



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

Childcare Inspection Report on

Happy Days Child Care Centre

**Building 111
Milford Marina
The Docks
Milford Haven
SA73 3AF**



Date of Publication

Friday, 16 February 2018

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Description of the service

Happy Days Childcare Centre provides full day care, playgroup sessions and out of school care for a maximum of 75 children. They operate from a self contained building at Milford Marina, Milford Haven, Pembrokeshire. They are an approved setting for educating three year olds and are consequently inspected by Estyn. They also offer flying start places. Deborah Forrest and Helen Mathias are the responsible individuals on behalf of the company. The persons in charge are Joanne Walters, Deborah Forrest and Helen Mathias. English is the main language of care but Welsh is used on a daily basis.

Summary of our findings

1. Overall assessment

We found that children attending Happy Days Childcare Centre are happy and enthused by their learning experiences. They are cared for by knowledgeable, nurturing and consistent staff who are committed to meeting their individual needs. They benefit from a thoughtfully planned, child-centred service. The children are happy and evidently enjoy their time here. Parents are happy with their children's progress and the service that is provided.

2. Improvements

During the inspection process we received a risk assessment for the outdoor area, an amended statement of purpose, a copy of the car insurance as well as confirmation of staff qualifications and training.

3. Requirements and recommendations

We recommend:

- staff wear a clean disposable apron for each nappy change and the changing mat is cleaned with anti bacterial cleaner in-between changes;
- leaders consider children's privacy during nappy changing;
- staff clean surfaces with anti bacterial cleaner before food is served and wear disposable gloves and apron when serving food;
- staff further promote children's independence by allowing further opportunities to pour their own drinks, help themselves to bowls of vegetables etc;
- leaders re consider the layout of tables and chairs during lunch time in the 'Tweenies' room, ensuring there is ample space for each child to eat comfortably;
- a system is put in place where staff sign in and out when leaving the building for breaks and during school runs and
- arrangements are made to ensure staff attend mandatory training as soon as the current certificates expire.

1. Well-being

Summary

We found that children at Happy Days Child Care Centre are listened to and make choices. They are happy, secure, settled and enjoy the opportunities available to them. They interact confidently with each other and with adults. Children are developing well.

Our findings

1.1 To what extent do children have a voice?

Children are confident in expressing their views and are able to make choices.

During free play children initiated their own play which included playing with building resources, the role play corner and the reading corner. We observed a child sitting on a staff member's lap clutching a story book. The member of staff responded by looking at the story book with the child. During a painting activity in the Tweenies room, children had a choice of different coloured paints to paint with. After lunch, some children slept whilst others went outdoors to play. One child stated confidently that he did not want to sleep and this was acknowledged by staff. We also heard another child state that she wanted to sleep in the buggy and not on the bed. Her wish was also acknowledged by staff. Children enjoyed taking turns during circle time discussing the weather, what day it was and choosing songs to sing. A mind map showing the children's ideas within the current theme was displayed in the over three's room.

Children at this service have a strong voice.

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

Children are settled and form bonds of affection with staff.

Children showed familiarity with their daily routine. We saw that children were happy, settled and relaxed during our visit. They were engaged in their play when they played with the building resources, pretending to be Bob the builder. Children confidently approached staff for a chat, a cuddle or to involve them in their play. One child approached us asking if we had come to play with them for the day. In the baby room we saw one child name two staff members, smiling and pointing happily at them. Another child sat close to a staff member, cuddling into her side as they played with a selection of sensory toys on the floor.

Children are well settled, happy and feel valued at this service.

1.3 How well do children interact?

Children are beginning to understand their feelings and are sensitive to the emotions of others. They are learning to take turns, share and co-operate.

Children played happily together and acted upon reminders to share and take turns with toys. We saw older children in the over threes room playing with a train track. Children discussed where they would place the tracks, “we’ll put the train track there and build the bridge here.” We also heard the older children discuss taking turns as they played the Twister game as well as a child asking another, “do you want to play football with me?” We heard children asking politely for more water during lunch time and saying “thank you” when they had been given more. We observed children waiting patiently for their turn to discuss the contents of their sandwich picture with the staff member and other children in the group. Children collaborated well when playing and taking turns on the plastic ride on toys outdoors.

Children interact well at this service.

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

Children are engaged, interested and excited in their play. They sustain interest in activities and are evidently familiar with structured play and free time.

