



Childcare Inspection Report on

Gibbonsdown Children`s Centre Limited

**Jubilee Hall
Ramsey Road
Gibbonsdown
Barry
CF62 9DF**



Date Inspection Completed

25/11/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including 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

Gibbonsdown Children's Centre Ltd has been registered since April 2013. The responsible individual on behalf of the organisation and the person in charge on a day to day basis is Gillian Munro. The service is based in Jubilee Hall, Gibbonsdown, Barry and caters for children between the age of 2 years and 3 years of age. Opening hours are between 8.30am and 5.15pm, Monday to Friday. Flying Start sessions run between 9.15 – 11.45 am and 12.45 – 3.15 pm. Care is provided through the English language with some Welsh used.

Summary

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

1. Overall assessment

Most children have a strong voice and are confident communicators. They benefit from taking part in a range of play and learning opportunities. They have some opportunities to practise doing tasks independently, although these opportunities could be extended. The staff are competent and caring and children are supported to develop and progress. Staff would benefit from refreshing themselves with some policies and procedures. The environment is welcoming and well resourced and is safe and well maintained. Overall, leadership at this service is adequate, as the leader has helped to establish a positive work environment where staff are well supported however, some regulatory issues were identified.

2. Improvements

Bikes have been purchased for the outdoor area.

3. Requirements and recommendations

There were no requirements identified during the inspection however, several recommendations were made. These are detailed towards the end of the report.

1. Well-being

Good

Summary

Overall, children are happy and content at the service. They are confident learners who enjoy participating in fun and interesting activities. Behaviour is appropriate for the age, stage and development of the children and the forming of mostly good, positive and trusting relationships with staff supports their holistic growth.

Our findings

Nearly all children have a strong voice because they have good opportunities to express their opinions, wants and needs. Children had a very good range of play options, both indoors and out, and could mostly move freely from one area to another. They confidently communicated what they wanted to do by stating which story they wanted to hear, which songs they would like to sing and requesting to go outside to play specifically on the bikes. Although, as a group of children settled into an activity of their choosing they were asked to move to listen to a story, which interrupted their play. At snack and lunchtime, children requested milk rather than water, which staff provided.

Children usually cope well with separation, have a sense of security and express enjoyment, because they have developed bonds of affection and feelings of belonging through positive attachments. Most children settled well into their daily routine, running, carefree, into the hall and going to play. All children had a key worker that they were familiar with but also approached other staff confidently to play or make requests. However, a small number of children found it difficult to interact with staff when their main key worker was not in work.

Overall, interactions between children, their friends and staff are very good. Children played well alone or with their friends or staff, cooperating and taking turns. They were polite and used good manners often without being prompted. Recently, there had been occasions when some children with additional needs struggled to communicate their wants, likes and dislikes resulting in behaviour that may seem challenging or inappropriate but is not. This had begun to isolate them from the other children and staff. However, the children also demonstrated positive interactions which showed great empathy towards one another for example when a child comforted a child who was upset.

Children have good opportunities to initiate their own play. They sustain appropriate interest in tasks and activities, demonstrating that they are interested in their play and learning. Children thoroughly enjoyed a craft activity, decorating Santa's sleigh with glitter, stickers and baubles. They discussed all things "Christmas" and enthusiastically sang Christmas songs. Children excitedly went to play outside on the "new orange bikes" which the staff explained had recently been purchased to extend their physical development.

Children are developing well and are learning age appropriate independence skills. Children hung their belongings on their individual hooks on arrival at the service. They utilised the service's outdoor clothing and all children knew where these were stored. Most children were able to independently put on and take off their coats, although some younger children asked for help with the zip of their coat. Children used the toilet independently, washed, and dried their hands. Some older children were further developing their skills by collecting plates after lunch and helping to take them to the kitchen.

2. Care and Development

Good

Summary

Overall, staff had a good understanding of children's development and managed behaviour well. However, more understanding is required of additional needs and associated behaviours.

Our findings

Staff recognise and have a good understanding of their responsibility to safeguard children's wellbeing. They implemented the service's general policies to safeguard children well, completing appropriate nappy changing procedures; following thorough cleaning routines; ensuring the safe storage and administration of medication and first aid equipment and promoting healthy lifestyles. Staff demonstrated they understood the child protection policy; they could identify signs and symptoms and were aware of the "Prevent Duty", to prevent people from being drawn into terrorism, however, some needed to develop their knowledge around referring to the local authority.

