



Childcare Inspection Report on

Bright Beginnings Nursery

**St David`s Church Hall
Florence Street
Porthcawl
CF36 3PF**



Date Inspection Completed

12/02/2020

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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

Bright Beginnings Nursery is a full day care service which offers breakfast and afterschool services. They provide care for a maximum of 48 children, aged between six weeks and twelve years old. The service is open from 7.30am to 6.00pm, Monday to Friday. The service is provided mainly through the medium of English, although some Welsh is also used. The responsible person is Sandra Long. The person's in charge of the service are Sandra Long and Adele Spanswick.

Summary

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

1. Overall assessment

Bright Beginnings Nursery offer a safe, stimulating and well organised service. The children at the service have good quality activities as well as play and learning opportunities which are suitable for the different ages. Staff work consistently to ensure children are kept safe, healthy and happy. They offer some opportunities for independence but further development is needed to ensure every opportunity is given. The environment is safe, secure, clean and welcoming. Children can access suitable toys, resources and equipment both indoors and outdoors. Leaders work extensively to ensure the service is compliant and meets the National Minimum Standards, however, some improvement is needed to ensure staffing ratios reflect the needs of the younger aged children in a mixed age group.

2. Improvements

Since the last inspection the service has been sending parents termly planning information, monthly newsflash newsletters which includes updates in respect of staffing, parents evenings and dates to remember. The service offers open days on specific weekends and organises graduation ceremonies and Christmas concerts. They are using the 'song in a sack' resource, have bought a mud kitchen, developed a forest schools file and physical activity shuffle to show how props can be used with different age groups. The person in charge audits staff planning and is using a 4 year cycle of topics. There is a monthly audit of different areas of the nursery including cleaning rotas, maintenance as well as staff knowledge on child protection. Staff receive a memo at the beginning of the year detailing meetings every 8 weeks. There are regular meetings between the manager and registered person as well as co-

ordinators meetings. The manager observes staff regularly in different activities. They have also created a new website. The service has implemented the recommendation from the previous report with opportunities for more unstructured, free play as well as adult led and planned activities.

3. Requirements and recommendations

We have made recommendations in relation to lunch time, developing independence and staffing ratios. These recommendations are included at the back of this report.

1. Well-being

Good

Summary

Children have a strong voice and are able to make choices. They feel very safe, happy and valued. Children confidently go to staff for support or reassurance and show familiarity with their routines. They interact enthusiastically with the people around them and enjoy a broad range of play and learning. Children develop and learn consistently, experiencing a range of opportunities and are encouraged to attempt some things independently.

Our findings

Children speak or express themselves extremely well as they receive a consistent response/interaction. Children chose from a choice of milk or water to drink and confidently asked for more food at lunch time. Children have some opportunities to make choices in relation to toys and their play. During a creative task children could chose the colours they wanted to use to paint different parts of the castle or where to play during 'children's choice' session.

Children have a sense of belonging and are forming relationships. Children went to staff for cuddles and reassurance when meeting unfamiliar people and some confidently spoke and asked questions to visitors. Nearly all children, settled very quickly with extra support given to a child during their transition visit. Older children confidently explained that they enjoyed coming to the service and could speak to staff members if they felt unhappy. Children are extremely familiar with routines, with children explaining what they would be doing next and the rules to follow before taking part in a forest school activity.

Interactions between children and adults are consistently good and children co-operate well. Children chatted happily to staff, answering their questions, explaining their play or generally talking about their day. They listened to instructions and followed them. For example, at snack time children waited to be called to collect their food trays from the kitchen hatch and stopped at the entrance to the forest school area when instructed by the staff.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors. They follow a well structured day, including opportunities to initiate their own play during 'children's choice'. Children have a good feeling of achievement and high self-esteem as they are actively supported and encouraged to take part in an activity. For example, before starting a task, pre-school children were asked how much support they thought they would need during the task and staff offered support to the less confident children.

