



# Childcare Inspection Report on

**Hope Green Nursery**

**Hope Green  
Wrexham Road  
Chester  
CH4 0HT**



**Date Inspection Completed**

31/10/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Hope Green Nursery offers full day care and runs from a converted house in Penyffordd near Chester. Sally Johnstone is the registered person and Jill Cronin and Rachael Southgate are the persons in charge of the day to day running of the service. The service opens Monday to Friday from 07:30- 18:00 closing for Christmas and bank holidays. The service is registered to care for a maximum of 30 children from aged 3 months to five years.

English is the main language of care with Welsh promoted. This is a service that does not provide the Welsh language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children are very happy, feel valued and express their needs well. They are highly motivated and engage in a range of interesting activities in a well-organised, stimulating environment. Staff work very well together to successfully meet children's individual needs and have a calm nurturing approach towards the children. Leaders are highly reflective, and manage the service effectively. They support staff well and have positive relationships with parents.

### Improvements

Following this inspection we received:

- An amended statement of purpose and
- The service's quality of care report.

Since the last inspection many improvements have been made. Some of which include:

- Previous recommendations being successfully addressed;
- the service achieving the healthy sustainable pre-school award;
- the premises being re-decorated throughout and
- a wealth of new indoor and outdoor toys being purchased.

### 2. Requirements and recommendations

We made recommendations in relation to resources, snack and staff supervision.

# 1. Well-being

**Good**

## **Summary**

Children are happy, enjoy attending and are highly motivated. They influence their own play and learning, and are developing well and becoming independent. They have positive bonds of affection with staff and interact effectively with adults and each other.

## **Our findings**

Children had a strong voice, expressed their needs confidently and made decisions. For example, they chose which toys to play with and assertively told staff whether or not they wanted to do activities such as painting. Activity planning contained children's ideas, for example, children had recently decided which food they wanted to buy for their Halloween party, which they ate whilst we were there.

Children had positive bonds of affection with the staff and each other. For example, children were relaxed around the adults and were keen to involve them in their imaginary tea party. Whilst colouring, they happily chatted about their Halloween costumes and those who needed reassurance were well supported. Children had a good understanding of the well-established daily routine, which provided them with a strong sense of security.

All children interacted and co-operated well. Babies were becoming self-aware and were learning to express their needs such as wanting cuddles or pointing at toys to play with. Older children worked well together in the home corner, willingly sharing equipment for their tea party and happily singing 'happy birthday' as a group. Babies, toddlers and pre-school children mixed well when playing together outside and older children were becoming more sensitive to the needs of others.

Children were highly motivated, engaged and took part in activities with interest. For example, babies enjoyed listening to rhymes and joining in with action songs. Older children were engrossed in their play during Halloween sensory activities such as exploring the frozen hands and jelly, and the spiders in the black pasta. Moving to music was another favourite with the older children squealing with enthusiasm as they danced and sang to the 'Baby Shark' song. Children told us they enjoyed coming to the service and parents told us their children were very happy there.

Children were developing well. They had a good variety of experiences, which enabled them to develop a range of skills including social skills and independence. For example, children tidied away resources, used the toilet with increasing independence, recognised their names and could feed themselves. Others were solving problems by listening to each other and working together to make models out of construction.

## **2. Care and Development**

**Good**

### **Summary**

Staff follow effective procedures, which keep children safe and they promote their all-round health. Children's interactions are managed well and staff show warmth and kindness towards children, and successfully meet their individual needs.

### **Our findings**

Staff followed effective procedures which kept children healthy and safe. Staff fully understood the child protection policy and the service's arrangements for safeguarding met requirements and gave no cause for concern. Records showed fire drills were conducted regularly, good hygiene practices were followed and staff promoted healthy lifestyles well. For example, they offered healthy food, provided regular outdoor play opportunities and had recently achieved the healthy sustainable pre-school award, which reflected their values in promoting good health in the early years. Accidents and incidents were effectively recorded and were shared and signed by parents. However, food offered at snack time was not written down. All staff attended regular training and held up to date certificates in paediatric first aid, food safety and child protection.

Staff followed the service's behaviour policy consistently and managed children's interactions well. They were kind and respectful in their approach towards children, sensitively encouraged sharing and giving praise for good manners or finishing tasks. They sat alongside children during snack and meal times, used positive language and modelled good behaviour. Parents were made aware of any significant behavioural issues and staff worked closely with them to share strategies resulting in unwanted behaviour being managed consistently.

Practitioners were well qualified, had an extremely caring and nurturing approach and met children's individual needs well. For example, they provided children with stability and security by giving meaningful cuddles and they sang to babies if they were unsettled. They had high expectations for children's learning and provided a sense of fun and enjoyment through well-planned activities linked to the Foundation Phase curriculum. For example, imagination was developed through small world play, creativity skills were developed with Halloween craft activities such as making ghosts and physical skills were enhanced outdoors or when moving to music. However, staff did not provide enough opportunities for children to select their own resources as they mostly selected from toys that were set out for them. Staff observed children regularly, identified their next steps in learning and supported them well. For example, babies who were confident on their feet were given opportunities to develop this further by playing downstairs, alongside the older children.

