



# Childcare Inspection Report on

**Princess Road Pre-school Nursery**

**4-6 Princess Road  
Old Colwyn  
Colwyn Bay  
LL29 9PS**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Princess Road Pre-school operates from large residential premises, which has been specifically converted for use as a child care provision. It is situated within a residential area of Old Colwyn, Conwy and is registered to provide care for up to 65 children under the age of 12. The service is open from 08:30 – 18:00 Monday to Friday closing for bank holidays and for a week at Christmas. The service offers Flying Start places for 2 year old children facilitated through playgroup sessions held at the service between 09:00 – 11:30 and 13:00 – 15:30 Monday to Friday during term time. Early entitlement, early years education is also delivered at this service for children aged 3 years and over which is inspected by Estyn.

The registered person for the service is Ms Pauline Wilson who is also the person in charge of the day to day management of the service. The service is provided through English and does not currently provide the Welsh Language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children's well-being is considered and they are given opportunities to interact, play and enjoy their learning whilst feeling secure. They are cared for in a way which is nurturing and which gives consideration to their age and stage of development. Children are cared for in an environment which meets their basic needs and which gives them space to explore. They have access to a broad range of interesting and stimulating resources. Leadership ensures that regulatory requirements are met, that staff are recruited safely and in a timely manner and that partnerships with parents and other agencies are developed to ensure the best outcomes for children.

### **2. Improvements**

Since the last inspection some staff have received annual appraisals and supervisions, other staff appraisals are in progress with the person in charge hoping to finish these shortly.

Following our first inspection visit we fed back to the person in charge that we had found fire doors propped open and that nursery laundry was drying in front of the upstairs fire exit. We raised this with the person in charge and, during our second inspection visit; we found all fire doors to be closed and the fire exit to be clear. Leaders must ensure these procedures continue to be followed.

During our first inspection visit we noted that the court yard area was not being utilised by the children despite children asking to play outdoors. We discussed this with the person in charge who advised that this area was normally well used. During our second inspection visit, we found this area to be well utilised with the children playing happily with a pirate ship in a water tray.

### **3. Requirements and recommendations**

We have made recommendations in relation to the up keep of the environment, some aspects of safety within the environment and procedures around snack time. We have also made some recommendations in relation to some documentation and infection control procedures which are detailed under section 5 of this report.

# **1. Well-being**

## **Summary**

Children are listened to and are able to make some choices. They are familiar with their surroundings and move around freely. Children are content, relaxed and feel safe. They are learning to develop a sense of right and wrong and behave well. They are presented with activities which they show curiosity in and enjoy. They are learning to develop emotionally, socially and make independent choices.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children express views confidently and contribute to themes and topics.

We saw children participating in a 'Pirate and Mermaid' themed week which was planned by staff as a direct result of children expressing an interest in a local Pirate themed event. All children moved freely between toys and activities of interest to them and were content to do so independently. Older children had free reign to explore the whole of the ground floor of the provision and were seen to move between rooms confidently to see what was available and to engage with the toys and activities. Some children continually expressed a desire to 'go outside' but, whilst this was listened to and acknowledged by staff, children were unable to go outside to play as the courtyard had not been set up in preparation for them. This had improved during our second inspection visit with the children being able to go outside into the courtyard to participate in water play and other activities at their choosing throughout the free choice session.

Overall, children are able to actively make choices and decisions and follow their interests as they know their views will be listened to.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are settled, cope well with separation from their parents and are beginning to form friendships.

All children were settled and busy. We found they came away from their parent's confidently at the start of the session and had a familiarity with the service which made them feel secure. We saw two children hugging; one smiled at us and said happily 'she's just given me a hug'. Other children who had their arms around each other's shoulders told us they were 'friends' which was a pleasure to hear and see. We saw a child sitting on a staff member's knee for a cuddle, the child was relaxed and bonds of affection were apparent. We saw one child turn his head away during snack time as he did not want the Satsuma being offered to him. He was encouraged to say 'no thank you' to the child offering the fruit and did so confidently as he knew that his preferences would be respected.