Children experience a variety of age and developmentally appropriate opportunities that promote their all-round development and enable them to follow their own interests. Children actively express their interests and ideas when planning topics and give suggestions. They have some opportunities to develop their independence skills enabling them to do some

things for themselves successfully. For example, children asked for help to peel a tangerine, so a staff member started the initial peeling but then handed the fruit back and encouraged them to complete it themselves.

2. Care and Development

Good

Summary

Staff keep children very safe and healthy, however, there needs to be consistent practise when nappy changing. Staff work effectively to promote positive behaviour management and act as good role models. Staff promote children's play, learning and development competently and offer some opportunities to develop independence.

Our findings

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They implement robust cleaning and generally good hygiene practices. For example, staff wore aprons to help with food and they washed their hands after wiping a child's nose. However, there was not consistent practise during nappy changing, one staff member did not wear gloves or wash hands after a nappy change. Since the visit, the registered person has confirmed that all staff members have been reminded of the nappy changing policy and must read the procedure, which is mounted on the wall in the nappy changing area, before beginning. Staff were confident about what to do if there was a child protection incident, but they were not as confident about what to do if there was an accusation against the safeguarding officer or management. Since the visit, the registered person has confirmed that they have reminded staff about the policy and procedures to follow and have included it as an item on the general agenda for staff meetings. Staff followed the setting's procedure when dealing with food allergies precisely and enthusiastically discussed healthy foods and where their food and drink came from. Staff consistently reminded children about keeping safe, especially while walking to and from the forest school area and were aware of risks and how to reduce them.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They use lots of positive reinforcement and language with the children. Staff act as good role models and are consistently responsive. They listened and responded to children's questions or comments and showed genuine interest in what they had to say. The interactions are positive demonstrating warmth and kindness, with staff attentive and observant with children through the majority of the day. However, during the lunch period, staff interacted basically with the children, checking if they were ok or needed help.

Staff are committed to providing a broad range of play and learning activities and are aware of children's individual development. They support children to contribute towards topics and themes through a mind map. Staff work with groups of children to discuss their targets and offer praise and a sticker when they achieve their target. They also plan well for the next steps and regularly review progress. Staff explained that they look at the mind map from the beginning of the topic and compare the children's knowledge at the end of a topic.

Although staff provide the children with some opportunities to develop independence others were missed. For example, staff gave children their drinks and scraped all left over food onto one plate before being disposed of by a staff member. Since the visit, the registered person has sent a document showing the independence opportunities they offer the younger children.

3. Environment

Good

Summary

Leaders work effectively to provide a safe, secure and well maintained environment. They organise regular cleaning, ensure all safety checks are completed and have accurate risk assessments. Leaders offer good indoor play space with good quality resources and equipment.

Our findings

Leaders ensure that the environment is generally safe, secure, and well maintained both indoors and outdoors. However, there were some areas which needed to be improved. For example, the door trim from main play room into the corridor/toilet area was loose and the changing mat was ripped in a few places. Since the visit, leaders provided evidence that the changing mats had already been purchased and they were waiting for the delivery. They have secured the door trim as well as including this on the manager's monthly auditing tool. Leaders organise and carry out consistent checks on fire, heating and electrical safety. They organise regular cleaning routines which are followed consistently. Leaders complete effective and accurate general and fire risk assessments which are regularly reviewed and acted upon. However, there was no risk assessment in relation to public's use of the hall and their access to the kitchen. Since the visit, the registered person has sent in a copy of the risk assessment surrounding the public's use of the hall and kitchen. The first aid kits are well stocked, with separate outing first aid kits available. Leaders explained they are regularly checked and restocked, however, a smaller first aid kit in the kitchen had some out of date products. Since the visit, the registered person has confirmed that the small kitchen first aid kit had been removed. The premises are very secure and staff are aware of their responsibilities and procedures to follow when visitors arrive or the church hall is used by the public.

Leaders ensure the environment has good indoor play space for children to move freely. They also ensure the outdoor play space is used as often as possible, including the use of a forest school area. Leaders organise the environment well so that it provides a good range of play opportunities suitable for the age ranges cared for. The premises are welcoming, warm with wall temperature charts in each room. Each room has colourful displays showing information and children's work.