We saw children exploring their environment freely and confidently getting out other toys and resources as they wanted. One child emptied a resource basket containing a collection of soft toys in the baby room. We saw a group of children listening attentively during circle time and joining in enthusiastically as they sang the days of the week song. We saw children enjoying a group session drawing a picture of their favourite sandwich and discussing what they were doing. During the free play session in the ‘Tweenies’ room, we saw children laughing as they built a tower and watching it collapsing in the role play area. Children enjoyed the outdoor session and excitedly and eagerly put on their wellingtons and all-in-ones.

Children enjoy their play and learning and are enthusiastic.

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

Children are confident and motivated and are developing their individual skills.

Children had a good range of toys and resources that allowed them to be independent in their play. We saw children sit at circle time for a reasonable time and most were engaged and motivated. They confidently called out the colours, counting up to ten and naming numbers to ten. Some children used the toilet independently and washed their hands afterwards. Children sat in an orderly manner to receive snack at the table. Snack was prepared by the cook and distributed by the staff. Staff also poured milk and water for them; however we saw a water dispenser was made available for children to help themselves to a drink in the pre school room. Independence was not overly encouraged during snack time. We observed this as being a very social time where children and staff chatted about their day. Many children were helpful in assisting staff to tidy away games, resources and tables during the after school session.

Children are beginning to develop some independence.

2. Care and Development

Summary

Staff are committed to keeping children safe and healthy, although greater attention to policies and procedures is needed to ensure that children remain so. Staff are positive role models and manage children's interactions effectively. Staff have good knowledge of the children in their care and are able to meet their individual needs. Staff are motivated to providing good care for the children and to provide support to help children grow and develop to their full potential.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The service has policies and procedures in place to keep children safe and healthy, although these are not always followed correctly.

Most staff members had received training in a range of courses that help to ensure that children are kept safe and healthy, including food hygiene, first aid and child protection. Staff knew that safeguarding children was a high priority and had a relatively good understanding of dealing with concerns or disclosures when given scenarios. Most staff had first aid training and there were clear procedures in place to deal with any incidents. We saw that all accident and incident logs were signed by staff and parents. Staff ensured that all children washed their hands or had their hands wiped before sitting down for food. Staff provided healthy food including grapes for morning snack, pasta with tomato sauce and vegetables for lunch and sliced peppers for afternoon snack along with milk or water to drink. Other infection control practices were not always followed by staff. We did not observe staff wiping tables down with anti bacterial cleaner before snack, lunch or tea time; however tables were wiped after food. Staff members did not wear a clean disposable apron for each nappy change and the changing mat was not sanitised between changes. The service promoted healthy eating where fruit and vegetables were offered with each meal. We saw staff ensuring that outside physical activity was an important part of the session, whatever the weather. Staff provided all in one weather gear for children to play outdoors. We accompanied the leader and another staff member on a school run in the afternoon. The leader compiled a list of names of children to be collected before leaving the nursery and they told us that this system was in place on a daily basis. The leader also telephoned the nursery upon arriving at the school to confirm all names on the list. The school pick up involved children being collected from three different areas within the school grounds and staff ensured children were collected in an organised manner. Staff ensured that children were transported safely by providing booster seats and ensuring children wore safety belts in the car.

Staff do not always show good practice within hygiene.

2.2 How well do practitioners manage interactions?

Staff use positive methods to manage children's behaviour and are positive role models.

Staff used praise to encourage children and reward them for completing a task or action well, saying *"iei good boy!"* Staff reminded children to share or wait their turn and reinforced the rules, such as, *"can he have a turn? Thank you."* We also heard staff remind and praise children for good use of manners, *"well done good manners"* when a child said "please" to an extra serving of pasta lunch time. Staff knew the children they were working with well and knew what the children responded to, for example after lunch a staff member asked a child in the toddler room if she wanted her soft toy to go to sleep. We saw staff manage their interactions with the children in a warm and caring manner, *"oh! Well done. Thank you very much. You're super duper."*

Staff manage interactions well.

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

Staff create a warm, nurturing environment and provide children with a variety of play and learning experiences that encourages them to have fun, whilst learning and developing.

Staff had good knowledge of the children in their care as they could describe the children's individual likes, dislikes, needs and abilities; one staff member spoke of a child that did not like wearing a bib lunch time. Staff in different rooms encouraged the children to take their time eating and not to rush, so they could eat at their own pace. Children with food intolerances were provided with similar food, for example plain pasta with ham, peas and carrots. Some children brought their own food to eat at the nursery and this was respected. Staff were attentive to children's individual needs, wiping their noses when needed. Activities had been planned that covered the seven areas of learning to promote the development of specific skills. Staff tracked children's progression as they regularly observed them and made notes about new skills or development milestones, which were transferred to developmental files. These note books showed the skills the children had acquired whilst covering the topics and included dates and comments. Staff encouraged children to participate in play and to learn through play by talking to the children, posing questions or giving them ideas, "What colour is it? Do you remember what it is in Welsh? "

Staff effectively promote children's play and learning and are competent at meeting their individual needs.