Children are encouraged to develop friendships and confidence in a secure and nurturing way.

### **1.3 How well do children interact?**

Children are learning to interact with others, developing an understanding of how to take turns and share.

We observed the children during outdoor play and noted that they took turns well on the tricycles and ride in cars. They co-operated well with staff, listening quietly during story time and helping to tidy away the toys at the end of each session. Children treated toys and equipment in a respectful way and took enjoyment from the toys and activities available to them. They behaved well and knew they would be supported by staff to find appropriate solutions to any difficulties they may have. For example, when somebody else was sitting in the chair they were sat in earlier. They were heard to use their manners and overall, were polite and friendly with each other. Children sat facing each other during group sessions which enabled them to interact with each other and join in together.

Children are developing understanding of socially acceptable behaviours and enjoy the experiences they share with their friends as a result.

### **1.4 To what extent do children enjoy their play and learning?**

Children are facilitated to become curious learners.

Children told us they enjoyed playing with the tambourine, in the sand and 'on the blue' which is the outdoor area. Children had extended periods of child initiated, uninterrupted play. We saw two children teaching each other the colours on the traffic lights; one child took the role of the teacher and asked 'what colour is this?' the other child answered correctly and received claps of praise and 'good girl' for her efforts. Children were happy to play alone or alongside each other with little input from staff. They were able to maintain interest in their chosen task for an appropriate length of time before continuing to explore other activities which were available. Children were able to use technology as an integral part of their learning and this appealed to their curiosity. We saw the children using child sized metal detectors to investigate the world around them. They scanned the cupboards, chairs and toys to discover which made the detectors 'beep' and took great enjoyment from these discoveries. The same metal detectors were also utilised well during our following visit when the children were using them in the sand tray to hunt for buried treasure which linked well to their learning about Pirates.

Children find the play opportunities available to them exciting, engaging and most are enthusiastic to join in.

### **1.5 How well do children develop, learn and become independent?**

Children are developing physically, socially and are confidently gaining independence.

Children have the opportunity for frequent outdoor play where they can develop physically. We saw children running, crawling and balancing along a beam in the outdoor play space.

Children came to us to tell us they were finding and collecting jewels before the pirate stole them. This demonstrated how engaged and motivated by this imaginative play they were, as the 'jewels' were different coloured beanbags and the 'pirate' was a chalk drawing on the ground. The children took great pleasure in this activity and worked co-operatively to find the jewels. We observed the children making 'pirate potions' an activity which enabled them to develop their fine motor skills as they were cutting, squeezing and mashing the ingredients together. Children were also able to develop their senses through the mint, lemon and tea being used as part of the ingredients available and developed linguistically when using the related words. Children were encouraged to use the toilet independently and tidy up at the end of each session which helped develop their independence.

Children have fun and learn through their play and are fulfilled by the variety of interesting activities available to them.

## **2. Care and Development**

### **Summary**

Staff have a sound knowledge of safeguarding and the All Wales Child Protection Procedures. They have some understanding of how to keep children safe on a day to day basis however the implementation of policies is not always consistent. Staff have a solid understanding of child development, how this may impact on a child's behaviour and set realistic boundaries accordingly. Staff are active participants in the children's play and model positive behaviours. Staff implement the principles of the Foundation Phase and aim to meet children's individual needs through observation and evaluation of their play.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff understand the services' safeguarding procedures and have some knowledge of food hygiene and infection control.

We spoke to a staff member and the person in charge about safeguarding and child protection procedures. Both confidently knew the indicators they should look for and the correct process to follow should they have any concerns about a child. Staff had completed medication forms well but on occasion had omitted to record the time the last dose of medication was given which is important for the safety of the child. Staff knew the fire evacuation procedures however they were not always following the service's policy in relation to fire safety. For example, by propping open Fire doors. We brought this to the person in charge's attention and this had been addressed by our second visit. We noted that the baby change mat in one changing area was damaged and needed replacing as the foam filling was visible. The person in charge told us other's were available and this would be replaced immediately.

