



Childcare Inspection Report on

Berse Church Hall Nursery

**Berse Church Hall
Berse Road
Caego
Wrexham
LL11 6TP**



Date Inspection Completed

06/08/2019

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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

Berse Church Hall Day Nursery is located in Caego, Wrexham. The registered persons are Margaret and Rebecca Hosie. Care is provided from 7:30 to 17:30, Monday to Friday, closing for bank holidays and Christmas. Places are available for children aged from two until they start full time school. The service works closely with Caego Day Nursery, which operates with the same registered persons and cares for children aged from 6 months to two years. The service is registered to care for up to 78 children at any one time and offers funded places for children aged 2 to 3 as part of the Flying Start initiative and 3 – 4 year olds as part of Early Entitlement, therefore the service is also inspected by Estyn.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children have choices and make decisions about how they spend their time. They build positive relationships with staff and other children, which help them to feel happy and safe. Positive interactions take place and children learn through play activities they have freely chosen and enjoy. Staff are experienced and committed to providing the best possible care. They keep children safe and manage interactions well, creating positive social experiences for the children. Staff plan appropriate activities and experiences to support the children's learning and development. The environment is safe, spacious, child centred and equipped with suitable, good quality resources. Leaders manage their service well and have developed a committed team of staff who work well together. Self evaluation is used effectively to plan improvements that benefit the children and positive partnerships are formed with parents to ensure information is shared.

2. Improvements

Since the last inspection the service has;

- kept a written record of nappy changes as recommended during the previous inspection, and
- applied for and received grants to help develop the outdoor area and create an extra building that will accommodate the younger children.

3. Requirements and recommendations

We made a recommendation relating to how staff attendance is recorded.

1. Well-being

Good

Summary

Children are settled and happy at the service. They confidently express themselves, knowing staff will listen and respond to them in a caring manner. Children interact well together, learning to be well mannered, to share and be helpful. Children enjoy the opportunities available to them and learn a range of skills through their play.

Our findings

Children had a say in the activities they wanted to take part in. They were all moving freely around their respective rooms choosing where and what to play with. Children were given choices including being asked what fruits they would like for snack or if they wanted more food at snack and lunch times. For example, children were asked if they would like apple, banana or orange for snack. Children were confident to express themselves knowing that staff would show interest and respond in a caring manner.

Children were settled and showed, through the smiles and laughter we saw and heard, that they were happy. When children arrived, they entered the service with confidence and enthusiasm to join in, choose an activity and be with their friends. They had formed relationships with staff, which helped them to feel comfortable and relaxed in their care. For example, a child was very happy when a member of staff arrived and was keen to tell them that they had bobbles in their hair today and we saw children sharing cuddles and words of affection with staff. Children felt safe as they were familiar with the environment and routines. They had regular contact with members of staff from other rooms and completed settling in days where they spent time in the room they would be moving up to. This aided their transition.

Children interacted well and communicated in a relaxed and friendly manner. Children were learning to share and they cooperated well for their ages and stages of development. For example, when playing outside children were taking turns to use the slide and those playing football, took turns to try and score a goal. Children knew to return items when they had finished playing and helped to tidy up before snack and lunch times.

Children were fully engrossed in an activity they had chosen and one which they enjoyed. They were playing alone or in groups, enjoying interacting and having a sociable play experience. For example, a group of children were playing in the home corner. They were giggling as they pretended to fill their cups and then pour them over each others heads. Another child had chosen to be alone and found a quiet space to read a book. They were enjoying looking at pictures of minibeasts and saying the names of the ones they knew.

Children were able to develop a range of skills through the resources and activities available to them. Children were supported and encouraged to be active through having opportunities to climb, crawl, run and jump inside and outside. For example, young children

were climbing up the steps into the ball pit in the soft play room and some children were climbing on the fixed play equipment outside. Children developed their independence and were confident to try things for themselves before asking for help. For example, younger children were attempting to put their shoes on themselves after playing in the soft play area and children who were able to were feeding themselves.

2. Care and Development

Good

Summary

Staff keep children safe through implementing effective procedures. They promote and encourage a healthy lifestyle through the routines and activities they provide for children. Staff manage interactions well and help children to feel valued and increase their self esteem. Planning is effective and children's ages and stages of development are considered so they have opportunities to progress and learn new skills.

Our findings

Staff had a clear procedure to follow should they have concerns about a child. The training they had completed on safeguarding helped ensure they could deal with issues appropriately. Staff implemented positive procedures to keep children safe, including ensuring regular fire drills were completed so staff and children were aware of how to evacuate the premises quickly if needed. A suitable number of staff had up to date paediatric first aid training, so they were able to deal with minor accidents and records showed all accident and incidents were recorded appropriately and shared with parents. Information was collected on children's medical needs and these were shared effectively with staff so they could be provided with the appropriate care needed including, administering medication and dietary needs. Staff ensured children were appropriately supervised and safe at all times.

Staff ensured children had plenty of opportunities to be physically active, get fresh air and develop their gross motor skills. Throughout the day children were accessing the large outdoor area. Groups of children were also accessing the allocated soft play room so they could be experimental and develop their coordination and balance in a safe environment. The service was part of the Designed to Smile Initiative, where oral hygiene was taught and practised. Healthy meals and snacks were provided for the children with water freely available for children so they could remain hydrated.

Staff were fully involved in the children's experiences and were good role models, exhibiting good manners and making group routines and activities sociable for the children. For example, they sat having discussions with the children during snack and lunch times and asked questions such as "can I put your hat on you please?" Staff made children feel valued and promoted their self esteem through using words of praise and celebrating their achievements. Staff ensured the children were fully aware of the routines. They implemented practices to help children understand the expected behaviour and follow the routines. For example, children collected and then sat on individual cushions for registration. This helped them find their own space and understand that it was time to sit and listen and proved to be a successful routine.

