



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

Childcare Inspection Report on

Cyfeillion Bach

**Former Railway Museum
Staton Road
Griffithstown
Pontypool
NP4 5JH**



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Description of the service

Cyfeillion Bach Cyfyngedig is registered by CSSIW (Care and Social Services Inspectorate Wales) to provide day care for up to 41 children under 12 years of age. The nursery currently accommodates children up to the age of 8 years. It is located in Griffithstown, Pontypool. The nursery is open from 8 am to 6 pm and provides full and half day sessions, a wrap around service for children attending the local nursery schools, and after school club. The Responsible Individual (RI), Nicola Powell, has overall responsibility for the service and also manages the service on a day to day basis. This is predominantly an English language service. Some Welsh is introduced through songs and incidental phrases.

Summary of our findings

Overall assessment

Cyfeillion Bach provides a stimulating and caring environment where children can explore and have fun. They come in to the nursery eagerly and are warmly welcomed. There is emphasis on giving children a voice and promoting their self-esteem.

There is a committed childcare team and the turnover of staff is very low. Staff indicated that they received training and support and their views are listened to. The RI and management team are very visible and involved in all aspects of the service.

There is significant investment in resources and equipment and children enjoy an environment that provides interest and promotes their curiosity.

The parents we spoke to and the feedback from parent questionnaires indicated that they are very happy with the care provided to their children. Comments included, *"Fabulous"* and *"Staff are wonderful"*.

The premises are safe, secure and clean and a programme of maintenance, redecoration and development ensures that play areas are attractive and well presented and all areas are continually improving.

Improvements

The recommendation made at the previous inspection had been addressed. The nursery has made a number of improvements:

- There is a dedicated base room for the older babies;
- strategies to develop children's sense of belonging and self esteem are being embedded including the "Birthday Chair", "Proud Cloud" and board space to display what is important to them;
- the outside play area undergoes continual improvements. For example, a mud kitchen has recently been set up;
- staff have continued to attend training to promote their professional development as well as remain up to date with all required mandatory training;
- the statement of purpose, policies and procedures have been reviewed and updated;

- an infection control audit has been carried out and areas for improvement identified;
- requirements identified by Environmental Health have been addressed and
- ways of monitoring and evaluating children's progress are regularly reviewed and improved.

Requirements and recommendations

The service is compliant with the regulations. We made some recommendations to develop the nursery and improve outcomes for children which are detailed in full at the end of this report.

1. Well-being

Summary

Children have a strong voice and their views and feelings are valued. They can choose what they do and can influence the activities and resources. They clearly enjoy their play and the opportunities to develop their self help skills. They are able to form warm and close relationships with staff and develop friendships with each other. They are able to feel secure and are confident and happy in their surroundings.

Our findings

1.1 To what extent do children have a voice?

Children of all ages can choose which activities they would like to do and can select toys and equipment from a very good range of resources. They are able to make decisions about what they would like to play with and whether they go outside or stay indoors. Staff follow the children's lead and welcome their views. For example, following their suggestions, staff took the pre-school children for a walk to collect leaves and made "leaf men". The after school children made "rockets" in accordance with their wishes. Each day time is set aside for "reflection time", where children can express their feelings, their views of the day's activities and make suggestions for future activities. "Golden time" gives them further opportunities to choose their own activities. Staff know the children well; they understand their needs and attempts to communicate, knowing for example when they are tired, or wanting a drink. Children are invited to take part in group activities, such as circle times, but can choose not to if they prefer. Meals and snacks are planned in accordance with children's preferences and are in the style of a buffet so there is a range of options available.

Children have a voice and their feelings and needs are respected and valued.

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

Systems are in place to help children feel secure, happy and relaxed. They are given time to settle in at their own pace and the keyworker system, where each member of staff takes responsibility for forming close relationships with a small group of children and their parents, enables children to develop good attachments. Babies receive very good support and care and staff we spoke with knew their routines and personalities. Children are cuddled, given lots of individual attention and receive smiles, praise, high fives and words of encouragement from staff. There are a number of systems in place to celebrate children's achievements and promote their self-esteem. For example, photographs of their families are displayed, they have named coat hooks and their own individual display space; they are proud to receive stickers, be made "Star of the Day" and enjoy the opportunities to help with tasks such as tidying up.

