



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Buttercups Day Nursery

**Buttercups Day Nursery
Upper Bryn Coch
Mold
CH7 4AE**



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Description of the service

Buttercups Day Nursery is located in Upper Bryn Coch, Mold. The responsible individual is Gavin McCarthy and the persons in charge are Emma Roberts and Patricia Hunt. The service is open from 7:45 – 17:45, Monday to Friday, closing for bank holidays and Christmas. Places are available for children aged 4 months to 5 years. Funded places are available for children aged 2 as part of Flying Start and children aged 3 as part of Early Entitlement. The service is registered for 68 children.

This is a service that does not provide an 'Active Offer' of the Welsh language.

Summary of our findings

1. Overall assessment

We found children to be happy and settled. Staff were caring, responsive and completed constructive and meaningful observations which they used to track progress and plan activities. Staff followed most policies and procedures but they need to be aware of the nappy changing procedure and ensure it is always adhered to. The environment was warm, welcoming and well maintained. It provided a calm atmosphere where children could play and learn safely. Leaders are fully involved in the running of the service and manage it and staff well.

2. Improvements

Since the last inspection the service has begun to review and trial some new methods of planning and recording observations and some areas of the outdoor environment have been re developed to provide digging areas for the children.

3. Requirements and recommendations

We made recommendations relating to staff consistently following the nappy changing policy, creating an overview of accidents and incidents and having a timetabled schedule for fire drills.

1. Well-being

Summary

Children have a voice and can express themselves and their needs knowing they will be listened to. They feel safe as they are familiar with routines and are happy with staff they have formed positive relationships with. Children interact well and learn to share and cooperate. They enjoy their learning and play opportunities and are supported and encouraged to be independent.

Our findings

1.1 To what extent do children have a voice?

Children communicate and express themselves.

Children were able to communicate their needs either verbally or using non verbal cues. For example, children in pre-school were asking for different resources when they were playing outside. Babies were pointing and gesturing that they wanted more toast during snack time, which they were allowed to have. Children were supported and encouraged to express themselves and were consulted over a range of issues relating to their care. This included being asked what toys they wanted to play with, songs they wanted to sing or books they wanted read to them. Children knew the routines in place but they were able to express their own needs and know they would be considered. For example, children who were tired were able to sleep and if they missed snack they were able to have it later.

Children are confident to express their needs and know they will be listened to.

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

Children are settled and enjoy attending.

Children were settled and happy at the service. They were familiar with staff and routines which supported them in feeling safe. For example, the babies knew when the table was set up it meant it was snack time. They lined up along the gate and waited patiently to sit at the table, clearly eager to have something to eat. Children had formed positive relationships with staff and we saw children seeking out cuddles and reassurance when needed. Children's work and photographs were on display throughout the environment, giving them a feeling of value and belonging.

Children know routines and staff which support them in feeling happy, safe and valued.

1.3 How well do children interact?

Children enjoy playing and communicating with each other.

Children were happy to play alongside other children and staff. We saw and heard lots of conversations and discussions taking place between children and children and staff and children. Children were beginning to cooperate and share. For example, they were playing together well with Peppa pig in pre-school. Children respected the toys and resources.

They used them appropriately and helped to put them away when they had finished. Babies were seen helping to put the toys back in their boxes before snack.

Children interact well and are beginning to understand the needs of others through sharing and cooperation.

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

Children enjoy their experiences and the resources provided.

Children were actively engaged in an activity, either alone, with other children or alongside a member of staff. For example, children outside were having fun using the guttering and crates to create a ramp. They were then taking turns to roll their cars or trains down the guttering, laughing and enjoying it when they hit the grass at the bottom. Children were eager to share what they were doing with others, including us. Children were showing us what they were finding in the investigation area, including wood and shells. They were also keen to show us the different animals at the service, including the resident tortoise in the pre-school room. Children had access to a range of resources which inspired them to play and learn. For example, a baby was having fun dancing to a musical toy they liked.

Children enjoy their play and learning opportunities.

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

Children are provided with opportunities to develop and learn.

Children were provided with opportunities to be independent. They were able to freely explore the indoor environment and access resources and facilities independently. They were also encouraged and supported to eat independently and pre-school children were provided with jugs of water at lunch time so they could pour their own drinks. Children were supplied with suitable clothing and resources which allowed them to freely explore the outdoor environment, supporting their enjoyment of learning. For example, children wore full outdoor suits and wellingtons when playing outside. This allowed them to go on the damp grass and splash in puddles, which they were seen to enjoy.