Staff understood the principles of infection control but this was not always evident in practice. During our first visit we noted that whilst staff wore aprons during snack time and the tables were cleaned with antibacterial spray, neither the children, or staff, washed their hands. This could impact on children's health especially as, during snack time, the current procedure is for children to take a piece of fruit each by hand from a bowl offered to them by their friend. We have advised that this is not current best practice and that serving implements and plates should be used. During our second visit we noted children were asked to wash their hands before eating. All staff had first aid training. Staff knew what to do when a young child bumped their head and we saw accident forms were being fully completed. Most food was brought to the service from home; food supplied by the service was healthy, good for children's nutrition and encouraged them to try new fruits. Staff should be mindful of portion sizes and ensure children receive enough fruit to count towards one of their 5-a-day.

Staff are committed to providing positive outcomes for children but they must ensure they are consistently following the service policies.



## **2.2 How well do practitioners manage interactions?**

Staff have a consistent and child centred approach to managing children's behaviour.

Overall, staff had little need to intervene in the children's play in order to manage behaviour. We saw three children's vehicles had become entangled in one corner of the outdoor play area. Staff noticed this and supported the children verbally to negotiate out of each other's way so that it did not become a behavioural issue. Staff gave the children regular praise for playing well together; it was evident children enjoyed each other's company and got along.

Staff model positive behaviours and support children to find solutions to their problems before they escalate.

## **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff plan and deliver a good variety of play and learning opportunities which are in line with the Foundation Phase principles.

Staff were caring, supported children's play choices and encouraged them to participate in new activities in order to learn new skills. They promoted children's cultural awareness through 'Cylch' sessions which encouraged their use of the Welsh language. Staff planned activities in advance and laid out the room meaning that children could be positively occupied from the moment they arrived. There were development records kept for each child and progress towards the intended outcomes were recorded once the children had participated in a planned activity. The person in charge shared assessments with us which showed children achieved well and progressed during their time at the service. Staff were aware of additional learning needs and how these may be supported if identified with the assistance of external agencies.

Staff create opportunities for children to successfully learn and develop through play.

## **3. Environment**

### **Summary**

Leaders have some procedures in place to assess and monitor the safety of the service although these need further consideration in order to eliminate unnecessary risks to children. They have planned an environment which meets children's needs and there are procedures in place to ensure resources and equipment are appropriate for the children's use.

### **Our findings**

#### **3.1 How well do leaders ensure the safety of the environment?**

Leaders provide an environment which overall is safe and secure.

On arrival we found the premises to be secure from external access with entry only permitted by a member of staff and we were asked to sign in. We found toys and equipment to be in suitable condition for the children to use. We found some newer equipment and resources in the baby suite were not utilised to their best and this should be considered by leaders and staff. Some doors had finger guards on them to prevent children trapping their fingers however, doors nearest to the children's toilets, which was an area the children frequently used, did not have finger guards. We discussed this with the person in charge. In the baby suite there were ample high chairs and booster seats available for children to be able to sit and enjoy their meal safely. We noted that whilst the highchairs and harnesses were in good condition, the trays were worn and needed replacing. A low level sash window had been opened on the upper floor and a cupboard had been used to prevent the children having access to the open window. This was not wholly suitable and an alternative method of making the window safe when open should be sought. Risk assessments were in place for the nursery and these had been reviewed by the person in charge in 2018. Discussions with the person in charge highlighted that accident records are used as an informative tool when updating the risk assessments and eliminating potential risks to children. The outdoor area was secure and the rubber safety flooring provided suitable surface for children to develop physically whilst remaining safe.

Leaders need to consider the safety of the environment further.

#### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders need to develop the environment to ensure it remains a welcoming, friendly and rich environment for play and learning.

