



Childcare Inspection Report on

The Highway Day Nursery

**115-117 The Highway
Hawarden
CH5 3DN**



Date Inspection Completed

28/10/2019

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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

The Highway Day Nursery is located in Hawarden. The registered person is Lorraine Mark, who is supported by a team of managers. Care is provided from 7:30 to 18:00, Monday to Friday, closing for bank holidays and Christmas. Places are available for children aged up to 4 years 11 months. Places are offered to children aged three as part of Early Entitlement, so the service is also inspected by Estyn. The service is registered to care for up to 65 children at any one time.

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 a voice and communicate confidently. They are happy and enjoy interacting with others in a positive manner. They enjoy their experiences and learn a range of skills that support their development. Staff are caring and responsive to the individual needs of the children. Staff keep children safe and manage interactions well. Effective opportunities are planned by staff and these are focused on children's interests and individual next steps in their learning. The environment is safe, well maintained and provides children with a welcoming atmosphere where they can play and learn. Resources are of a good quality and suitable for the age ranges of the children. The good practice seen in preschool in relation to using natural materials to teach children about the world around them could be developed further throughout the service. Leaders have a good understanding of their service and this is shared effectively through the statement of purpose. They use self evaluation effectively to capture others views and use it purposefully to make improvements. Leaders manage staff well, have positive partnerships with parents and develop links with the local community.

2. Improvements

Since the last inspection, leaders have purchased a range of resources to enhance the children's play and learning experiences. These include a climbing frame and new play house, which is made from recycled plastic.

3. Requirements and recommendations

We made recommendations relating to care and development and the environment.

1. Well-being

Good

Summary

Children communicate confidently and have a say in the activities they take part in. They build relationships with staff and develop friendships with other children that help them feel happy and settled. Children learn to interact well with others. They enjoy their play and learning experiences and have appropriate opportunities to be independent.

Our findings

Children were confident and expressed themselves using verbal and non-verbal cues. Children of all ages and stages of development knew their communication would be listened to and respected. Children who were able to, could influence their play experiences and had a say in what activities were available for them to access. For example, in pre-school children were asked daily, during circle time, what activities they would like out and they were asked by staff how well they thought an activity had gone.

Children showed through their smiles and contentment that they were happy and settled. New starters or children who had moved rooms who were a little upset were soon comforted by staff. All children had built positive relationships with staff and friendships with other children, helping them to feel relaxed and happy. Children were aware of routines, which helped them feel safe and allowed them to follow the rules. For example, children knew what would happen at lunch/snack times and were happy to complete their activity so they could have a story before lunch.

Children were polite and interacted well with others. They were learning to share and cooperate with others with only a few reminders from staff. For example, two children in the baby room were watching each other play with the toys, smiling at each other as they did so. Children helped to tidy away resources when needed or asked. Some children were beginning to understand the needs and feelings of others. For example, a child showed concern when another child was upset and helped the member of staff comfort them.

Children all enjoyed what they had chosen to do, for example, the toddlers sat together at circle time and had fun completing a matching game. They felt a sense of achievement and were proud when they correctly matched the items of food. All children were actively involved in an activity and they were keen to share what they were doing with us. For example, a child was excited to show us the Halloween costume they were dressing up in.

Children could move around their respective rooms and choose what and where they wanted to play. Babies had opportunities to crawl, pull themselves up or, if able to, walk to develop their skills. Children could be independent as they had free access to most resources they wanted and facilities that were suitable for their ages and stages of development, including toilets and handwashing facilities. Children were asked to help give the cutlery out for snack and some independently served themselves and put their rubbish away when they had finished eating.

2. Care and Development

Good

Summary

Staff implement effective policies and procedures so children are kept safe. They provide healthy meals and snacks and ensure children have plenty of fresh air. Staff manage interactions well and are good role models for the children. Planning and development records are kept and used effectively by staff to identify and cater for the individual next steps for children to help them progress.

Our findings

Staff kept children safe by following effective policies and procedures. They had up to date safeguarding training and the procedure to follow should they have concerns about a child was available and shared with all staff. Staff made sure effective cleaning routines and procedures were followed to help prevent the spread of germs. This included, tables being cleaned at appropriate times and an effective nappy changing procedure being followed. All staff had access to the fire procedure that was clearly displayed. However, we noted fire drills were not always practised frequently enough to give consideration to when new staff or children started at the service, so not everyone had been given the opportunity to practice the procedure they would follow in the event of an emergency.

Staff promoted a healthy lifestyle. Nutritious meals and snacks were provided with milk or water to drink. Staff made sure children were given regular opportunities to go outside, be active and get fresh air. This was done through planned opportunities or by children having available access to the garden during their free choice play.

Staff were caring and spoke to the children in a respectful manner, showing interest in what they had to say and responding appropriately. Staff used distraction techniques effectively to deal with any small incidents. They dealt with them calmly and without disrupting others, speaking to the children about what had happened in an age appropriate way. Staff used positive praise and celebrated achievements through the words they used and rewards such as star of the day. This gave children a sense of achievement and helped them feel proud. Staff implemented positive practices to help children accept the rules and routines. For example, children in pre-school were given a five minute warning before they had to tidy up. This gave them an opportunity to finish what they were doing and made them aware of what was happening next.

