



Childcare Inspection Report on

Barmouth Oasis Centre

**Oasis Nursery
Unit 7 Elephant Works
Park Road
Barmouth
LL42 1PH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/01/2020

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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

Barmouth Oasis Centre is centrally located in the town of Barmouth. The service is registered to provide care for a maximum of 41 children between 3 months and 12 years of age. The service operates from 8:00am to 5.45pm, Monday to Friday. The responsible individual is Carol Jones and the person in charge on a day to day basis is Liza Morris and Marie Pritchard is the deputy. The predominant language is English with children introduced to some basic Welsh words, but at present, the service does not provide the 'Active Offer' of the Welsh language.

Summary

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

1. Overall assessment

Children are busy and occupied, they are well settled, and are cared for by staff who know them well. Staff are responsive and interactions are positive, they are developing an understanding of individual progress, and are developing new ways to plan activities and track children's progress. The environment is safe, with satisfactory measures to manage potential risks to children's safety. The environment meets many of the children's needs and provides appropriate play and learning opportunities suitable for the age ranges of children. Leaders have implemented most of the recommendations made by Care Inspectorate Wales at the last inspection. Leaders support staff and keep parents informed,

2. Improvements

Since the last inspection:

- leaders offer staff some opportunities for one to one supervision;
- accident and incident forms are completed;
- there is clear access to fire exits in the event of needing to exit the premises in an emergency;
- playrooms offer more focused and varied play and learning activities;
- leaders have completed the Public Health Wales' Infection Prevention and Control Audit Tool;
- staff have started to record when children have reached specific developmental milestones and record some observations;
- key worker system has been introduced;

- new flooring has been fitted throughout the nursery; and
- the service is a member of The Woodland Trust Green School Award programme.
- Since the inspection the responsible individual has submitted a quality of care review, based on the views of those who had used the holiday club.
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3. Requirements and recommendations

We made some recommendations in relation to promoting independence, record keeping, provision of healthy meals, promoting positive behaviour, the environment and updating required documentation.

1. Well-being

Adequate

Summary

Children are confident to make their views known. They have positive relationships with those around them and are forming friendships with one another. They are busy, occupied, and interested in the activities available to them. They benefit from some opportunities to build on their independence and can complete tasks for themselves.

Our findings

Children were listened to and responded to appropriately, making them proud of their achievements. Children shared what they had made after learning about Chinese New Year. The created lanterns, similar to the once used during the celebrations were proudly showed to those around them. After they had shown them to those around them, they asked if they could put them to dry, before joining their friends to play. Children were congratulated for their efforts and supported to take part in activities they enjoyed. We heard them asking for specific activities, such as threading and a younger child asked for 'Peppa' toys, meaning they had opportunities to make choices and their opinions and interests were taken in to consideration.

Children coped well with being away from their parents, because they were familiar with their surroundings and had bonds of affection with those caring for them. Children were warmly greeted when they arrived or when they saw staff they had not yet seen during the day. Hugs and smiles were exchanged and their sense of belonging was evident. Children attending for settling in sessions were made to feel comfortable and were provided with appropriate time and attention to enable them to get to know those around them.

Children were forming friendships and were starting to show empathy towards one another. We saw them playing happily, roles were delegated, and others were invited to join in their game. For example, they recognised that children arriving later were unsure about joining in and they approached them carefully and explained to them what was going on, suggesting to them what role they could possibly fulfil. They initiated their own play and some took part in both adult, and child led activities. They had positive attitudes to the experiences made available to them and they were adequately supported to take part in an activity of interest to them. Further developing structured and planned activities for all age groups will ensure all children benefit from quality experiences where they are able to try new things aimed at helping them to make progress and enabling them to gain a sense of achievement from their efforts.

Children were generally engaged and showed respect for property. When it was time to tidy up most of the children got involved and kept the resources where they belonged. They were familiar with the routine; waiting by the door until everyone was ready to go through for meal times.