Children develop well and are supported to become independent.

2. Care and Development

Summary

Staff implement most policies and procedures relating to keeping children safe and healthy but need to ensure best practice is followed consistently when changing nappies. Staff manage interactions well and positive behaviour and children reaching milestones are celebrated. Staff consider the children's next steps identified during observations to plan for children to extend on their knowledge and learning through interesting play opportunities.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand their roles and responsibilities to keep children safe.

Staff understood safeguarding and the procedure to follow should they have concerns about a child. Cleaning routines and rotas were in place to help prevent the spread of germs. These included regular cleaning of areas within the rooms which was evidenced by staff signing and dating when they had been completed. We saw staff cleaning tables and washing hands before handling food and children were provided with individual cloths to clean their hands and faces. Staff implemented most policies and procedures effectively but we informed the person in charge that we had seen some staff not following the correct nappy changing procedure. We have recommended this be reviewed to ensure it is embedded in practice. Staff recorded any accidents or incidents, making sure parents were informed and signed the forms but we recommended these be collated and an overview produced regularly. This would allow any patterns to be identified and dealt with if needed.

Staff planned regular opportunities for children to be active and get fresh air. We saw children playing on the yards and the field, being able to run around, play and explore their environment.

Staff are generally effective in keeping children healthy and safe but need to ensure the nappy changing procedure is embedded in practice and an overview of accidents and incidents is produced.

2.2 How well do practitioners manage interactions?

Staff follow the behaviour policy to manage interactions.

Staff were effective in their management of interactions. Positive behaviour and milestones were celebrated through words of praise and rewards. For example, stickers were given to children who were learning to use the potty. Staff interacted well with the children, through having conversations and joining in with their play. Staff knew when to intervene and when it was appropriate to allow children to play alone. Any small incidents we saw of unwanted behaviour were dealt with by staff in a caring, quick and calm manner. Staff followed the behaviour policy, using distraction and talking to the children involved.

Staff communicate with the children and effectively manage interactions.

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

Staff understand the needs and interests of children and use this knowledge to help them plan.

Staff were effective in their use of observations to inform future planning. Staff tracked the children's progress and used this and their knowledge of the children to plan opportunities for the children to learn and develop. Planning we inspected evidenced this and showed staff understood the individual needs of the children and their interests. For example, a child who had recently started had an interest in dinosaurs, so staff ensured they had access to some during the settling in period. Staff timetabled opportunities for children to play alone, with groups or alongside an adult and implemented the foundation phase philosophy with the seven areas of learning.

Staff effectively promote children's play and learning through understanding the next steps children need to take to extend on their knowledge and skills.

3. Environment

Summary

Leaders provide an environment that is safe and secure with regular risk assessments being conducted. The indoor environment provides enough space for children to learn and the outdoors is also spacious and promotes children to be active and curious. Leaders make sure resources are of a good quality and suitable for the age and stage of development of the children.

Our findings

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

Leaders provide a safe and secure environment.

Leaders had made sure access to the service was secure. For example, the gated entrance was controlled by a keypad with only staff and parents knowing the entrance code, ensuring no unauthorised access. Registers were kept of children, staff and visitors so everyone could be accounted for in an emergency situation. Fire drills were completed but we found these were not timetabled which led to inconsistency in the frequency. We recommended to the person in charge that they are planned at regular intervals throughout the year to ensure all staff and children are aware of the procedure to follow. Leaders had conducted risk assessments which were reviewed and updated regularly. They showed hazards identified had been eliminated wherever possible.

Leaders ensure risk assessments are completed and the environment is safe but improvements could be made to the planning of fire drills to help ensure they are consistently frequent.

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

Leaders ensure they provide children with a suitable environment in which to play and learn.

Leaders had ensured the environment was welcoming and well maintained. Rooms were child centred, well organised and clean, helping to provide a calm atmosphere which was evident throughout the service. Each room had access to suitable facilities including toilets, nappy changing area and kitchen, which helped staff provide suitable care. The areas used by the children were spacious and leaders provided a suitable space in which children could play and learn.

Leaders had ensured children had regular access to inspiring outdoor spaces. There were two hard surfaced areas available for children to access. This provided opportunities for children to play on their bikes, trikes and scooters. There was a grassed area with fixed play equipment where children were seen enjoying playing on the swings and climbing on the tree house. There was also a large field with willow structures where children could explore and learn about the environment. Throughout the outdoor spaces there were also areas used for gardening.