Staff knew the children well. They used observations effectively to identify next steps and plan for children's individual needs and development. For example, the next steps of children of all ages were identified and resources were provided to allow them to practise and develop their skills. This was a particular strength in pre-school where they had a specific time called, fix it time, where areas of development that had been identified as next steps, were taught to groups of children to help them to develop their skills. For example,

some children were taking part in a number recognition activity whilst others were using play dough to help develop their fine motor skills. Staff tracked children's progress and kept individual records of their development.

Staff provided children with age appropriate opportunities to be independent. For example, when staff were getting the babies ready to go outside they gave them their coats and shoes to explore and some babies had a go at dressing themselves. Staff in pre-school provided children with the resources and time to pour their own drinks, give out cutlery and clear away at snack time.

3. Environment

Good

Summary

The environment is safe and provides opportunities for children to play and learn in child centred and well maintained spaces. Leaders ensure children of all ages have access to appropriate outdoor spaces and resources that support their development and are of a good quality. The use of natural materials is promoted but could be extended to benefit all the children.

Our findings

The environment was safe with external doors kept locked preventing unauthorised access. Visitors were recorded and a register of children and staff was kept so everyone could be accounted for and records could be referred to in the future if needed. Risk assessments were completed on all areas used by the children and evidenced that hazards were eliminated where possible or managed well. These were reviewed and updated regularly by leaders. Daily checks were conducted on the environment by staff to ensure no new hazards had emerged.

The environment provided a warm and welcoming atmosphere where children were relaxed and visitors were welcomed. Leaders had ensured children of all ages had access to suitable spaces where they could play and learn indoors or outside. Rooms had easy access to toilet and nappy changing facilities and babies had a separate room equipped with cots for them to sleep in. Toddlers had a main play room and also had access to an area where they could take part in craft activities and this was also used for meal and snack times. The pre-school room was organised in line with the foundation phase with areas of learning including ICT and role play and the interesting garden room, which had a living roof and was used for messy play activities including painting, sand and water.

The outdoor environment had a soft surfaced playground that was used regularly by all the age groups of children. This allowed children to play with a range of equipment including ride on toys and hoops. The outdoor area, directly off the pre school room was used by all children and was a particular strength of the service, with an emphasis on teaching children about the world around them. It gave children a range of opportunities including, fixed play equipment, digging areas, mud kitchen, water flow play area and mounds in the grass which children could run, walk or ride their bikes over.

Resources were of a good quality and there was a range to suit the different ages and stages of development in the children's respective rooms. There was a positive focus on using a lot of natural and recycled materials in the outdoor and garden room of the pre-school however, other children would have benefitted from this focus being extended throughout the service.

4. Leadership and Management

Good

Summary

Leaders manage their service well and ensure the statement of purpose reflects current practice. They use self evaluation to plan improvements and consider the views of others as part of the process. Staff are managed well and positive partnerships are developed with parents.

Our findings

Leaders had a good understanding of the care they provided and they played an active role in the day to day running of the service. Policies and procedures were updated regularly and shared with staff so they were fully aware and implemented them effectively. The statement of purpose was reflective of current practice and provided parents with the information needed for them to make an informed decision in relation to their child care.

Self evaluation was ongoing and leaders involved staff in identifying aspects of the care they felt could be improved. For example, managers were provided with a budget to buy resources and a wish list was created for staff to request items. Parents', some children and staff views were collected as part of the annual quality of care review with questionnaires being sent out annually. These were reviewed and considered when planning and making improvements.

Leaders had developed a team of staff who worked well together and they understood their roles and responsibilities. This resulted in the service running smoothly as staff were aware of and completed tasks they were responsible for. Staff files evidenced that leaders had a robust recruitment procedure in place, with relevant checks, such as enhanced criminal record certificates being completed and training required by regulations kept up to date. Records evidenced that staff received annual appraisals and regular supervision so information could be shared and training needs identified.

Effective partnerships were developed with parents. Information was shared through informal discussions at the beginning and end of the day and daily diaries were sent home with the younger children to convey to parents what their child had drank, eaten, when they had slept and what activities they had taken part in. Regular newsletters kept parents informed about dates and events that were happening at the service.

Leaders and staff had formed good links with the local community. They had had a recent police visit as part of their topic on people who help us and children regularly visited local residential homes where they completed activities together or celebrated times such as Christmas. This gave children a sense of belonging and gave them opportunities to socialise with others outside of the service.

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 recommendations;

- to ensure fire drills are conducted at regular intervals with consideration given to when new staff and children start at the service. This will allow everyone the opportunity to practise the procedure they would follow in an emergency, and
- to extend the good practice seen of using natural materials and learning about the world around them throughout the service, considering how this can be brought indoors as well as outside.

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 28 October 2019 from 9:30 to 15:30.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, two new staff files and three children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff, managers and registered person;
- inspected areas used by the children, and
- gave feedback to the registered person and managers.

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	Lorraine Mark
Person in charge	Lorraine Mark
Registered maximum number of places	65
Age range of children	0 – 8 years
Opening hours	7:30 – 18:00 Monday to Friday, closing for bank holidays and Christmas
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 October 17
Dates of this inspection visit	28 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 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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