



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

# Childcare Inspection Report on

**Cherry Hill Children`s Day Nursery**

**91 Borrass Park Road  
Borrass Park  
Wrexham  
LL12 7TF**



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## **Description of the service**

Cherry Hill Children's Day Nursery is located in Borrass Park, Wrexham. The responsible Individual is Mahendran Bakeirathan and the person in charge is Lisa Holland. The service is open from 7:30 to 18:00, closing for bank holidays. Cherry Hill cares for children aged 6 months to 4 years and offers funded places for children as part of Flying Start and early entitlement provision. The service is registered for 61 children with English being the main language.

## **Summary of our findings**

### **1. Overall assessment**

Children attending are happy, settled and provided with suitable rooms in which they can develop, explore and learn. Practitioners are caring and responsive to the individual needs of the children and provide them with a range of experiences. Although the responsible Individual is not directly involved in the day to day running of the service they have ensured that the person in charge is experienced and manages the service well.

### **2. Improvements**

The service has recently had a new owner who has redecorated all the rooms and had new carpets fitted throughout. This has created a more welcoming, clean and bright environment for the children. Leaders have also developed a social media page where, with consent from parents, they are kept informed of events and pictures of the children can be shared.

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

We noted that the practitioners had health declarations in their files but some of these were not current. We recommended that health declarations are completed annually to ensure the information is kept up to date.

# **1. Well-being**

## **Summary**

Children confidently communicate their needs and preferences. They have free choice of what they want to play and who they want to play with. Children form positive relationships with other children and practitioners, who support them in feeling happy, safe and valued. Children interact well and thoroughly enjoy their play and learning.

## **Our findings**

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

Children are able to express themselves and know they will be listened to.

Children were confidently communicating with us, practitioners and other children. We saw a child who was not yet able to talk pointing and gesturing to show they wanted to sit at the table and play with the toys. A practitioner responded to this and helped them to sit on the chair which led to the child being actively involved in the activity alongside the practitioner. Children were talking to us about what they were doing. One child told us and a practitioner about the picture they were painting of a green cat. They were excited to discuss the features and colours they were using.

Children were able to move around the room, choosing what they wanted to play and who they wanted to play with. A baby was playing with a toy activity centre and then decided they wanted to go on a rocking toy which they were supported to do.

Children are confident to communicate and encouraged to express their needs and preferences.

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

Children are given support and encouragement to help them feel safe, valued and very happy.

Children were settled and happy to be at the service. Children who had not been attending for long were joining in and having fun playing independently or alongside a practitioner or other children. We saw a child who had started recently seeking out the practitioner and confidently playing alongside them with some toys that made a noise. The child was smiling and laughing showing they were happy and felt valued.

We saw the babies taking part in a circle time activity where they were passing sensory objects around to handle, these included a pine cone and corrugated coloured card. The babies were thoroughly enjoying the activity, laughing, smiling and motivated to take part and concentrate.

Children are given the time, resources and care that gives them a sense of belonging and allows them to form warm relationships with practitioners and other children.

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

Children interact very well and are effectively encouraged and supported to play alongside other children and practitioners.

Children were happily playing alongside other children and practitioners, using their manners and being polite. We saw children doing some painting and they were sharing the brushes in different colours. They were happy and understood they had to wait for the brush they needed and were saying please and thank you, without being prompted. We also saw two babies independently playing on a small plastic slide/tunnel together. They were able to take turns and were having lots of fun looking at each other from one side to the other. This showed this was the expectation and behaviour that had been taught and learnt.

Children are sensitive to the needs of others and can express themselves appropriately.

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

Children thoroughly enjoy their play and learning and are motivated to join in with the activities.

Children were given opportunities to play and learn independently, with each other and alongside a practitioner. They were able to explore the environment freely and safely. We saw a toddler playing in an activity centre. They were pulling themselves up and twisting, pushing and pulling things on the toy, singing to themselves as they were doing so. We also saw children getting very excited about going outside on the Gruffalo trail. They were keen to tell us what they were going to do and see. This shows children were very happy, content and enjoying their play and learning experiences.

Children are provided with opportunities and positive experiences to help ensure they enjoy their learning and play.

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

Children are encouraged and supported to develop their skills and become independent.

Children had a free choice of what they wanted to play with and were able to access them independently. We saw children motivated and confident to move around the rooms from one activity to another.

Children were encouraged to be independent. During lunch time we saw babies who were ready to do so being supported to feed themselves and others were encouraged and praised for having a try.

Children are provided with resources and support that promotes their learning and independence skills.

## **2. Care and Development**

### **Summary**

Practitioners are clear about their roles and responsibilities and follow the policies and procedures effectively. Practitioners manage interactions well and are very good role models, providing effective resources, experiences and activities to promote positive behaviours. Practitioners give children time and space to learn and develop.

### **Our findings**

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

Practitioners ensure they keep children safe and healthy by understanding and effectively implementing policies and procedures.

Practitioners implemented the nappy changing policy and followed procedures to help control cross contamination and the spread of germs. We saw practitioners cleaning surfaces and hands being washed before eating or preparing food. We also saw practitioners using anti bacterial hand gel after dealing with personal care such as wiping noses.

Practitioners promoted healthy eating by providing a nutritional snack and lunch. We saw children having pork casserole with mashed potato for lunch and cheese wraps with fruit for snack. On both occasions children were offered milk or water to drink.

Practitioners fully understand their roles and responsibilities to keep children healthy and safe.

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

Practitioners are good role models and provide experiences for the children that support and encourage positive interactions.

Practitioners were seen interacting with the children. They were good role models as they respected children's views and ideas and listened to what they had to say. We saw a child enthusiastically discussing events that had happened at home with a practitioner, who was listening and responding showing the child they were interested and appreciated what they had to say.

Practitioners organised activities that helped children learn to share and take turns and we heard them constantly using positive language and praise to encourage and celebrate good behaviour. Babies were taking part in an activity that involved singing a child's name and passing a ball to them when it was their turn. Practitioners were continually praising the children which helped them to know it is good to share.

Practitioners use effective strategies to manage behaviour and plan opportunities that encourage children to communicate.

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

Practitioners are caring and responsive to the individual needs and preferences of the children.

Practitioners were heard on many occasions talking to the children about their homes and families. We heard one practitioner talking to a child about their bedroom and the character that was on their bed cover. This led to discussions about their interests and what they had received for Christmas.

Practitioners did not hurry the children. They allowed them time and space to complete a task or activity. We saw children who took longer to eat their lunch given the time and space to finish and a practitioner sat with them making it a sociable and positive experience. Children painting were able to sit with a practitioner and complete several paintings because that was what they wanted to do.

Practitioners facilitate learning and know the children well, which allows them to provide appropriate care and support.

### **3. Environment**

#### **Summary**

Leaders have provided an environment that is safe, secure and well maintained. The environment is warm and welcoming and the resources and equipment promote children's curiosity.

#### **Our findings**

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

Leaders make sure the environment is safe by identifying and eliminating or reducing risks and ensuring the premises are kept clean and secure.

Leaders had ensured practitioners were aware of their responsibilities regarding health and safety and policies and procedures were followed. We saw there were effective cleaning routines in place throughout the service and procedures which were followed consistently by practitioners. These included anti bacteria cleaner being used after nappy changing and on tables before and after eating.

Leaders had identified risks and wherever possible these had been eliminated or procedures put in place to reduce the potential hazard. The risk assessments were updated regularly which showed leaders were aware of their role in keeping children safe.

Entrance to the service was through a secure door controlled by practitioners, ensuring all visitors were authorised and children could not leave unsupervised.

Leaders have provided a safe environment that is reviewed regularly to ensure children have a safe space to play and learn.

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

Leaders have ensured the indoor and outdoor environments are spacious and suitable for the children attending.

Rooms were comfortable, stimulating and suitable for the ages of the children using them. Upstairs there were separate spaces for babies and toddlers, who also had use of a music room. Downstairs there were several areas used by the older children. All the rooms were well decorated, bright and welcoming. Children also had use of a sensory area that was very inviting and stimulating and provided a space for children to explore and relax.

Leaders had created an outdoor space that was interesting and inspired the children to want to explore. There were several spaces available including an area suitable for bikes and trikes and a Gruffalo trail where children could walk around finding the characters from the book. We saw children getting very excited about going outside on the Gruffalo trail.

Leaders have provided an environment that is welcoming and stimulating for the children.

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

Leaders ensure children have access to a wide range of suitable resources that help them to develop and learn.

Children had access to a variety of resources and equipment suitable for their age and stage of development. The toys promoted their curiosity and allowed them to follow their interests. The babies were seen to be very interested in playing with some natural resources that had been provided for them and an older child was having a lot of fun playing with a musical toy.

Leaders had ensured there were suitable storage facilities, indoors and outside, so that toys and resources were kept safe, clean and well maintained. A large shed outside housed the equipment and indoors there was plenty of cupboard space.

Leaders provide good quality toys and resources that are clean and well maintained and help stimulate children's curiosity.

## **4. Leadership and Management**

### **Summary**

Leaders are effective in their management of the service. They consistently plan for improvement and have effective partnerships with parents who contribute to the self evaluation of the service.

### **Our findings**

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

Leadership is very effective as the responsible individual has ensured the person in charge is experienced and knows the service very well.

The statement of purpose gives an accurate picture of what the service offers and gives parents the information required for them to make a decision about the care their child receives. Policies and procedures were up to date and had been shared with practitioners to ensure everyone understood and followed them effectively. The practitioners worked well together and knew their role within the service. This allowed the care to be consistent and ensured practitioners knew their responsibilities for the day. We saw practitioners knew if it was their responsibility to change nappies or clean certain areas which helped the daily routines to run smoothly.

Leaders manage the service well and have built an effective team.

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

Leaders understand the importance of self evaluation and planning for improvement and ensure views of parents and practitioners are considered.

Leaders had produced a quality of care review that considered the views of parents. The results from questionnaires had been analysed and improvements made as a result. These included the introduction of a social media page to keep parents informed of events and to share pictures of children enjoying themselves.

The impact of the environment had been evaluated and improvements made. New flooring had been fitted and all areas redecorated to create a warmer and more welcoming atmosphere.

Self evaluation and planning for improvement is effective and on going to help improve the care provided and the service offered.

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

Leaders manage practitioners well and ensure resources are effective and suitable for the children.

Practitioners had clearly defined roles and responsibilities which helped them to provide suitable and consistent care for the children. Leaders had ensured practitioners were deployed effectively and daily routines and tasks were planned so that they supported the

children and did not interfere with the care they received. We saw that any required cleaning was completed when children were sleeping, or by practitioners who were not counted in the adult child ratios.

Leaders conducted regular supervision and appraisals with practitioners which allowed them to discuss any issues or identify training that may be required.

Leaders had equipped rooms with a variety of resources developmentally appropriate for the children using them. Babies had space to crawl or toddle safely and older children had access to resources that inspired them.

Leaders are effective in their management of practitioners and resources.

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

Leaders have effective partnerships with parents.

Regular newsletters were provided to parents and a social media page had been developed to share information, news and pictures with the parents. Daily diaries were sent home to inform parents about what their child had been doing through the day. The diaries also included details of toileting and what the child had eaten and drunk during the day.

Leaders keep parents well informed about the care their child receives and about any news or events at the service.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

No areas of non compliance from previous inspection.

### **5.2 Areas of non compliance identified at this inspection**

No areas of non compliance identified.

### **5.3 Recommendations for improvement**

We recommended that;

- Practitioners health declarations are updated annually to ensure their information is current.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We visited from 9:50am to 15:00pm on Wednesday 4 January 2017.

- We spoke to the person in charge. The responsible individual was not at the service during the inspection;
- we spoke to some of the children present;
- we spoke to the practitioners;
- we looked at a wide range of records. We focused on the policies, procedures, registers and children's records and
- we observed the children and the care they received. We used our Short Observational Framework for Inspection (SOFI2) tool to capture evidence of children's engagement and the care being provided by practitioners.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Mahendran Bakeirathan
Person in charge	Lisa Holland
Registered maximum number of places	61
Age range of children	6 months to 4 years
Opening hours	7:30 – 18:00
Operating Language of the service	English
Date of previous CSSIW inspection	22/02/2016
Dates of this inspection visit(s)	04/01/2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No
Additional Information:	