3. Environment

Summary

The nursery is bright, colourful and well decorated. Children are able to freely access a good range of toys, equipment and resources. There is sufficient child-sized furniture for the children to use. Leaders perform regular maintenance checks and ensure that the environment is safe and suitable for children.

Our findings

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

Leaders perform regular maintenance and checks on facilities and equipment for the children's safety.

The rooms were clean, tidy and well maintained. Cleaning rotas were displayed in each room. The front door was locked and secure and a visitors' book was in place and was actively used to record any visitor's presence. The Food Standards Agency had rated the kitchen area with a level five in terms of hygiene standards. Maintenance records showed that fire and smoke alarms had been tested. Electrical equipment was PAT tested in May 2017. Staff told us that they cleaned toys on a weekly basis. Children and staff had performed fire drills regularly and these records recorded the number of staff and children present. Safety gates were erected at the top of the stairs. Risk assessments had been completed for most areas; however there was no risk assessment for the outdoor area. This was rectified during the course of the inspection. Daily risk assessments were completed for each room.

Leaders are proactive in checking that the environment is safe for children.

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

The inside environment is welcoming and child friendly with children's work and colourful displays on walls. The outdoor environment provides opportunities for children to develop all skills.

The indoor area was laid out to suit the ages of the children in different areas. For example, older children had direct access to the toilets which they could access independently and babies had space to crawl and explore in their room which featured a low level mirror and a cushioned area with books. The environment was being continuously developed to suit children's interests. The leaders had ensured that the environment was bright and welcoming and that children's work and photographs were on display throughout the nursery which created a good sense of security and belonging. Displays reflected the themes that they had and were covering, for example displays on winter and fairy tales. Toys and resources were stored in storage units that were accessible to the children and some were labelled with pictures and words so that the children could recognise where things were. Children stored their belongings in visible boxes placed in shelving units. The rooms and the bathroom areas were of good decorative order.

Leaders ensure the environment is interesting, stimulating and welcoming.

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

Children have access to a range of toys and equipment for inside and the outside area.

A good range of toys and resources was available for the children such as creative materials, sensory materials, blocks, role play toys and dolls which were age and stage appropriate. The outdoor areas included a tarmacked area along with a separate area covered in grass. Resources seen included a climbing structure, wooden tepee, plastic ride on toys and a mud kitchen. The toys, resources and equipment were of good quality and of good condition. There was also a computer to develop children's ICT skills in the pre school rooms. Multi cultural resources were seen which included dolls and displays in each room. Staff told us that the nursery shares resources between them and this was seen during the inspection visit.

Leaders provide good quality resources and equipment that are well maintained.

4. Leadership and Management

Summary

Leaders have developed systems and checks to ensure the smooth running of the service and are compliant with the regulations and meet most of the national minimum standards. There is a system in place for reviewing the quality of the care they provide and for evaluating the feedback they receive. Leaders have developed good partnerships with parents.

Our findings

4.1 How effective is leadership?

Leaders comply with the regulations and national minimum standards.

Leaders ensured that policies in place were fully implemented and records were kept effectively. The team of long standing staff worked effectively because they knew each other well and were very familiar with their dedicated tasks. The service's statement of purpose contained all of the information required by the regulations. Staff had been asked to sign to acknowledge that they had read and understood the policies during their induction. We viewed children's files and found that all relevant information had been obtained.

Policies and procedures were in place and a policy review sheet was present in the file showing policies had been reviewed and updated as and when required. Staff said that they felt well supported and were encouraged to undertake training.

Leaders have good leadership skills.

4.2 How effective is self evaluation and planning for improvement?

Leaders and staff know their service well and promote a positive culture of continuous evaluation with the children.

Leaders and staff evaluate activities with the children, and took their views and opinions into account when planning.

A copy of the quality of care review report was available during inspection. We found that the report included feedback from parents, staff and children. Children stated in their questionnaires that they would like a boat, picnic, more Barbie dolls and older children's reading books. The leader responded to these requests by buying additional books. Parents had noted that the outdoor area would benefit from a shelter when they collect their children. The leader had implemented this by erecting a shelter above the outdoor entrance.

Self-evaluation and planning for improvement is effective.