Leaders provide children with an indoor and outdoor environment which inspires them to play and learn.

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

Leaders provide suitable, good quality resources and equipment.

Leaders provided children with good quality resources. Within the rooms there were a range of resources that were suitable for the age and stage of development of the children. For example, babies had access to toys that promoted them to stand and pre-school children had resources that promoted their learning as they followed the foundation phase philosophy with areas of learning including, home corner and investigation area. All rooms had a variety of natural materials available for the children to explore and play with. This included plastic bottles filled with a range of items including water and glitter and sand. Outdoor equipment was well maintained and stored effectively to keep it clean. A variety of bikes and trikes were available to encourage different skills including balance bikes and climbing apparatus, both supported children to develop coordination.

Leaders ensure children have access to a range of good quality resources that support their learning and development.

4. Leadership and Management

Summary

Leaders are effective in their management of the service. They regularly evaluate the care they provide and plan improvements when needed. Leaders manage staff and resources well and have developed positive partnerships with parents and the local community.

Our findings

4.1 How effective is leadership?

Leaders have a good understanding of the service and care they offer.

Leaders had a clear vision of the service which allowed them to manage it well and share the care they offered with others through their statement of purpose. Leaders were actively involved in the day to day running of the service which allowed them to regularly share ideas and plan changes they may identify. Policies and procedures were in place, updated regularly and most were embedded in practice.

Leaders are effective in their management of the service.

4.2 How effective is self evaluation and planning for improvement?

Leaders regularly evaluate the service.

Leaders were involved in the day to day running of the service which meant they were able to identify improvements that could be made and plan when to do them. For example, it had been identified that the outdoor sandpit was not being used as effectively as it could be. Leaders worked with staff to redevelop this with areas for digging and gardening being created. Leaders completed an annual quality of care report which identified things they felt they did well and areas for improvement. The report also considered the views of parents, children and staff.

Leaders effectively evaluate the service taking into consideration the views of others and using them to plan improvements.

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

Leaders manage staff and resources effectively.

Leaders had a robust recruitment process in place to ensure all the relevant checks were completed and staff were suitably experienced and qualified before starting in their role. Staff files we inspected were complete and contained all the required documentation. Leaders had considered staff experiences and preferences whenever possible, to help ensure they were deployed effectively and working with the best age group of children.

Leaders had made sure resources were suitable for the age ranges of the children attending, that there was a variety and they were of a good quality. This included suitable

toilet facilities and low level tables and chairs for the children to be able to use independently.

Leaders ensure staff are managed well and the resources provided are suitable for the children.

4.4 How effective are partnerships?

Leaders develop effective partnerships.

Leaders had close links with parents which helped ensure they were kept informed of their child's progress. Daily diaries were kept for all the children and these were shared with parents at the end of the session. Regular newsletters and social media was used to share dates, information and celebrate an event that had taken place.

Leaders used the community to help enhance the learning children experienced. For example, regular visits to the library and trips to local shops and services, including the supermarket to promote local grown produce, were planned. Visitors were also invited in to talk to the children including the local police. This helped children gain a sense of belonging within the community.

Leaders form positive relationships with parents and use the local community to enhance the learning experiences of the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended that the responsible individual should consider;

- Revisiting the nappy changing policy with all staff to ensure they are all aware of the procedure to be followed. This would help prevent cross contamination;
- creating an overview of accidents and incidents. This would allow them to identify any patterns that may be forming, and
- having a more timetable schedule for fire drills. This would help ensure they are completed regularly.

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 13 November 2017 for approximately 6 hours 30 minutes. We provided feedback by phone on 14 November 2017.

We:

- Inspected a sample of documents and policies, including SASS, quality of care review, risk assessments, 4 staff files and 3 children's files;
- observed practice and completed observations of children's engagement and the care being provided by staff;
- spoke to the children, the responsible individual, one of the persons in charge and staff, and
- inspected the areas used.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Gavin McCarthy
Persons in charge	Emma Roberts Patricia Hunt
Registered maximum number of places	68
Age range of children	4 months to 5 years
Opening hours	7:45 – 17:45
Operating Language of the service	English
Date of previous CSSIW inspection	25 November 2015
Dates of this inspection visit(s)	13 November 2017
Is this a Flying Start service?	Yes
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. This is because the service is situated in a primarily English speaking.
Additional Information: This service is also inspected by Estyn as part or Early Entitlement.	

No noncompliance records found in Open status.