



Childcare Inspection Report on

Rainbows Private Nursery

**Somerton Lane
Newport
NP19 0HY**



Date Inspection Completed

10/03/2020

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Description of the service

Rainbows Private Nursery is registered with Care Inspectorate Wales (CIW) to care for 55 children aged from birth to 12 years. It is a privately owned nursery; the owner is the Responsible Individual (RI) and the Person in Charge (PiC). They also employ an assistant manager to support with the day-to-day management of the nursery. The nursery is located in a residential area of Newport, close to the city centre. The nursery has three base rooms for children based on their ages and stages of development. It also offers a before and after school and holiday club to those children who previously attended the nursery and have moved onto school. English is the main language with incidental Welsh introduced daily.

Summary

1. Overall assessment

Most children are happy, have fun and enjoy attending. Preschool and out of school children have a strong voice and readily make choices and decisions about their care and play. Generally, children interact and play co-operatively with their friends. Some staff engage purposefully in the children's play to encourage and support their learning. Whilst staff supervise the children appropriately, understanding and implementation of health and safety policies and procedures, including safeguarding is inconsistent. Systems to observe, assess and plan for children's next steps are in their infancy. Preschool children benefit from a good range of activities to enhance their learning. The nursery is extremely well resourced, but these are not always used to their full potential in some rooms. The motivated leadership and management team are working hard to develop the nursery, improve self-evaluation methods and provide positive outcomes for children. Although systems to supervise and monitor staff practice and performance needs strengthening, partnerships with parents are strong.

2. Improvements

Older children have greater input into the activity planning and staff routinely seek children's views and ideas. In preschool, children have more opportunities to develop their independence at mealtimes. Several improvements were made in between the first and second visit and following the inspection. These included, extending some of the activities and resources available in the toddler room, cleaning of outdoor toys, removing recycling bins and making the covered outdoor area more inviting. All children are now able to access their individual bottles of water. The flooring in the climbing area has been made safe and safety gates in the toddler room have been removed for children to move freely between rooms.

3. Requirements and recommendations

We have advised the registered persons that improvements are needed in relation to health needs of children (regulation 24) and administration of medication (regulation

26). A notice has not been issued on this occasion, as this was isolated to one room and the registered person gave us assurances that appropriate action would be taken to rectify these issues. These will be followed up at the next inspection.

We identified several recommendations to improve further outcomes for children. These included, staff interaction, observations, assessment and planning, health and safety practices and records, safeguarding, recruitment and supervision of staff and apprentices.

1. Well-being

Summary

Most children settle well and enjoy their time at nursery and out of school club. Children make several decisions about their care and play to help them feel valued. They interact and play co-operatively with their friends and many children build close bonds and attachments with staff. Overall, children develop good independence, Many develop new skills and learning and experiences for the younger groups are currently being developed.

Our findings

Most children make choices and decisions about their play. For example, questions such as "*Where are you going to sit (child)?*" at snack time enables the toddler children to choose where they sit. In the preschool room, children can choose what toys they wish to play with, activities they join in and time when they can access outdoors or messy play. Initially this was more restricted in the toddler room and babies but some improvements have been made to increase the children's choices and play experiences. Many children are aware of the options open to them at mealtimes. For example, at breakfast time, older children select the box of cereals they want and we saw other children select fruit they want at snack time. Generally, children have a suitable voice. For example, "*What would you like on the carpet?*" enables preschool children to express their wishes. However, systems to seek children's views and involve them in the quality assurance process are in their infancy.

Most children are happy and settle quickly on arrival. Children in pre-school excitedly show off their dressing up clothes for World book Day, competently explaining what characters they are. The babies are eager to start playing on arrival, coping well with separation from their parents. They are learning to form relationships. We heard two babies happily babbling to each other and others dance and squeal excitedly when their friend pressed various buttons on the electronic chair. Older children play nicely with their friends, negotiating their play ideas and being kind and helpful to the preschool children. Although not consistent in all rooms, many children have strong attachments with staff, helping them to feel safe and cope well with transitions. Children play co-operatively and take turns. Children in toddlers take turns at circle time and preschool children understand the rules for safe play at the water tray.

Children develop good independence in their play and personal care. Older children, pour their own drinks, serve themselves at lunchtime and butter their toast at teatime. They are encouraged to use the toilets and wash their hands and younger children are well supported by staff. Preschool children progress well and gain a wide range of skills through stimulating activities and play opportunities. They use their emerging Welsh language skills daily by counting and singing their favourite songs at circle time. They follow their interests making up stories when building with construction bricks and spend long periods making patterns with the magnetic pens and boards. Other children in the nursery participate in a small range of activities and play experiences during the day. There is one sensory play activity out in the morning and afternoon that all children are encouraged to participate.

However, we saw the babies have fun exploring the shaving foam, rubbing their hands then banging them on the table and watching it as it sprayed across the table.

2. Care and Development

Summary

Relevant health and safety policies and procedures are in place and most staff understand these adequately. However, some practices and records to safeguard and protect children's welfare are not consistently applied. Some staff have satisfactory knowledge of child protection issues but this is not consistent across the team. Most staff manage children's interactions appropriately but engagement in the children's play is variable. Currently, systems for observing, assessing and planning for children's individual learning and next steps are under review.

Our findings

Suitable health and safety policies and procedures are in place and most staff understand and implement them appropriately. However, there are some isolated incidents where children's health needs are not consistently met. This is because some staff fail to apply the sick child policy or administer medication in line with guidelines. Staff complete accident and medication forms as required but there are many occasions when the forms are incomplete and important information is omitted. Many staff implement safe hygiene practices. For example, they follow robust nappy changing routines consistently throughout the day. We saw some staff wear aprons and gloves when changing children's nappies or serving food. All children now have easy access to a drink and their dietary needs are catered for appropriately. Although the basic menu, which is repeated each week, limits the range of meals provided, particularly for those children attending part-time, many children enjoy the food.

The nursery's arrangements for safeguarding children are adequate. Most staff supervise the children appropriately to ensure their safety. For example, they monitor children closely at sleep time with staff based in the sleep room on a rota basis. Staff support the children closely when moving around the nursery including safe practices when taking babies up and down the stairs. Fire drills are practised but they are not in line with nursery policies and procedures. As a result, not all staff and children practice these drills to learn safe action to take in an emergency. Generally, staff have adequate knowledge of child protection issues but are unclear about the Prevent Duty.

Overall, staff manage interactions appropriately but there are some inconsistencies in how some staff manage occasional disruptive behaviour. For example, some younger children get up and down from the table at lunchtime but staff are not consistent in addressing this or providing the necessary support for the children. Preschool staff make good use of stickers to recognise children's good behaviour or achievements. For example, children proudly wore their stickers for good listening and participation at circle time, successfully promoting their confidence and self-esteem.

Currently, activity planning across the nursery both inside and outside is under review and there are basic systems in place for monitoring children's development. Room leaders identify a next step for individual children. However, knowledge of children's progress across all areas of learning needs strengthening and the range of activities available for the younger children extended. Whilst there is a reliance on printed worksheets as formal teaching methods, staff in preschool actively support children to thrive and follow their interests. Monthly visits from a Welsh language teacher further enhances their Welsh language skills. Although not consistent in all rooms, many staff interact, show interest and engage purposefully in the children's play and learning.

3. Environment

Summary

All children benefit from bright, colourful playrooms and an extensive range of toys and resources to support and encourage their play and learning. The leadership team are continuing to develop the indoor and outdoor play areas and have made purposeful changes to cleaning routines and practices. Robust security measures are followed and clear safety policies, procedures, and records are in place but risk assessments need reviewing.

Our findings

Leaders, managers and staff ensure that children are cared for in a secure environment. All rooms have their individual entrances enabling staff to supervise the arrival and collection of children robustly. For example, at collection times when older children are playing outside, preschool staff rigorously monitor the external gate and ensure it is secure at all times. Relevant safety records and policies are in place and although risk assessments for the premises both inside and outside lack detail, staff manage hazards within the environment appropriately. They complete daily visual checks of their rooms to help maintain a safe environment for children to play.

The premises are bright, welcoming and child centred. Children have ample space in which to play. For example, in the toddler room staff are beginning to make better use of the new extension to extend children's play experiences. All children have a named coat peg for their personal belongings and displays of their work adorn some walls to help them feel special. Each room has their own bathroom facilities to promote children's independence successfully. The large preschool room is set up into zones to provide different learning experiences for the children. Children benefit from a large enclosed outdoor play area, enabling them to access it all year round. Following this inspection in March 2020, management made significant improvements to the outdoor play areas to make it a richer and more inviting environment for children. For example, all recycling has been removed and new and improved cleaning systems are now in place ensuring outdoor toys and equipment are clean. There are clearly defined areas of learning and numerous resources for children to access and extend their outdoor play and learning experiences

The leader provides an excellent range of toys, equipment and resources to assist staff in providing a wealth of play and learning experiences. The leader is very generous and responds to staff's request for additional resources to support with topics activities. For example, recently introducing 'Home learning sacks' relevant to various topics, skilfully encouraging parents involvement in their children's learning. There is good labelling of boxes and resources throughout the nursery with many in both English and Welsh.