Leaders ensure that children can access good quality and a broad variety of age-appropriate furniture, toys and equipment indoors. They offer resources for developing different areas including language, creative, numeracy and physical as well as offering some multi ethnic resources. Older children can access more challenging books and resources. The outdoor play area was seen to offer some play opportunities for the children.

4. Leadership and Management

Good

Summary

The leaders at the service work effectively to ensure that they meet the regulations and National Minimum Standards (NMS). They have robust policies and procedures in place, actively ensuring that staff follow and implement them consistently. They carry out annual self evaluations and plan for improvements. Leaders competently manage staff and other resources. They offer good induction and performance management and supply parents with regular, good communication about their children.

Our findings

Leaders maintain and share an up to date informative statement of purpose that accurately reflects the service provided and meets the NMS. However, it does include reference to Nottage nursery. Since the visit, the registered person has sent in an updated statement of purpose. Leaders ensure they comply with nearly all relevant regulations and meet the NMS. They are knowledgeable on their regulatory requirements and have a good understanding of their responsibilities to promote the Welsh language. Leaders ensure that the required records are accurately kept. They have policies and procedures in place, which are regularly reviewed and updated where needed. However, not all policies reflected practise. For example, the concerns/complaints policy did not include timescales for responding to a concern/complaint, the safeguarding policy did not include what to do if there was an accusation against the safeguarding officer or management and the nappy changing policy states that two gloves must be used at all times but staff only used one glove. Since the visit, the registered person has updated the safeguarding and concerns/complaints policy to reflect practice and has ensured that staff follow the correct procedure for nappy changing.

Leaders actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers, staff and other interested partners. They have included feedback from parents, staff and children. It includes a thorough review and evaluation of the setting and actions they intend to take to improve the service as a result of the views collected.

Leaders follow timely and generally safe recruitment processes to safeguard children. However, one staff member didn't have a full Curriculum Vitae (CV) with satisfactory written explanation of any gaps in employment. Birth certificates were not recorded as seen. The person in charge explained that birth certificates are seen as part of their recruitment process. Since the visit, the registered person has updated their paperwork to record that birth certificates are seen and they have satisfactory written explanation of gaps in employment. Recruitment records show that all staff have valid Disclosure and Barring Service (DBS) certificates, however, the registered person had not sent her most recent certificate to Care Inspectorate Wales to complete the process. Since the visit, the

registered person explained that she was not aware that she had to send in a copy of her DBS certificate. She has since fully completed the DBS process. They implement a good induction procedure for staff. The performance management process is good and encourages staff to attend a range of training and to apply their learning. Regular good appraisals are carried out and leaders explained that supervisions are carried out; with records kept on the computer, every 3 months. There is a culture of continuous professional development which is modelled by leaders. The person in charge explained that they are fully supported by the registered person and has opportunities for her own development. Leaders ensure that, nearly all of the time, staff are deployed well to ensure staffing ratios are met, as evidenced in the staff attendance records. However, on the day of the visit, the staffing ratio was not met as there was not sufficient staff to meet the needs of the younger children in a mixed age group.

Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed through regular open days, daily feedback and newsletters. Parents commented that they are really happy with the service, that they can speak to anyone and feel that their children have come on since attending 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 staff make lunch a more social occasion
- ensure staff offer more opportunities for children's independence and
- ensure that staffing ratios reflect the needs of the younger ages in a mixed age group

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. Two inspectors visited the service on 12 February 2020 for approximately eight hours.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- inspected the outdoor areas;
- spoke with children, parents, staff and the person in charge and
- gave telephone feedback to the registered person on 19 February 2020.

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
Registered Person	Sandra Long
Person in charge	Adele Spanswick Sandra Long
Registered maximum number of places	48
Age range of children	Six weeks to 12 years
Opening hours	7.30am to 6.00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 May 2017
Dates of this inspection visit(s)	12 February 2020
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?	The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services. 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:	

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