



Childcare Inspection Report on

Chunky Monkeys Day Nursery

**Chunky Monkeys Day Nursery
Principality House
Brackla Industrial Estate
Bridgend
CF31 2BB**



Date Inspection Completed

02/10/2019

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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

Chunky Monkeys Day Nursery registered in 2013. They provide care for a maximum of 107 children aged six weeks to 12 years. The service operates from a building situated on an industrial park in Brackla, Bridgend. The service is overseen by the responsible individuals on behalf of Jungle Island Company Limited, Rhiannon Quick and Helen Morgan. The person in charge is Amanda Bowden. The service operates Monday to Friday from 7am to 6pm. The service is an English language provision, however, promotes the use of the Welsh language.

Summary

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

1. Overall assessment

Children are settled, happy and enjoy their time at the service. Children are cared for by experienced and qualified staff, who are caring and respond effectively to children's needs and promote their independence well. The service offers spacious, welcoming play areas suitable for play, learning and quiet times. There is an enclosed and stimulating garden which is well set out for play. Additionally, there is a wide range of toys, resources and equipment available. Leadership and management is good. The setting has developed good links with the community, other professionals and works closely with the parents.

2. Improvements

None.

3. Requirements and recommendations

We have made recommendations, which are detailed at the end of this report.

1. Well-being

Good

Summary

Children are secure, happy and valued in a service that promotes their well-being.

There is a good ethos of listening to children's views and feelings. There are good opportunities for children to play and learn in line with their age and stage of development.

Our findings

Children feel safe and happy within their environment and with their carers. Children are settled, happy and comfortable and have secure attachments. They have a positive voice at the service. Children make good age appropriate choices, and are developing their self-help skills very well. They interact well and effectively together. They enjoy the play opportunities and experiences available and are becoming independent. Young children chose their own activities from a range of age appropriate interactive and sound/music /sensory toys and resources. One child enjoyed making a noise into a toy microphone. Children's non-verbal and vocal attempts to communicate resulted in positive responses from staff.

Children arrived at the service happy and settled quickly into their routine. They had developed strong bonds of affection with the staff and we saw children having plenty of cuddles and reassurance. Children knew the routines well; they participated in tidy up time and knew where items were stored. For example one child was keen to ensure that all the play dough cutters went back into the correct container. Children have good attachments with staff and chatted to them easily and confidently.

Children enjoy the play opportunities and experiences available and are becoming independent. Children enjoyed playing with play dough, painting, cutting, sand play, foam play and mark making. Children had free choice of activities and chose where they wanted to play whilst playing indoors. They have access to designated outdoor play areas and they are taken out daily. After school children chose to play outdoors following tea. The older children went off to the physical play equipment such as the climbing structure and the slide. Younger children told us that they had enjoyed that morning digging and collecting some fruits and vegetables such as strawberries, potatoes and swede that they had grown in the planting area.

Children interacted very well with each other and they were beginning to take turns and share items. For example, they waited their turn whilst playing with the large play equipment and items such as the sit on, ride on toys and shared items during play dough and puzzles. Children's behaviour was good; we heard them say 'please' and 'thank you' - "Diolch yn fawr". They confidently approached staff and us at times for comfort and support for example to roll up their sleeves and pull off their jackets. Children had opportunities to do things for themselves. Children participated in both planned and free play opportunities. They independently moved around all the activities within all the rooms indoors and also helped themselves to water to drink and put on their aprons without support. They were

encouraged to use toilets independently, wash and dry hands, help themselves to snacks as well as place their waste food into the food recycling bin.

2. Care and Development

Good

Summary

Staff generally have a good awareness of the children's individual needs. They have a range of procedures in place to keep children safe and healthy. Activities are planned to help with the children's overall development. Staff are responsive to children and make them feel welcome. There are good systems in place for monitoring children's progress.

Our findings

Staff have extremely warm and caring relationships with the children. Staff provide a good variety of stimulating play opportunities for the children to promote their all-round development. They know the children well and overall meet their individual needs effectively, however, on an occasion staff covering staff breaks in the baby room did not know the individual needs of the children well. Additionally at times, staff did not attend in a timely manner to all unsettled babies, as they were tidying up or undertaking other duties.