Staff provided and planned suitable activities for the ages and stages of development of the children they were caring for. Effective tracking documents were used and these followed the children through their time at the service, evidencing and recording their progress. This helped to ensure staff knew what the children could do and help them develop further. Staff used observations and the individual targets they had identified for the children to ensure children had opportunities to develop their skills. They knew the children well and understood their individual needs. Staff created opportunities during children's play to extend their learning. For example, teaching children positional language when they were playing in the soft play area, such as go under, over or through.

3. Environment

Good

Summary

The environment is safe and secure with effective routines and assessments completed so any hazards are eliminated or managed effectively. Leaders make sure the environment is child centred with a welcoming atmosphere. Equipment, resources and facilities are suitable for the various age ranges and all are of a good quality.

Our findings

Entrance to the service was secure so no unauthorised person could enter areas where children were. The reception area was left open so parents could enter into the foyer when they brought or collected their child. Entrance to the rooms was controlled by staff as the doors were kept locked and controlled by key pads. Leaders had assessed the environment and ensured all hazards were eliminated or managed well. For example, when accessing the outdoor area the children had to cross a small lane that was used by members of the public. Staff had an effective routine in place whereby it was ensured all children were escorted across the lane, with regular head counts taking place and staff standing in strategic places to ensure no traffic could pass at that time. Paperwork evidenced that daily checks and cleaning tasks were completed to ensure the environment was clean and safe. Registers were kept of children and staff and all visitors were recorded so everyone could be accounted for in an emergency. However, we noted that although staff caring for children were consistent, a clear record was not kept that showed exactly which staff were in which rooms, especially during certain times such as staff lunch and children's sleep times. This would ensure it was clear where staff were and who was responsible at all times. Secure fencing surrounded the outdoor area and the gate was kept locked.

Leaders provided inspiring areas for the children to play and learn. All rooms were light, bright and well maintained. There were improvements and building work taking place outside the main building but leaders had ensured these were not having a negative impact on the children and it was creating minimal disruption. The environment gave children enough space to play and learn, with their respective rooms being spacious and equipped with age appropriate resources. The availability of a soft play room was an extremely good use of space as it allowed groups of children to be active indoors. Leaders displayed lots of children's work and made the atmosphere welcoming and child centred, giving the children a sense of belonging. Children had access to a large grassed outdoor area that was inspiring and inviting to the children. There was a forest school area used mainly by the pre school children. This provided an opportunity for children to explore and learn about the world around them. There was direct access to outdoor spaces from all rooms but these were not being used due to the improvements being made.

The rooms were equipped with highly effective resources and facilities that considered the ages and stages of development of the children that would be using them. All toys and resources were of a good quality and encouraged and supported children to play and learn.

Tables, chairs and storage were of a child friendly height so children could use and access them independently. Some natural materials were available for children to access including sand and water.

4. Leadership and Management

Good

Summary

Leaders manage their service well and they play an active role in the day to day running. Self evaluation is completed regularly and improvements are made that benefit the children. A committed team of staff who work well together has been developed and effective partnerships have been established with parents and the local community.

Our findings

Leaders were dedicated and played an active role in the running of the service. They were committed to ensuring children received appropriate care and staff were supported in their roles. The statement of purpose was informative and provided parents with all the information they needed to ensure it was the right care for them and their child. All paperwork was organised. Policies and procedures reflected current practice and dated to evidence they were reviewed regularly.

Leaders regularly evaluated their service and the care they provided. They actively sought funding through appropriate grants to make improvements that benefitted the children. For example, they had recently received funding to improve the outdoor area. This was being completed at the time of inspection and when finished, will include a canopy and appropriate flooring for all out door areas accessed directly from the main play rooms. A quality of care report had been written and evidenced that children's, staff and parents' views were requested and suggestions responded to when they were received.

Leaders had developed a team of staff who worked extremely well together. They were all aware of their roles and responsibilities, which helped to ensure it ran smoothly. The majority of staff had been working at the service for a good number of years and staff we spoke with said they felt supported by leaders and felt they could approach them with any queries or concerns. Staff files contained all the required information and evidenced there was a robust recruitment process in place. All relevant checks and core training was up to date and new staff had completed an induction to ensure they understood the service and their role within it.

Effective partnerships were developed with parents. We saw discussions taking place when children were dropped off or collected. This allowed information to be shared about the child's day and their experiences. Information regarding children's development was shared verbally as well as through written records, which were shared at different intervals throughout the child's time at the service. For example, an Our Treasured Times book, which contained annotated pictures of the child throughout their time at the service, was sent home when the child no longer attended. Information and dates were shared on the noticeboard in the reception area and all policies and procedures were available.

Close links had been developed with outside agencies including Flying Start and the Early Entitlement link teacher. This helped them gain information and advice on good practice and access training. Links with the local community had been developed with trips to the local supermarket and visits from the local fire brigade.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendation;

- to keep a clear record of which staff are caring for which children at any one time.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 6 August 2019 from 8:40 to 14:45.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, four staff files and four children's files;
- observed practice and completed observations using our SOFI 2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff and registered persons;
- inspected areas used by the children, and
- gave feedback to the registered persons on 7 August 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
Registered Person	Margaret Hosie Rebecca Hosie
Registered maximum number of places	78
Age range of children	2 – 4 years
Opening hours	7:30 – 17:30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 July 2017
Dates of this inspection visit(s)	06 August 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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