Children are able to feel secure and valued.

1.3 How well do children interact?

Children are able to develop social skills and friendships. We saw them playing together and alongside each other. Lunch and snack times give them opportunities to sit and chat with each other. They co-operated with staff, for example, by washing their hands at appropriate times, and enjoyed taking part in group activities such as singing and dancing. They followed the staff's lead in using good manners and responded to reminders to use their "listening ears". Siblings enjoyed opportunities to spend time together.

There is a positive, caring atmosphere and children enjoy each other's company.

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

Children can spend time on activities that interest them, enjoy themselves and explore their environment. We saw children enjoying a variety of activities both indoors and outside. The majority of the day was given over to free play, where children happily chose their own activities. This was well balanced with small and larger group, adult-led, circle times. During these sessions children enjoyed, for example, stories, singing, activities to help them learn about colours and shapes and dancing. Children's play was focused and levels of concentration were good. They were happy and animated and clearly gaining a sense of achievement from what they were doing. Younger babies enjoyed a session exploring pasta and joining in the actions to nursery rhymes. Outside, children particularly enjoyed the mud kitchen, music corner, and water play. Parents' comments showed that they felt their children enjoyed their time at the nursery and that they had a good choice of activities.

Children enjoy their activities and learning.

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

Children experience a very good range of play opportunities and are well supported by staff. The different activities are planned to meet each child's individual needs and develop specific skills. Staff supported children and helped promote their play and learning through thoughtful conversation. For example, staff responded to the older babies choosing clothes for their dolls by talking with them about whether they were "too big or too small". Children's independence is promoted as, for example, children can easily access the washrooms and hang up their coats. The buffet style snack and lunch means children can help themselves to their food and we saw them learning to use the new drink dispenser to pour their drinks. We did recommend that children should be provided with plates at snack times. Resources are placed so children can find what they need easily, although we did discuss with the RI that children couldn't reach the messy play aprons themselves.

Children are able to take part in activities which promote their learning and independence.

2. Care and Development

Summary

Staff are well qualified and experienced. Their practice ensures that children are kept safe and their health is promoted. They have a consistent and sensitive approach to managing children's behaviour and promote their self esteem through a number of effective strategies. They draw on advice from other professionals to support children with additional needs.

Our findings

2.1 How well do staff keep children safe and healthy?

Staff keep children safe and healthy. They have a clear understanding of their role in protecting children, have undertaken appropriate training and implement policies and activities to promote children's health. The RI has attended training on the Government's new 'Prevent' strategy, which is designed to protect children from radicalisation, and told us this has been shared with staff. Suitable systems are in place to ensure that sleeping children are well monitored. Routines for nappy changing are followed appropriately and there are procedures in place to ensure that children wash their hands at suitable times. The RI has recently attended training in Safer Nutrition Awareness and works closely with the cook to ensure that meals are freshly prepared and provide healthy options for the children that take account of their preferences, dietary needs and allergies. Children can help themselves to drinks and fruit throughout the day. The nursery had recently been inspected by Environmental Health and has implemented changes to improve practice.. The nursery implements the Welsh Government 'Designed to Smile' scheme and we saw children enjoying their cleaning their teeth in very small groups or individually in the children's washroom. All staff are up-to-date in paediatric first aid. The accident book showed that, where necessary, appropriate first aid is administered. Policies are in place to ensure care is taken to protect children during the sunnier weather.

Staff are appropriately trained and implement the required policies and procedures to ensure that children's health and welfare is promoted

2.2 How well do staff manage interactions?

Staff are consistent in their approach to managing behaviour and strategies are age appropriate. Staff praise and encourage the children. They use soft tones and clear explanations to distract children or encourage them with sometimes difficult concepts, such as sharing or taking turns. Staff were very aware of the children's personalities; they were able to respond to children's moods and change the activities to suit their needs.

Staff use their knowledge of the children and understanding of child development to promote positive interactions between the children.