Children took part in some challenging opportunities, some resources had been set up by staff to encourage children to think critically and encourage problem solving. For example, they were supported to use scissors, and fine motor skills were developed when they threaded laces through card. We saw photographs of the children enjoying new experiences, for example during 'emergency service week' they had been able to explore inside an ambulance.

Children's independence was sometimes promoted. They were able to get themselves ready for school by putting on their own coats and shoes; at snack time they served their own fruit, and younger children self-fed. However, children did not always pour their own drinks and not all cleared their plates after they had finished eating, at times children were unsure what was expected of them.

2. Care and Development

Adequate

Summary

Staff implement some procedures to keep children safe and healthy. They give children their time and attention and praise positive behaviour. They implement some elements of the principles of the foundation phase and they are developing new ways to plan activities and track children's progress.

Our findings

Staff were developing their understanding and working towards fully implementing policies and procedures to keep children safe and healthy. Accident and medicine forms were completed but parents did not always sign them. It was not always clear why medicine had been administered and documentation was not well organised. Most staff had attended paediatric first aid training, meaning they would be able care for children in an emergency. Staff told us they would know the process to follow should they have concerns about a child and nearly all staff had attended safeguarding training. Staff have an understating of how to manage risks; we saw risk assessments had been completed for specific activities, such as painting and they supported children to wear high-visibility jackets when away from the building.

Staff took children for a walk out in the fresh air, but the outdoor play area was not used on the day of the inspection, meaning children did not have the opportunity for extended periods outside. We were shown photographs of the children playing outside. A five-week rotating meal menu was available and staff implement some principles of the Welsh Government's Food and Nutrition for childcare settings best practice guidance. Staff minimised the risk of spreading infection by following the recommended procedure when changing nappies and tables were wiped before meal times. Most children washed their hands before meal times, and wipes were used to clean younger children's hands. Staff closely monitored sleeping children as they slept in a quiet area within the playroom.

Staff were responsive and listened to children's views, they demonstrated an understanding of how children's development affects behaviour and they arranged to alter and adapt the care provided. All staff had signed to evidence they had read and understood the service's behaviour management policy. Staff managed negative behaviour, but did not always explain why certain behaviour was not acceptable and why it had caused another child to become upset. Staff no longer awarded positive behaviour with rewards, such as stickers, a the method now used was to reward children through praise.

Staff contributed to the planning of activities. They shared ideas and planned activities for the following month. Staff were working towards being able to plan for individual development; they had started to make observations and were noting when specific milestones had been reached. They recognised when children may have additional needs

and took appropriate actions to identify and provide additional support. Parents were provided with a daily information sheet to inform them of what their children had achieved during the day.

3. Environment

Adequate

Summary

The environment is safe, clean and secure. The space is welcoming and provides a suitable space for children to play and learn. The environment is appropriately maintained and there is access to suitable furniture, toys and resources.

Our findings

Leaders ensure that staff supervise the children well. The environment is generally safe, secure and well maintained indoors and outdoors. A generic daily safety checklist was completed and staff recorded any safety issues they had identified, and a record was kept of when these had been addressed. Fire evacuation plans were visible within the building, but fire drills had not been completed at least every 6 months, as recommended. Individual risk assessments had been completed for specific activities. However, an annual risk assessment of the premises had not been completed.

Leaders ensured the environment provided space for children to move freely and met most of the children's needs. The outdoor play space was easily accessible but was not used during the inspection. We saw photographs of the children planting during the summer and they had made bird feeders. Leaders provided access to a slide and mud kitchen along with other resources offering a basic range of age appropriate experiences. Since the last inspection, positive changes had been implemented to organise the indoor environment to provide a range of appropriate activities. For example, the room used for the older children was organised to provide children with different areas of learning and new flooring had been fitted through out.

Leaders provided children with access to appropriate furniture and toys. Leaders organised regular cleaning routines that reflected good hygiene practice. A record was kept of when specific resources had been cleaned, which ensured they remained safe for the children to use. Resources were stored within easy reach of the children, enabling them to get what they want for themselves. We saw children collect what they wanted from the plastic tubs used for storage. The resources available kept children busy and occupied. Staff use sustainable materials and help children re use items creatively.