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

Leaders ensure that the service is correctly staffed and that staff are appropriately deployed. Staff are well supported and encouraged in personal development.

Leaders had obtained a Disclosure and Barring Service (DBS) check and had performed checks on new staff members; however this information was not clearly documented in staff files. We saw staff files which showed that most staff had completed mandatory training as well as training to develop their careers. Some staff members' certificates had expired, however we were informed during the inspection that training had been arranged within the next few months. Leaders had a positive ethos for developing and improving staff training. Leaders told us they held regular meetings with staff to discuss performance and any developments within the nursery. We saw evidence that they had received regular supervision sessions. Staff told us they felt well supported by leaders and new staff confirmed that an induction process was carried out. The responsible individual informed us that school runs can be challenging at times due to the location of the school and traffic being heavy around the area of the school. A system had been put in place whereby during a local school run; they were granted direct access to the school car park in order to park in a central point to the collection points. Further communication with the school had been made in an attempt to collect children from one point during a school run, rather than three separate locations within the school grounds which would mean that all children would be collected in a timely manner.

Management of practitioners, staff and resources is good.

4.4 How effective are partnerships?

Leaders have systems in place to keep parents informed and encourage their participation.

Leaders provided parents with a statement of purpose and copies of policies for them to be able to make an informed decision. A daily record is written for the toddlers and babies noting what they've eaten and drank along with information on sleep and toileting, which they gave to the parents daily. They also provided verbal feedback when parents collected their children. Conversations that staff held with parents about the children's well-being and mood was reflective of their experience at the nursery. Parents were kept fully informed of how the children were progressing. Parents with children in the play group age range had opportunities to discuss and review these developments formally during parents evening which happened at the end of each term. All parents were informed informally on a day to day basis as they collected their children. The leader ensured that parents were kept fully informed in a variety of ways, through social media and by displaying information in the foyer of the nursery. We heard staff and parents having relaxed and friendly interactions as the children left the session. We spoke to parents who were positive about the nursery and the care they provided. We looked at completed parent questionnaires and the feedback was very positive, "Always get a warm welcome when we arrive" as well as "fantastic service and his development has come on amazingly."

Leaders told us that they had partnerships with the local schools from which they collect children. The leader informed us that further attempts to develop the partnership between the nursery and the primary schools in which they collect children from were underway. The leader kept a written account of any complaints. Staff completed written statement records following any complaints, documenting what happened.

The leader told us that she attempted to ensure at all times that any concern received was in written form, in order for a written record to be available. She also said that any concerns received would be investigated and documented.

Leaders have developed positive partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend:

- staff wear a clean disposable apron for each nappy change and the changing mat is cleaned with anti bacterial cleaner in-between changes;
- leaders consider children's privacy during nappy changing;
- staff clean surfaces with anti bacterial cleaner before food is served and wear disposable gloves and apron when serving food;
- staff further promote children's independence by allowing further opportunities to pour their own drinks, help themselves to bowls of vegetables etc;
- leaders re consider the layout of tables and chairs during lunch time in the 'Tweenies' room, ensuring there's ample space for each child to eat comfortably;
- a system is put in place where staff sign in and out when leaving the building for breaks and during school drop offs and pick ups and
- arrangements are made to ensure staff attend mandatory training as soon as the current certificates expire.

6. How we undertook this inspection

This was a full inspection undertaken due to CIW receiving a concern relating to school runs. One inspector undertook an unannounced visit to the service on 15 January 2018 for a total of nine hours. Feedback was provided to the responsible individual over the telephone on 19 January 2018;

- we observed children and the care being given to them by staff;
- we looked at a sample of documentation which included children and staff registers, some policies and samples of supervision and appraisals records;
- we conducted a visual inspection of the internal premises and particularly focused on areas that the concern identified and
- we spoke to the responsible individual/person in charge, staff members, children and parents/carers.

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

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Helen Mathias Deborah Forrest
Person in charge	Joanne Walters Deborah Forrest Helen Mathias
Registered maximum number of places	75
Age range of children	Under 12 years of age
Opening hours	7am-7pm Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	9 February 2016
Dates of this inspection visit(s)	15 January 2018
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?	<p>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 people/children who use, or intend to use their service; however we did hear incidental Welsh being used during the inspection. When we discussed the requirements with the responsible individual, she informed us that they are not in a situation at present to offer the Welsh Active Offer; however will look into it in the near future.</p> <p>We recommend that the service provider considers Welsh Government's More <i>'Than Just Words follow on strategic guidance for Welsh language in social</i></p>

care;

Additional Information: