



Childcare Inspection Report on

Bright Start Day Nursery

**Pembrokeshire College
Haverfordwest
SA61 1SZ**



Date Inspection Completed

14/11/2019

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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

Bright Start Day Nursery provides a full day care service for a maximum of 19 children aged from birth to seven years. The service operates from 8am to 6pm, Monday to Friday, during term times only. The main language of the service is English although some incidental Welsh is also used. The service provides funded educational places for three-year-olds and hence is inspected by Estyn as well as Care Inspectorate Wales (CIW). Maxine Thomas is the responsible individual on behalf of the registered organisation, Pembrokeshire College. Rachel Rendell is the person in charge of the service.

Summary

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

1. Overall assessment

Children are very content and well-settled at this service. They have good opportunities to develop their skills and independence. They are cared for by a stable staff team who give consistent, positive care. Leaders provide a very suitable, secure and stimulating indoor and outdoor environment. The leadership and management of the service is good and there are strong partnerships with parents.

2. Improvements

Leaders and staff had introduced a new programme which was implemented daily to develop children's social and emotional skills.

3. Requirements and recommendations

There are no requirements or recommendations.

1. Well-being

Good

Summary

Children are well-settled and very content at this service. They are confident that their voices will be listened to and they really enjoy their play. Children have good opportunities to develop their individual skills and independence. They interact well with their peers and adults.

Our findings

Children are relaxed and happy at the service. They parted confidently from their parents and they were very comfortable in the care of the staff. Children approached the staff for cuddles, to make requests or to share what they were doing. Parents and staff told us that there was a very flexible settling in policy which prioritised the children's individual needs. Children were also well-supported when they transitioned from one group to another, with a familiar adult supporting them to 'visit' the other group on a number of occasions before moving.

Children are confident that they will be listened to because they are offered frequent choices and they receive positive responses to their requests. For example, a child did not want the peas that were served with lunch, on her plate. Staff offered the peas in a separate bowl and the child was satisfied with this and ate her lunch happily.

Children interact well. They played together nicely and held hands and smiled at each other when dancing. When children were asked if they had any compliments for a child, as part of an activity, a child said, "*She's my friend.*" Children waited their turn patiently when returning their chairs after circle time and when lining up to wash their hands. Almost all children tidied up when they heard the song cue and one child proudly told us, "*We're tidying up.*" Children were learning how to express the way they were feeling and the reasons they were feeling like that.

Children have fun and they enjoy their play very much. They engaged enthusiastically with activities. For example, they were animated when singing and moving to music and they were absorbed with playing with sand.

Children develop their individual skills well through free play, adult-led activities and the routine of the day. For example, children used their communication skills to retell the story of The Hungry Caterpillar as a group and they confidently used basic counting and programming skills when using a Bee-bot.

Children develop their independence successfully. They very confidently carried chairs from the table to the circle-time area and back again without adult help. They put their own coats on, ate independently, and two children fetched towels from a cupboard for wiping the

wet outdoor play equipment. It was evident from the children's confidence that these independence skills were regularly practised and well-supported.

2. Care and Development

Good

Summary

Staff work well as a team to meet children's needs effectively. They are very positive and they support children efficiently to develop their skills. Staff effectively keep children safe and healthy.

Our findings

Staff follow procedures well to keep children safe and healthy. They implement good hygiene processes in relation to food hygiene, nappy changing and handwashing. All staff had up to date training in safeguarding, paediatric first aid and food hygiene. When we discussed a hypothetical child protection scenario with a member of staff, they were confident of the safe procedures to follow. Staff supervised the children well and gave safety reminders where necessary, such as reminding them to keep the chair legs down when they were carrying them. Staff followed safe procedures in relation to the administration of medication.

All staff keep children healthy as they provide a balanced diet and ensure that children have regular opportunities to play in the outdoors. Following our visit, staff made changes to improve children's independent access to water and to further improve the hygiene procedures in relation to bedding, ensuring that children always had clean individual blankets as well as sheets. They also stopped offering diluted juice at lunch times as recommended in the updated Welsh Government nutritional guidance.

Staff are upbeat and kind in their interactions with children and they use positive behaviour management strategies. They gave children verbal praise on a regular basis and gave positive reminders, such as using 'kind hands'. They used techniques such as distraction to good effect. For example, when a child was climbing where they should not have been, a member of staff asked the child if they would like to help her. This resulted in the child being engaged with tidying up happily and forgetting about the climbing.

Staff are observant and promptly meet children's needs. They gave cuddles and reassurance and provided assistance where it was necessary. They shared information with each other about children's changing needs such as verbal information given by parents when they dropped the children off.

Staff support children's development well. They have a good understanding of child development through regular training and sharing of knowledge. They gave particularly good support to develop older children's skills during focused activities. For example, during a maths activity, staff modelled and supported children to count, sort and use mathematical vocabulary. Staff used some open questioning and they gave specific praise to children for their efforts, such as "*good bouncing*" and "*super kick*". Staff completed

meaningful and regular observations of children's skills and they planned in detail to further develop these skills.