Staff understand the behaviour management policy, general child development and mostly implement positive behaviour management strategies for typically developing children. However, their understanding of additional needs and their impact on children's behaviour was not fully recognised and understood. Staff manage most children's behaviour consistently; mainly using positive reinforcement and children responded well to the praise. Additionally, staff would go down to the children's level to communicate, trying to distract them or explaining what the inappropriate behaviour was and how it could be improved. However, staff struggled to manage some behaviour related to additional needs. Whilst basic techniques were used, staff did not possess a thorough understanding of some individual children's needs, which resulted in over-reliance on the parents and carers to remove children from the service for short periods.

Overall, staff provide good support and enhance children's play and learning. They consider children's interests when preparing tasks and ensure that there is a broad variety of activities for children to participate in. Staff were aware of children's development and planned for the next steps in children's learning.

3. Environment

Good

Summary

The premises was very suitable for children of all abilities. It provided a safe, secure and rich environment for children to play, learn and develop their skills.

Our findings

Leaders ensure that the environment is mainly safe, secure, and well maintained indoors and outdoors. There were excellent systems to manage entry into and out of the reception, main hall and outdoor garden area with a receptionist at the desk and access by key fob. Safety gates were utilised where necessary to restrict children from accessing areas that might be hazardous such as the kitchen and thorough cleaning routines ensured infection control risk were minimised. Although, leaders had completed and displayed some risk assessments around the premises, as prompts for staff, they could be developed further for additional activities and resources.

Leaders ensure the environment is suitable for nearly all children. The premises is very welcoming, warm and accessible to all, it lays across one floor allowing all children to access areas independently. Leaders ensured the environment had extensive indoor and outdoor play space, which was very well organised to promote children's curiosity and development. Children could move freely and explore different play areas and resources as they wished, including a fully functioning child sized kitchen. The environment met most children's needs, enabling them to reach their full potential however, as the service provides for children with additional needs, leaders must ensure they consider the effect of the environment and make appropriate adaptations for their specific individual needs.

Leaders provide an excellent variety of good quality resources and equipment. Children could easily access an extensive variety of age-appropriate furniture, toys and equipment both indoors and outdoors. Toys and resources provided contained a good range of sustainable materials and promoted cultural awareness and equality. Resources stimulated the children's interest and imagination because they were visibly displayed or stored at child height. The children were excitedly working on creating and decorating a large sleigh that would be used as part of the Christmas celebrations.

4. Leadership and Management

Adequate

Summary

In the main, leaders are confident and are aware of their role and responsibilities. Strong relationships have been formed within the nursery and with parents and outside organisations. However, more recently some aspects, predominantly record keeping, have deteriorated.

Our findings

Overall, leadership is mainly effective. Leaders understand their responsibilities, follow most policies and procedures and provide a clear message of their expectations to staff. Record keeping had been organised as leaders and staff easily provided historical records although some of the more recent documentation and records were hard to locate and one referral to request additional support for a child had not been sent and the child protection policy had not been followed correctly. Additionally, the same development records are not kept for all children.

Leaders continually try to make improvements to the service. Leaders gather the opinions of staff, children and parents on what is working well and the improvements needed at the nursery, this is documented within a quality of care report and meeting records. Leaders implement suggestions and review them to ensure they are suitable for children.

The general management of staff and resources does not always meet the requirements and national minimum standards. Leaders implement an appropriate induction procedure for staff and volunteers. Their training was up to date and leaders had obtained valid Disclosure and Barring Service (DBS) certificates. Staff told us they received supervision meetings every six weeks but performance management records showed far longer periods between meetings. Whilst there was a clear management structure, on days when the person in charge was not working there was no other officially nominated person in charge in place.

Leaders have good relationships with parents and outside agencies. Communication and engagement systems with parents are mostly good, as they keep parents up to date and informed of their child's progress although there are occasions where closer partnerships could be beneficial. Leaders and staff nearly always use other agencies for support and training for example, the family information service (FIS) and Flying start.

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 leaders ensure:

- all records are updated;
- staff knowledge and understanding of the individual needs of children in their care is developed and
- staff supervision is timely and meaningful

6. How we undertook this inspection

Two inspectors undertook the inspection over two days on the 21 & 25 November 2019. This inspection was brought forward and a full inspection was completed.

As part of the inspection:

- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- we held conversations with three parents of children attending the service and questionnaires were left for other parents to fill out and send to us, if they so wished;
- we spoke to staff members working for the service and left inspection questionnaires for staff to complete;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose;
- we performed a visual inspection of the rooms of the areas used by the service and;
- provided feedback by telephone.

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
Person in charge	Gillian Munro
Registered maximum number of places	54
Age range of children	2-3 years
Opening hours	8:15 – 5:15pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 & 10 May 2018
Dates of this inspection visits	21 & 25 November 2019
Is this a Flying Start service?	Yes
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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	

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