4. Leadership and Management

Summary

The leadership and management team are focussed and committed to developing the service and outcomes for children. They are open to new ways of working and are realistic and recognise that improvements are needed. The leader and manager act promptly to address issues identified but methods to monitor quality, induction processes and staff performance need strengthening. The nursery is well established in the community and the whole team work well with parents to promote children's needs.

Our findings

The leader is experienced and strives to develop the service provided for both children and parents. The new assistant manager is having a positive impact on the day-to-day running of the nursery. However, the leader and manager are fully aware that improvements are needed to ensure that there is greater oversight of practice and procedures. For example, daily records are not completed consistently across the nursery. However, policies and procedures need reviewing and omissions and updates required in the staff files and children's files were identified during the inspection. For example, the dates and times children attend to reflect their current care arrangements. CIW are notified of important changes and as outlined in the statement of purpose, there is a clear vision to provide a secure environment where children can thrive. However, some improvements to the statement of purpose are needed in line with National Minimum Standards for Regulated Childcare.

The leadership and management team show a strong commitment to review, plan and make improvements to the nursery. For example, the leader and assistant manager started to address a number of issues identified during the inspection straight away. Meetings with staff and weekly catch-ups are helping to identify some priorities and provide good opportunities for staff to express their ideas and feel their views are valued. Management obtain feedback from parents and older children through questionnaires to inform the quality of care report. Although this is not completed annually, the most recent self-evaluation, submitted in February 2020, identifies strengths and some areas for improvement sufficiently.

Leaders follow suitable recruitment processes and current measures to manage staff are adequate. All new staff complete a basic induction to review policies and procedures and outline expectations. However, there are no systems in place to check their knowledge of the policies and procedures to ensure they are well informed. Also, staff supervision arrangements are not carried out in line with nursery policies or completed with all staff. As a result, weak practices continue and are not addressed.

Partnerships with parents are sound. They receive sufficient information about the service before they start through the parent pack, although some information needs updating. Staff discuss children's individual needs and preferences with parents before they start at the setting, and provide opportunities for parents to attend settling in sessions with their children. Parents receive some useful information through the nursery's Facebook page and each room's monthly newsletter. Occasional parent meetings give parents an opportunity to discuss their children's development and activities in the home learning sacks encourages involvement in their learning.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were highlighted:

- routine records must be reviewed and improved. Particularly, staff files, children's contractual records, risk assessments and children's developmental files
- improve the monitoring and supervision of staff to ensure there is more oversight and weak practices are addressed
- develop activity planning both indoors and outdoors and ensure observations and assessments to monitor children's development and identify their next steps, across all areas of learning, are thorough
- procedures for promoting children's health must be improved. Including, implementing the sick child policy consistently, administering medication and completing medication and accident records
- staff knowledge regarding policies and procedures requires strengthening. Particularly around the prevent duty and fire drills to ensure safe practice

6. How we undertook this inspection

This was an unannounced inspection completed by one inspector over two days. Feedback was given over the telephone. We used the following methodology to gather evidence for the report:

- examination of information held by CIW including the last inspection report, Statement of Purpose (SoP) submitted in 2017 and Quality of Care Review report submitted in 2017
- observation of care routines and meal times, including after school
- observation of children's play both inside and outside and their interactions with staff and their friends
- discussions with children, the PiC/RI, assistant manager and staff
- scrutiny of operational records and documents, including policies and procedures, the most recent SoP and Quality of Care; registers; activity planning and children's assessments and health and safety records
- we carried out a visual inspection of play areas and resources both inside and outside

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7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Kay Taylor
Person in charge	Kay Taylor
Registered maximum number of places	55
Age range of children	6 weeks to 12 years
Opening hours	8:00 to 18:00 each week day
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	8 th February 2018
Dates of the inspection visits	12 th 13 th and 18 th March 2020
Is this a Flying Start service?	No
Is early year's 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 does not provide an 'Active Offer' of the Welsh language. The provider operates in an area where Welsh is not the dominant language. We recommend that the service provider considers the Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information: None	

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