understood the need for good safeguarding practice and the persons in charge had completed the Welsh Government's E-learning 'Prevent Duty' training. The responsible individual confirmed that they had been awarded a 5* rating from the Food Standards Agency and some staff had food hygiene certificates. We saw that staff changed children's nappies in line with their policy and they were aware of the Public Health Wales (2014) guidance about prevention of cross infection. Staff prepare freshly cooked meals for the children and they made sure children washed their hands before lunch. We heard staff remind children to cover their mouths when coughing. We observed staff encourage the children to brush their teeth as they followed the 'designed to smile' scheme for good oral hygiene. Staff encouraged the children to be mindful of 'walking' when in nursery and to put their shoes on. They provided babies with the necessary support they needed to feed themselves and allowed them the time to do it. Babies were provided with quality, nutritious food which was pureed to an appropriate consistency for those who were weaning. We did not observe children playing outside as the weather was atrocious. Staff managed interactions in a warm, friendly and gentle way. We saw that staff, at times, tried to extend children's understanding of the world around them. For example, they asked the children what they would say if an animal was hard to see and a child answered 'it's camouflaged'. Staff praised children for their efforts with positive language and encouraged them to use good manners and to practice saying

'please' and *'thank you'*. They allowed the children time to finish their snacks and meals but sometimes we saw that basic routines prevented children from doing what they wanted to do, for example, spend time in the messy play area which had not been set up for the children. Staff were well qualified. Staff indicated, through discussion, that they knew the children well. We observed that staff had not fully considered the learning and development needs for the children and there was no evidence that activities had been created to achieve specific learning outcomes. Neither was there any evidence of linking the activities to developmental progress or evaluation to chart how the activities could be structured to challenge children. Likewise, we noted that at times activities for the children were too adult prescribed with children's perception not always recognised. Staff were observed directing children where to put, for example, noses on penguins or glue where they wanted the children to put the penguin's eyes. Children who were colouring were often told to 'colour inside the lines'. Activities planned for babies didn't differentiate for their age and stage of understanding or ability. For example, 'splashing in puddles' was appropriate for toddlers and older children but very young babies would not have the physical ability to participate in such activities. Nevertheless, we saw that staff were responsive and physically affectionate with the children; they picked them up, cuddled them and made sure their basic needs were met. During lunch time we saw that the children used real cutlery and were served their drinks with their food. Babies were encouraged to self-feed with staff providing assistance as and when required. Staff managed interactions adequately.

3. Environment

Good

Summary

Leaders ensure the premises are safe and secure. The indoor and outdoor play areas are child-centred and contain interesting areas for play. Although the messy play section had not been set up for children to access. The indoor environment a range of opportunities for children to be active, inquisitive, reflective and creative. However, best use is not always made of the available resources. Leaders ensure toys and resources are of a satisfactory quality.

Our findings

Leaders ensured children were cared for in a safe, clean and secure environment. We noted that leaders had a secure entry system to the main play area, which could only be accessed by a code. We saw that leaders ensured that everyone was fully aware of their responsibilities in relation to the safety and welfare of children. Discussion with staff demonstrated that they understood the policies and procedures for the service. All visitors to the service were asked to sign in on arrival and out on departure. 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 provide a safe and secure environment where risks are assessed and changes are made, as required, to eliminate or reduce potential hazards. Leaders had ensured the indoor premises were secure, welcoming, and friendly. Leaders had made sure that 'environmental 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. Leaders had created a child friendly environment within which children could access their own belongings with ease from their own coat pegs. 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, sit and

ride toys and natural material such as logs and traffic lights. However, we were unable to observe the children using this area due to very inclement weather. Leaders provided children attending the service with a good range of age appropriate resources and equipment. Leaders had made sure that the indoor play area had set up to encourage children to be as independent as possible; they had made sure children could freely access equipment, tools and toys easily. Leaders generally ensure the resources and equipment are of a satisfactory quality.

4. Leadership and Management

Good

Summary

The service is managed well with most 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 support and care for children. However regular volunteers did not have a DBS or other essential vetting checks.

Our findings

Leaders modelled behaviours, such as a calm, consistent approach which created an ethos of respect. It was clear that leaders had made sure all staff were aware of their individual roles and responsibilities and most of the policies were up to date. Information about staff was collated accurately and well organised. We saw that regular supervision of staff was carried out and staff appraisals were charted for completion later in the year. However staffing records relating to deployment throughout the nursery, movement in and out of the setting or regarding which children they were responsible for was not clear or easily comprehensible. An up dated Statement of Purpose was presented during the visit. Planning for children's learning and development was not cohesive and did not show how activities are evaluated or that this information is used to forward plan. We noted that leaders promoted a positive approach but there was little evidence that a culture of continuous self-evaluation was embedded in their daily practice. They had good systems in place for gaining the views of children, staff and parents. Leaders were open to new ideas. Leaders ensured that staff were suitably qualified and supported in their daily practice. Leaders demonstrated that they support their staff well. We saw that leaders follow robust recruitment procedures and that they had all relevant information in place for each member of staff. However regular volunteers did not have the relevant information in place. Leaders told us that they 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. They told us that they have positive relationships with other child care professionals and they stated that they have excellent links with the local community. Leadership and management is satisfactory.

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 that information about all regular volunteers meet regulations;
- records relating to movement of staff and the children they work with need to be improved so they clearly show actual practice;
- consider setting up the messy play area every session so that children can freely access paint, sand water etc;
- familiarise yourselves with the new Welsh Government Safeguarding guidance: www.safeguarding.wales;
- consider encouraging the children to be included in basic routines; such as laying the tables for lunch;
- consider making the babies more inclusive at lunch times;
- develop an appropriate system to plan activities for children, make sure planning supports children's learning, is meaningful, purposeful, and linked to specific learning outcomes and evaluated to support forward planning;
- make sure that there is greater balance between child led and adult directed activity;
- Consider training for staff to understand the importance of 'in the moment' development; so that children's creativity and perception is recognised and enhanced.
- make sure activities for very young children are appropriate and support their age and stage of development and
- encourage greater use of the Welsh language

6. How we undertook this inspection

This was an unannounced full inspection undertaken on 22 November 2019. Two inspectors undertook the inspection; totalling approximately 6 hours. Feedback was provided by telephone on Monday 25 November 2019

We:

- inspected a sample of documentation such as policies, records and information about staff;
- inspected a sample of documentation relating to information kept about children;
- observed practice and completed observations using the Short Observational Framework for Inspection tool (SOFI 2) to capture evidence of children's engagement and the care being provided by staff;
- inspected the areas used, toys and resources; and
- spoke with children, staff, responsible individual and the person in charge.

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	Phillippa Boss
Person in charge	Sharon Morris Kim Hamer Sarah-Louise Morris Donna Reeve Emily Price
Registered maximum number of places	19
Age range of children	6 months to 8 years of age
Opening hours	8 a.m. to 6 p.m. Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	1 August 2017
Dates of this inspection visit(s)	22 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?	No: This service does not provide an 'Active Offer' of Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. Recommend that the service provider considers the Welsh Government's 'More Than Just Words' strategic guidance for Welsh Language in social care.
Additional Information:	

Date Published 09/03/2020