Staff were aware of their duties and responsibilities in relation to safeguarding and staff gave satisfactory responses when discussing safeguarding scenarios. A child protection policy was in place and leaders had updated the policy to include the Radicalisation and Prevent Duty information. Staff identified on a daily basis any potential risks to children's health, safety and hygiene. Leaders promoted healthy eating at the service and we saw children thoroughly enjoy their snack of breadsticks and yogurt with a drink of milk or water. At lunch, staff offered toast as an alternative meal, when children did not like the fish curry. Staff told us that children were offered for example, yogurt instead of cake and custard or/and a piece of fruit. Staff also told us that parents can provide lunch boxes if their children do not like the food at the service. Staff are mainly effective at keeping children safe and healthy. They promote the Healthy Preschool Programme and the tooth brushing initiative but we did not see children brush their teeth at the time of the visit. Staff encouraged all children to wash their hands after play, before meals and after toilet visits.

Staff ensured that children had the opportunity to relax or sleep in line with their individual needs and in line with parents' requests. Staff followed a key worker system where staff working with certain children took them to meet parents on collection and informed them verbally of the child's day. The service used the 'Tapestry application' to keep parents up to date about their child's day at the service and to send observations and photographs to parents. Staff told us that they update the 'Tapestry' system as often as possible. They told us that parents can also directly message the service via this app.

Staff are good role models; they promote positive behaviour, and manage interactions well. They managed behavioural issues effectively and were consistent. Staff praised children for their efforts and good behaviour. For example, staff said, 'no throwing, no thank you, dim

diolch' to a child who threw an item and said, 'da iawn, diolch yn fawr' when the child listened. They were responsive when one child reached out for cuddles and when asking another child to return to sit back at the table as the child still had food in his mouth.

3. Environment

Good

Summary

Leaders ensure that the playrooms are light, airy and welcoming. Children access two enclosed outside play areas, which have a varied and good range of age appropriate resources and toys. The environment is child centred, safe and well maintained.

Our findings

The entrance to the service was secure from unauthorised access and records kept of any visitor to the service. Staff ensured that the gates to the outdoor areas were secure and there is fencing surrounding the areas. Leaders had completed and reviewed comprehensive risk assessments for all areas of the premises, both indoors and outdoors. We saw staff check the outdoor play area and equipment prior to children going out to play. Records evidenced annual tests for heating and electrical equipment and that staff carried out regular fire drills to keep children and visitors safe, however, staff had not recorded the number of children present on the fire drill records.

The indoor and outdoor play areas were very welcoming and provided a good stimulating environment for play, learning and development. There was plenty of space and facilities to meet the children's needs, including various play areas for quiet time, circle time, table top play, floor play and messy play in line with the principles of the Foundation Phase. The premises promoted independence well, for example children could freely and independently visit the toilet when needed. Although, children could have free flow access to the small outdoor area, they could not to the larger detached outdoor play area. Resources were stored at low level so that children could access them easily and we saw that staff rotated resources to sustain children's interests. We saw children choosing activities and moving freely from one activity to another. As well as the six main playrooms, older children had access to the dining room for meals and a sensory room. There is a well-developed outdoor play area, which leaders had resourced very well with numerous toys, equipment, recycled items and experimental areas such as the climbing structure, slide, construction area created by the children, log cabin for educational activities and planting areas. Children had good opportunities to safely explore, risk take (at arm's length supervision) and have physical play and fresh air.

Children had access to a wide-ranging supply of good quality toys and materials that suited their needs and interests. There was plenty of furniture, equipment and toys for indoors and outdoors. There was an extensive variety of natural and recycled resources outdoors for children to use their imagination to create a play area such as a construction site. There was also a well maintained outdoor classroom for focussed activities and games. All areas, equipment, furniture and toys were clean and in good condition. We saw that staff ensured that children reflected on and celebrated different cultures and identities. For example, there were different dolls, books, rugs and jigsaws representing different cultures and traditions. Staff told us that they celebrate various festivals, such as Chinese New Year, Diwali, St David's Day, St Patricks Day and colour days. They had a calendar containing

the dates of the different festivals which they followed. Staff used some basic Welsh language.

4. Leadership and Management

Good

Summary

The leadership at the service is effective. The service meets the national minimum standards and regulations. Staff have clear roles and responsibilities, which means that the service runs smoothly on a day to day basis. All required records, policies and procedures and staff recruitment information was in place. The service has good partnerships between parents, the local community and other agencies.

Our findings

Leaders are organised and the service is well run. Leaders had a statement of purpose in place which clearly reflected the service provided. There was a comprehensive range of policies and procedures, which leaders had reviewed and which were available for parents. Children's records sampled were in order and fully completed. The systems to monitor the development of children were effective. Staff completed and monitored development plans, updating them when children achieved their goals and targets. A children's attendance register was completed and a staff register was in place, however, some dates had not been fully completed. Leaders told us that they had registered with the ICO (Information Commissioners Office) to safely record and store electronic information.

Leaders had an effective self-evaluation system to identifying areas for improvement. They obtained feedback via questionnaires. A quality of care report was available and leaders had identified areas for improvement including purchasing new equipment, such as sleeping mats, tablet and iPads, porta cabin for staff room and mini bus. Staff used floor books to gauge children's interests and views and this was successfully used when children decided to purchase fish for the empty fish tank. Staff told us that leaders allocated a small budget to each room to use as they wished to further develop the rooms with additional desirable/wish list items. They told us that they could choose to use the allocated budget on a monthly basis or save it to purchase larger more expensive items. For example one staff member told us they saved the money to purchase an 'Alexa' a digital assistant speaker and they used it to play nursery songs to the children.

Leaders had a robust recruitment process. Staff files sampled contained the required information to meet regulations. Staff supervision and appraisals had taken place and staff told us that they felt well supported and had regular opportunities to discuss issues and attend training to support their personal development. Staff were qualified to the required levels and held the required core training certificates in first aid, child protection and food hygiene. Child care staff training records showed that the leaders also provided regular training for staff such as manual handling, Welsh language, health and safety, play worker training as well as numerous educational and cluster training courses. Leaders employed cooks who held food hygiene certificates and prepared and cooked all the meals at the service to meet the children's dietary requirements. The organisation and management of the food preparation was effective with very diligent systems in place.

Leaders provided parents with verbal and written information about their child's development. They use the 'tapestry' electronic system to provide photographs and information about their child's day. We heard staff and parents share information at collection time. Parents spoken to gave very positive feedback about the care their child receives and the staff. They told us that they were very happy with the service and how their child had developed whilst attending. They had no issues to raise but told us that they felt confident to do so should the need arise. There is strong emphasis on building relations with the parents and other agencies and they have excellent partnerships with the local community, holding fund raising events and visiting a care home with the children, to part in various craft activities and sing songs. Leaders told us that they have also invited various emergency services to the service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the provider should:

- ensure that babies needs are met in a timely manner and that they are cared for by a consistent staff team;
- consider offering alternative meals (instead of toast/fruit) to children;
- ensure that the number of children present during the fire drill practice is recorded and;
- ensure that the attendance registers are full completed at all times.

6. How we undertook this inspection

This was an unannounced full inspection in response to a concern received by CIW in relation to record keeping, supervision of children, menu choice/alternatives offered, how children's individual needs are met and how information is shared with parents. We found that some improvements are needed in these areas.

Two inspectors visited the service on 17 September 2019 and 2 October 2019 for approximately 14 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- completed a premises inspection;
- spoke to some children, parents and staff and
- provided detailed telephone feedback to both responsible individuals on 7 October 2019.

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	Helen Morgan Rhiannon Quick
Person in charge	Amanda Bowden
Registered maximum number of places	107
Age range of children	Six weeks to 12 years
Opening hours	7am to 6pm Monday to Friday (all year)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 and 21 March 2017
Dates of this inspection visit(s)	17 September and 2 October 2019
Is this a Flying Start service?	NA
Is early years education for three and four year olds provided at the service?	NA
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and there is no intention of becoming a bilingual service. Basic Welsh and signage is used. 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:	