We found the environment did not reflect the positive play and learning opportunities the children were receiving at this service. We found the outdoor environment to be well maintained and appealing to children. It was well resourced, spacious and interesting. Some parts of the service were in need of re-decoration. We found walls near to areas used as a thoroughfare were marked and had the paint chipped. Damaged carpet which had been fixed temporarily with tape needed replacing and some furniture was much worn. We found there was no rolling maintenance plan in place. We spoke to the person in

charge about this and understand from those discussions that scheduled re-decoration had been delayed due to the unavailability of the decorator. Some décor was evidently quite dated. To ensure that the environment remains suitable and does not decline further we recommend a rolling maintenance plan be established to ensure areas of priority are addressed first. Leaders promote children's independence by enabling them to explore without restriction the ground floor of the premises. Each room is child centred with low level furniture and toys available for the children to play with. There is ample space for the children to sit together as a group or play quietly should they wish.

Leaders need to ensure the environment is maintained in a way which provides a positive and uplifting ambience in which children can learn and develop.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide furniture, toys and equipment which are safe suitable and age appropriate.

We found there to be an ample choice of toys and equipment available throughout the service. The person in charge told us toys were cleaned half termly as a matter of course unless they required cleaning sooner and that any damaged or broken toys were removed from immediate use and either repaired or discarded. The service had a wide range of modern and classic toys from remote control cats and cars to more traditional wooden jigsaws. We saw babies playing and enjoying an array of musical instruments which were child friendly and appropriate for their age. Two large buggies enabled the very young children to go out on walks together in the local community. We noted that the seat belts on some seats on the buggy were damaged and required replacing. Staff told us these had been ordered and in the meantime those seats were not used. Toys and equipment in the outdoor area were appropriate for the children's stage of development and in good condition. Larger play equipment was out of bounds for children under 3 demonstrating leaders awareness to comply with the relevant safety regulations. Staff told us they are able to approach leaders to ask for new resources and equipment as and when they are needed.

Leaders ensure there is a wide range of suitable resources available to facilitate children's play and learning.

## **4. Leadership and Management**

### **Summary**

Leaders are actively involved in the delivery of this service and strive to maintain compliance with the National Minimum Standards. There are self-evaluation procedures in place which identify areas for improvement and development. Leaders manage staff effectively and ensure safe recruitment procedures are followed. Leaders provide a service which has valuable partnerships with Local Authority teams and which is valued by parents.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders are dedicated to the service they provide and are committed to securing good outcomes for children.

Leaders have effective procedures in place to ensure compliance with the National Minimum Standards. There is a detailed Statement of Purpose in place which clearly outlines the aims of the service. Some parts of the Statement of Purpose require amendment and we have brought these to the attention of the person in charge. Leaders have a vision for the service however, this does not always reflect in staff practices and leaders need to ensure policies which are in place are being fully implemented; leaders could consider using team meetings and observations of staff practices for this purpose. Leaders create a positive ethos where children and staff feel valued and they recognise the positive contribution staff make in achieving their vision for the service.

Leadership is organised and effective in many ways.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have processes in place for evaluating the service and planning for improvements.

Leaders take into account the views of the Parent's, Children's and visitors when assessing the quality of their service and when planning for improvements. They draw on the advice of external agencies such as the Flying Start team and act upon the advice given. Leaders identify areas for improvement and make realistic suggestions of how these may be achieved and within a reasonable time scale.

Leaders encourage feedback from partners using the service in order to drive improvements.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders have effective procedures in place to ensure timely and safe recruitment occurs.

We asked to view the staff files for the three members of staff most recently recruited. Staff files had been compiled for each and provided detail that they had been recruited thoroughly and safely. All three had a level 2 or level 3 child care qualification and all had a

Disclosure and Barring Service (DBS) check to evidence their suitability to work with children. Staff told us they had been invited to interview and had received an induction and 1 weeks shadowing at the service before being included in the staffing ratios. There were 29 staff employed by the service in total, and a training matrix ensured that their training needs were easily monitored and kept up to date. We found leaders had mandatory training and that all staff had completed First Aid training, Child Protection training, basic food hygiene training and that all staff had a DBS check. Supervision and appraisal for staff is developing and we were shown records that some staff had received supervision and appraisal. Not all staff had yet had the opportunity for this meaningful interaction with leaders. Due to our findings in relation to staff's lack of implementation of policies, this should now be a priority for leaders.

