Childcare Inspection Report on

Caego Day Nursery

New House
Berse Road
Wrexham
LL11 6TP

Date Inspection Completed

07/08/2019
<table>
<thead>
<tr>
<th>Ratings</th>
<th>What the ratings mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adequate</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>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</td>
</tr>
</tbody>
</table>
Description of the service

Caego Day Nursery is located in 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 8 months to 2 years. The service works closely with Berse Church Hall Day Nursery, which operates with the same registered persons and cares for children from 2 years up to when they start full time school. The service is registered to care for up to 22 children at any one time.

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

Summary

<table>
<thead>
<tr>
<th>Theme</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Well-being</td>
<td>Good</td>
</tr>
<tr>
<td>Care and Development</td>
<td>Good</td>
</tr>
<tr>
<td>Environment</td>
<td>Good</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>Good</td>
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</tbody>
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1. Overall assessment

Children have choices and their verbal and non verbal forms of communication are listened and responded to by staff in a caring manner. Children are settled and feel safe in the care of familiar staff who they have developed a positive relationships with. Children learn to interact well together and enjoy taking part in age appropriate activities, which help them learn and develop. Staff are caring and responsive to the needs of the children, keeping them safe and healthy. They are good role models and manage interactions well. Staff have a good knowledge of child development, resulting in children having access to appropriate resources and activities that promote their learning and development. The environment is safe and suitable for children to take part in activities indoors and outside. Suitable resources are provided and these are of a good quality. 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.
3. **Requirements and recommendations**

We made a recommendation relating to how staff attendance is recorded.
1. Well-being

Good

Summary

Children have a voice and express themselves confidently using verbal and non verbal cues. They move around the environment freely and know their ideas and needs will be responded to appropriately by staff. Children learn to interact with others and are beginning to cooperate, playing alongside each other well. They enjoy their activities and learn to develop new skills through enjoyable play opportunities.

Our findings

Children communicated confidently using verbal and non verbal cues to express themselves and make their needs and preferences known. Children knew staff would listen with interest and respond appropriately. For example, a baby showed they were not happy in their high chair. This was responded to by staff who moved the child to where they felt happier and more relaxed. Children of all ages were freely moving around choosing where and what they wanted to play with. Younger babies were able to crawl or toddle around the different activities and the toddlers confidently moved from one activity to another.

Children were settled and arrived at the service content to be left in the care of staff. Children had formed bonds of affection with staff, which was evident through the interactions we observed. For example, children were approaching staff for comfort and reassurance and receiving cuddles and words of comfort when needed. Children were happy to talk with us and allowed us to become involved in their play, showing they felt safe.

Children happily interacted and played cooperatively alongside each other. Children communicated with each other using verbal language or babbling together, showing enjoyment of each other’s company. For example, two children were having fun playing outside. One child was inside behind the shutters and the other child was outside the play house. They both laughed when the child opened the shutters and shouted ‘Boo.’ Children were beginning to understand the needs of others, showing concern and empathy and learning to move around safely in the same space. For example, when children were playing outside some children were playing in the toy cars. They were beginning to understand that other children were playing in the same area and that they had to be careful not to hit them with their cars.

Children were all actively involved in an activity they had freely chosen. They happily moved around choosing items they wanted to play with. Children were happy and comfortable to play alone or alongside others. For example, a child was enjoying watching a member of staff bounce a ball outside. They were curious as they watched the shadow of the ball. Another child enjoyed listening to the sounds the rattles made as they shook them.
Children had access to resources that helped them develop and learn as they were appropriate for their age and stage of development. For example, younger babies had resources that helped them to pull themselves up and the toddlers could develop their gross motor skills by crawling, climbing and running around outside.
2. Care and Development

Summary

Staff kept children safe and implemented positive practices that promoted a healthy lifestyle. Staff are good role models and communicate appropriately with the children to help develop their social skills and teach them to be well mannered. Staff have a good knowledge of child development and plan suitable activities that support children’s learning and development.

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 followed practices, which promoted a healthy lifestyle. The nappy changing we observed was appropriate and effective in helping to prevent the spread of germs. Tables were cleaned and staff and children washed their hands at appropriate times throughout the day. Healthy meal choices were provided and staff wore gloves and aprons when serving food to the children. Staff ensured they supervised children appropriately at all times. For example, when the younger babies were outside and a child needed to go in to have their nappy changed another member of staff, who was not needed in the other room, came to help.

Staff were good role models for the children. They communicated appropriately with them, using suitable language. They made activities and routines sociable, sitting with children at snack and lunch time, talking with them. Staff modelled good manners when speaking with the children, frequently saying please and thank you at appropriate times. No unwanted behaviour was seen but small incidents of children not sharing or being a little rough were dealt with well through calm responses and suitable age appropriate discussions where the children were reminded of the expectations.

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. Staff used
observations and the individual targets they had identified to ensure children had opportunities to develop their skills and meet their targets. They knew the children well and understood their individual needs. Staff created opportunities during children’s play to extend their learning through effective questioning.
3. Environment

Summary

The environment is safe and secure with regular checks completed to ensure all hazards are managed well. All areas used by the children are light, bright and welcoming, providing a suitable space for them to play and learn. The environment indoors and outside, is equipped with suitable, good quality resources.

Our findings

Leaders had assessed the environment and ensured all hazards were eliminated or managed well. For example, an effective procedure was followed when walking children down the steps to the outdoor area. Staff ensured children were taken one at a time and they either carried the child or held their hand as they walked, depending on their age and stage of development. 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. The outdoor area was surrounded by secure fencing and the gate was kept locked.

The environment was light, bright and welcoming. Rooms were well maintained and lots of children’s work was on display, giving it a child centred feeling, where children felt valued. The rooms were partitioned by a patio door so children could be grouped according to their age and developmental needs. The younger baby room had an area with soft matting on the floor and soft blocks surrounding it. This gave the babies a safe space to learn to walk, knowing they could fall without hurting themselves. The room used by the older babies had two spaces, which were partitioned by a low level fence. One area was used for independent play and the other for craft and messy play.

The outdoors consisted of three separate areas. One with swings, one with a fixed slide and the other was used for free play activities. This was utilised effectively with children accessing it throughout the day. Children were seen enjoying playing outside and having the opportunity to be active and get fresh air. Leaders had ensured children had shade from the sun by using a gazebo that was erected by staff if needed.

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 was 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

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 and easy to navigate. Policies and procedures reflected current practice and were 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, a new building was being renovated to a high standard and this would be the new setting for the service and care of the younger children. This would allow children from the age of eight months old to school age to be cared for from one place. 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 and all policies and procedures were available.
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 7 August 2019 from 8:40 to 13:30.

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 | Rebecca Hosie  
| Margaret Hosie |
| Registered maximum number of places | 22 |
| Age range of children | 8 months to 2 years |
| Opening hours | 7:30 – 17:30 Monday to Friday, closing for bank holidays and Christmas |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 11 July 2017 |
| Dates of this inspection visit(s) | 07 August 2019 |
| 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? | 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:

Date Published 24/10/2019