The service had recently won 3rd place in a competition where they had created an igloo made out of old plastic milk bottles.

4. Leadership and Management

Adequate

Summary

Leaders strive to support a strong staff team with a sense of purpose. Leaders are available and are kept informed about the service's progress. Staff are supported and improvements and recommendations are implemented. Required information is available and parents value the service offered.

Our findings

Leaders have a clear vision for their service and strive to provide a service that meets the needs of families and the community. They review their policies and procedures and keep their statement of purpose up to date. Most of the required records were kept and staff told us they felt leaders supported the team well. Leaders have a basic understanding of their responsibilities to promote the Welsh Language and children were introduced to basic Welsh words and phrases.

Leaders had addressed most of the recommendations made by Care Inspectorate Wales at the last inspection and a number of improvements were identified. They have an understanding of current best practice relevant to the children in their care and changes were being implemented in order to drive the service forward. For example, leaders had been working with staff to implement a new way of planning activities the children would benefit from. The responsible individual is kept well informed about the service's progress and they all work effectively as a team, there was a positive ethos where children and staff felt valued.

Leaders and staff shared their priorities and the matters they wished to improve. They had gathered the views of some of those using the service to enable them to implement positive changes. Questionnaires had been distributed electronically to the parents of the children who had attended the holiday club and quality of care review was completed following the inspection. The responsible individual should gather the views of those using the service.

A robust recruitment process was followed, and there were good systems in place to ensure required suitability checks were completed. Roles of staff and leaders were clearly defined, in that all staff spoken to felt they were confident in their responsibilities and felt they could ask for guidance and support if required. Since the last inspection, basic supervision and annual appraisals had been carried out. Leaders had provided some one to one supervision and staff had been supported to attend mandatory training. Staff were always deployed effectively to ensure staffing ratios were met and children's needs were met. We saw a strong ethos of working together, with positive arrangements in place to cover staff absences, which ensured no impact on children's well-being. Relief staff

approached their role with professionalism and provided well-planned activities with identified learning goals.

Parents are kept informed about the service and the progress their children had made. They work in partnership with parents during the settling in period; settling in sessions enabled staff to gather information about the child's individual preferences. Required essential information had been gathered regarding the children being cared for, but older consent forms and contracts had not been updated which would not ensure they held up to date information, which may be required in the event of an emergency. Parents told us they were very happy with how their child had settled and if their child was happy then so were they. We saw parents approach staff with ease to discuss childcare arrangements, evidencing clear communication and trust.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- provide children with clear direction what is expected of them during meal times;
- provide additional opportunities for children to complete tasks for themselves;
- organise accident, incident and medicine forms;
- fully implement healthy eating guidance for regulated child care settings;
- further support children to understand their behaviour and its effect on others;
- further develop the observations made and use the information gathered to inform future planning to tailor learning experiences to identified individual learning;
- complete and review risk assessments for the premises
- fire drills to be carried at least every 6 months;
- develop the outdoor play area;
- responsible individual to consider monitoring the quality of the care children receive by establishing and maintaining a robust system to gather the views of all those using the service.
- update children's contracts and consent forms.

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 the 15 January 2020 between 9:35am and 5:40pm.

We:

- looked at the previous inspection report and information provided to CIW;
- inspected a sample of documentation and policies;
- looked at children's development records;
- staff and children's files;
- spoke to the staff, person in charge on the day, responsible individual, children and parents;
- inspected the environment; and
- provided the responsible individual and the person in charge with detailed feedback over the telephone on the 16 January 2020.

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	Carol Jones
Person in charge	Marie Pritchard Liza Morris
Registered maximum number of places	41
Age range of children	3 months to 12 years
Opening hours	8:00am to 5.45pm Monday to Friday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 December 2017
Dates of this inspection visit(s)	15 January 2020
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 introduces children and their families to basic Welsh words. We recommended the service provider considers Welsh Government's ' <i>More than just words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	