### **3. Environment**

**Good**

#### **Summary**

Effective procedures are in place to ensure children's safety. Leaders provide care in a stimulating environment with facilities which successfully meet children's individual needs and interests. Staff ensure the service is well resourced and toys are of good quality.

#### **Our findings**

Leaders successfully provided a safe and secure environment for children and staff were fully aware of the setting's health and safety procedures. Written risk assessments were comprehensive and ensured potential hazards in the environment were reduced or eliminated. These were effectively followed and reviewed regularly. For example, the main entrance was locked and entry controlled by staff, the outside area was enclosed and a safety gate prevented children from accessing the stairs. Staff, children's and visitors' attendances were recorded accurately which ensured everybody could be accounted for in the event of an emergency and demonstrated appropriate staffing ratios were followed.

Leaders provided children with a highly stimulating and well-organised environment. Play spaces were thoughtfully resourced which had a positive impact on children's well-being. For example, the role-play kitchen was well equipped enabling children to have fun whilst exploring the household items and learning through first hand experiences. Staff provided plenty of messy play activities with gloop, foam and paint, and construction was readily available which encouraged open-ended play. The baby room was warm and homely and contained soft carpet, which enabled babies to sit and crawl comfortably. Staff used this space flexibly and successfully transformed it in to a cosy sleep room in the afternoons. Staff were committed to providing attractive, child centred displays, which helped create a rich environment for play and learning. For example, a Halloween/Autumn theme flowed through all play spaces and staff displayed children's craft work which gave them a sense of belonging and pride.

Leaders provided children with clean, good quality, developmentally appropriate resources. For example, staff planned activities such as baking which enabled children the opportunity to handle real tools and equipment whilst developing a range of skills including fine motor control and turn taking. Staff provided daily opportunities for children to play outside where they had access to a range of equipment including a play house, climbing frame and sandpit which encouraged them to develop their curiosity and communication skills as well as their physical skills. Staff ensured toys and resources were suitable for the age range of children. For example, tables and chairs varied in height in order to match the children's

age and stage of development. This ensured children could eat and carry out table top activities comfortably.



## **4. Leadership and Management**

**Good**

### **Summary**

Leaders are passionate, experienced and work closely to ensure the service runs successfully. Effective self-evaluation procedures are in place, which ensures improvements are made. Staff and resources are managed well and leaders have positive partnerships with parents.

### **Our findings**

Leaders were experienced and worked effectively to deliver a shared vision. Policies were followed by all staff and regular staff meetings were held, which ensured the service ran smoothly. Leaders understood their regulatory responsibilities and ensured the service complied with the regulations and exceeded national minimum standards. Leaders had an informative statement of purpose, which provided an accurate picture of what the service had to offer, enabling parents to make an informed choice. Minor amendments were needed to the document, which leaders did immediately. Leaders demonstrated they supported staff in their roles by encouraging them to attend training courses and challenged everyone to do their best. Staff confirmed this and told us they felt valued and leaders were approachable.

Leaders were highly reflective and effective self-evaluation ensured the service continually moved forward. For example, leaders carried out monthly evaluations of the service. Some of the recent improvements included achieving the healthy sustainable pre-school award, purchasing outdoor equipment and re-decorating the nursery. Parents and children's views were successfully collected through questionnaires and leaders used this information to improve the service. They had not produced an annual quality of care report but this was sent to us following the inspection.

Performance management processes were effective and leaders ensured the most appropriate people were recruited for the roles. Safeguarding children was at the heart of the service. For example, staff recruitment was thorough and before starting employment appropriate fitness checks were carried out. New staff received effective induction and leaders ensured meaningful supervision and appraisals were conducted regularly. This successfully identified training needs and supported staff well. However, supervisions were informal and were not written down.

Leaders had developed positive partnerships and staff kept parents well informed about their child's time at the service. This was done through informal updates, newsletters, daily diaries and parents' evenings. Further information was effectively shared electronically, which enabled parents to see their child's developmental milestones and achievements. Leaders were passionate about holding fundraising events with a 'Prosecco and Piano' evening proving successful, raising a large amount of money which they donated to their chosen charity. This teaches children that by raising money they can help other people.



## **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:

- providing more opportunities for children to select their own resources and lead their own learning;
- leaders keep a record of staff supervision with clear targets for improvement and
- staff keep a record of snack offered to children in order to track back in the event of any allergies and to demonstrate healthy food and drink is consistently offered.

## 6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service from 8:40- 17:00 on Thursday 31 October 2019.

We:

- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff and two parent/carers;
- spoke to the registered person and persons in charge;
- looked at a wide range of records including the statement of purpose, policies, procedures, three staff files and three children's records and
- provided feedback to the person in charge on the day of inspection and provided additional feedback to the registered person via telephone on Monday 4 November 2019.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sally Johnstone
Person in charge	Sally Johnstone Jill Cronin Rachael Southgate
Registered maximum number of places	30
Age range of children	3 months to 5 years
Opening hours	7:30- 18:00 closing for bank holidays and Christmas
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Monday 4 December 2017
Dates of this inspection visit(s)	31 October 2019
Is this a Flying Start service?	No
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 service does not provide an 'Active Offer' of the Welsh language. 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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