Staff use some incidental Welsh with the children, such as 'da iawn' and 'bore da'. Welsh sentence patterns and songs were a prominent part of the circle time activities and some Welsh was also used in focused activities with older children, such as counting.

3. Environment

Good

Summary

Leaders provide a very suitable environment for children. They provide a safe and welcoming indoor and outdoor environment. The environment is designed to meet the children's needs and support their independence. Leaders provide a good range of resources.

Our findings

Leaders provide a very suitable environment because older children have a play space which has clearly defined and well-resourced learning areas. Children under two years of age have a suitable, separate space which they can explore safely. Leaders also provide an outdoor area which is immediately accessible from the play room. Staff confirmed that this is used regularly throughout the year and that it is used to a greater degree in the warmer months, when the weather is more suitable to allow children free flow between the indoors and outdoors. Leaders also provide a sleep room so that there is a quiet area available in which children can sleep. Two cots and a number of buggies were available and these were used in the sleep room or the play environment, offering children a choice of sleeping arrangements. The person in charge confirmed that these arrangements were discussed and agreed with parents.

The environment is well-designed to support children's independence. Children were able to move freely around the environment and could access the toilets independently. Resources were well-organised, stored at a low level and labelled bilingually. Tables and chairs were a suitable size for children and they could find their own coats and bags because there were low-level, labelled pegs.

Leaders ensure that the environment is safe because they complete detailed risk assessments and keep these under review. They ensured that safety checks were completed regularly. There was security-pass access to the service and only staff opened and closed the doors. The environment was a comfortable temperature and was kept clean. The environment was well-maintained, bright and had colourful displays with bilingual labelling which included the children's work.

Leaders provide a range of resources which are suitable for a range of interests and stages of development. This includes 'real-life' equipment such as jugs, teapots and spoons, sensory resources such as pasta, flour and sawdust and resources which promote cultural diversity, such as jigsaws, dolls and dressing-up clothes.

4. Leadership and Management

Good

Summary

Leadership and management of the service is good. Leaders communicate well with each other and with staff and parents. They have effective systems in place to ensure that regulations are met and that staff are managed well. They manage a stable staff team well and they build strong partnerships with others.

Our findings

Leaders provide detailed information about the service through their policies and statement of purpose. The responsible individual is a visible presence and it is clear who is responsible for the service. There is good communication between the responsible individual and the person in charge as well as between leaders and staff. The responsible individual communicates well with CIW.

The management of staff is effective. There is a stable staff team with very little turnover of staff. Staff are recruited safely. We checked a sample of staff files and found that all of the relevant information in relation to suitability checks was available. There are robust procedures in place for staff induction. There is a good system in place for regular staff appraisal and supervision. Staff told us that they feel very well supported. They have regular opportunities to update their training and share this with their colleagues. The service was well-staffed.

Leaders have effective systems in place for keeping records. We found that all the relevant information was in place regarding children's personal information and needs. Medication and accident records were fully completed. At the time of our visit, there was not a system in place to record the times of staff breaks, when they were not caring for the children. However, this was addressed immediately.

Leaders evaluate the service well and make considered improvements to the service. Leaders had evaluated the service in detail and they regularly sought the views of relevant parties. It was clear that they welcomed parents' suggestions because they had a suggestion box available in the foyer, they sought their views through questionnaires and they gave their ideas due consideration. For example, a parent had suggested that leaders made changes to the nappies and wipes that were used in the nursery so that they were more eco-friendly. The person in charge had completed a trial with new products, looking at a number of factors for their suitability before presenting her findings to the representatives of the registered organisation for consideration. Leaders acted promptly on recommendations made during the course of this inspection.

Leaders build strong partnerships to improve outcomes for children. They had good partnerships with parents. Parents, who we spoke with and who had completed CIW

questionnaires, were very happy with the service provided. Leaders and staff kept them well-informed about their children's well-being and progress through daily feedback and scheduled progress review meetings. There was also a strong partnership with the child care team at the college. Leaders had established a close link with the staff who delivered this course. There was a mutual exchange of information, training and knowledge and students contributed to planning and delivering nursery activities as part of their studies. The service also had links with other professionals such as the Speech and Language Therapy team and the Healthy and Sustainable Pre-schools representative.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

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 14 November 2019 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;
- spoke to the children, parents, staff, the person in charge and the responsible individual;
- read four CIW questionnaires completed by parents; and
- provided feedback to the responsible individual and the person in charge by telephone on 22 November 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
Responsible Individual	Maxine Thomas
Person in charge	Rachel Rendell
Registered maximum number of places	19
Age range of children	Birth to 7 years.
Opening hours	8am to 6pm, Monday to Friday, during term times only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 March 2017
Dates of this inspection visit	14 November 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 is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	

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