Leaders are systematic and organised meaning staffing ratios are maintained with qualified staff.

#### **4.4 How effective are partnerships?**

Leaders promote recognise the value of positive partnerships.

Leaders communicate well with parents, sending regular, information newsletters to them to ensure they are kept up to date. Parents had been invited in to the service at Christmas time to listen to the children sing and in order to be inclusive any children not usually using the service on that date were also invited to attend and join the singing. Parents' of the younger children received daily written communication which provided detail of the activities, food, sleep times and nappies their child had throughout the day. We spoke to two parents who had lots of positive comments to make and were pleased with the service they received. Leaders have developed positive partnerships with the Local Authority advisory teachers and Welsh Playgroup Providers Association (WPPA). We saw a representative from WPPA modelling an outdoor play session of the 'Bear Hunt' to staff as an aid to their professional development. It was pleasing to see this support in practice. Leaders value community contributions and link these to the children's learning. For example the Pirates and Mermaids theme had been prompted by a Pirate weekend happening locally which many of the children had attended.

Leaders are committed to meeting the needs of the children and those of the associated partnerships.

## 5. Improvements required and recommended following this inspection

### 5.1 Areas of non compliance from previous inspections

*Child Minding and Day Care (Wales) Regulations 2010, Regulation 29 (3) (a)* the leader must ensure that all practitioners who look after relevant children receive appropriate supervision and appraisal in order to improve their practice and identify training requirements and needs.

### 5.2 Recommendations for improvement

We recommended that the registered providers should:

- Reconsider the current snack procedures to ensure there is no cross contamination of the children's snack from other children's hands;
- Ensure that staff follow good hygiene practices before meal and snack times washing their own hands and supporting children to do the same;
- Consider when music can be used effectively and chose suitable music accordingly. For example, a song for tidy up time or calming music played during snack time;
- Consider portion sizes to ensure children are having an adequate amount of fruit to count as one of their 'five a day' fruit portions;
- Put procedures in place to check daily and throughout the day that fire doors remain closed and fire exits remain clear;
- Include a body map on the accident and incident forms to make an accurate record of where any injury may have occurred;
- Replace nappy changing mats to prevent risk of contamination as they were damaged;
- Install finger guards on doors the children have access to in order to minimise the risk of accidents;
- Monitor medication forms to ensure that the last dose the medication was given is always recorded to minimise any risk;
- Consider developing a rolling maintenance programme for internal improvements and re-decoration to ensure the environment does not decline further;
- Develop a method to make the upstairs windows safer when the window is open.
- Dedicate time for the person in charge, away from the hands on delivery of care, to reflect on current practices and make observations of children's day to day experiences in order to draw on good practice modelled by staff and support other staff to develop in relation to the implementation of the service's policies and procedures; and

- Use team meetings to walk around the environment and consider areas of priority for improvement.

## 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 on 8<sup>th</sup> June 2018 between the hours of 12:40 – 18:10. The same inspector conducted a further announced visit on 11<sup>th</sup> June 2018 between the hours of 09:00 – 12:30.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, two parents and the staff present and
- considered the safety and suitability of the environment for the children.

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

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



## About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Pauline Wilson
Person in charge	Pauline Wilson
Registered maximum number of places	65
Age range of children	0-12 years
Opening hours	08:30 – 18:00 Monday to Friday closing for Bank holidays and for one week at Christmas. Playgroup sessions are available 09:00 – 11:30 and 13:00 – 15:30 Monday to Friday during term time.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 May 2016
Dates of this inspection visits	8 June 2018 and 11 June 2018
Is this a Flying Start service?	Yes this service offers Flying Start provision.
Is early years education for three and four year olds provided at the service?	Yes this service provides early years education for children aged three and four years.
Does this service provide the Welsh Language active offer?	No the service does not implement the 'Active Offer' in relation to the Welsh language, meaning parents and children are not able to access the service and it's policies through the medium of Welsh without having to ask for it.
Additional Information:	