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

Staff plan activities to ensure that individual children's play and development is promoted. They undertake observations of children and use these to identify their next steps and plan activities to promote the children's development. Staff extend children's learning and play by joining in and engaging them in conversations whilst following the children's interests. Incidental Welsh is integrated into the session, and Welsh songs and phrases are incorporated into circle times. The RI told us that a variety of festivals such as Diwali are celebrated and there is a range of resources to help promote children's awareness of different cultures, religions and diversity. Children's personal needs are attended to promptly. There are systems in place to ensure that children with additional needs are appropriately supported. Older children are able to follow their own ideas and are well supported by staff. Parents' comments showed that they felt their children were progressing well.

Staff promote children's play, learning and development as they implement systems which enable them to understand and meet the children's individual needs.

3. Environment

Summary

There is a welcoming atmosphere at the nursery and the environment is safe and secure. The premises is clean and well maintained and there is ongoing investment in all aspects of the nursery in order to maintain and improve facilities and resources.

Our findings

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

The RI and staff take steps to ensure children's safety. The premises is secure; access to the building is via a buzzer, a record of visitors is kept and CCTV is in operation. The children's outside area play is enclosed. We did discuss the door leading to the outside play as there was the potential to trap fingers. Because this is a fire door, the RI agreed to discuss with the fire officer. Detailed written risk assessments are in place for all areas of the nursery such as the premises, outings, and pets, and are regularly reviewed. Daily checks of the premises are undertaken so that any actions required to ensure children's safety and/or maintain the premises take place promptly. Emergency evacuation procedures are provided and fire drills are practised regularly. The premises are cleaned daily and there are systems in place to ensure that toys and equipment are cleaned regularly. An infection control audit ensures that correct methods and products are used for cleaning and sanitising equipment and facilities and record keeping is in line with current guidelines. The accident records are audited regularly to help identify any recurring accidents and prompt any necessary action. The service has public liability insurance in place. Parents' comments showed that they felt that the environment was safe.

Overall, robust procedures are in place to ensure the safety of the environment.

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

The environment provides a child friendly, welcoming space for children. The younger and older babies have their own base rooms whilst the toddlers and pre-school children share the main open plan area. Older babies are able to spend time in the main play area depending on their needs and interests. Although the main play room has no low level windows, the high ceilings give the room a spacious and airy feel. There is a separate dining area which is also used as a base room by the after school children in the evenings. The main open plan area is thoughtfully set out to create different areas of interest and promote children's curiosity. There is a cosy book room where children can relax and space for children to comfortably take part in circle time activities such as singing and dancing. The main play room leads out to the outside play area which is well set up to allow children to take part in a good range of activities. The washrooms are sited so that children can access these independently. The RI is aware that the curtains used to create privacy for the children are not ideal and the nappy change area is quite cramped. The nursery's development plan identifies improvements for the internal areas of the nursery and includes

the re-development of the children's washrooms and nappy change area. Plans are also in place to provide additional outside play space at the front of the building which will also improve the safety of children as they leave the nursery.

There is planned programme of improvements to the premises to ensure that the environment is of a high standard.

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

The nursery has a wide range of age-appropriate resources, furniture and equipment. There are systems in place to ensure that resources are clean, replaced if damaged and meet the children's interests. The nursery uses some real and authentic materials where possible. For example, real vegetables are provided in the home corner. There are suitably sized tables and chairs for children to sit and undertake table top activities and eat their snacks, and cushions for children to relax in the book room. A chair in the younger babies' room allows staff to sit comfortably and give babies their bottles. Resources are clearly visible, easily accessible to the children and suitably located in the corresponding play area. The nursery has a range of books and resources to help children learn about diversity, different religions and cultures.

There are systems in place to ensure that resources and equipment are of a high standard.

4. Leadership and Management

Summary

Cyfeillion Bach has a competent and enthusiastic management team. They ensure that the nursery is continually improving through ongoing development of all areas of the service, and incorporate the views of children, staff and parents. Advice is sought from other professionals and quality assurance schemes are implemented to help improve the provision and ensure children and parents benefit from a well organised, good quality service. Good levels of guidance and support are given to staff to help them provide high standards of care.

Our findings

4.1 How effective is leadership?

The service is well run and is compliant with the Child Minding and Day Care Regulations (Wales) 2010. The statement of purpose is detailed so that parents can make an informed choice. There is a range of policies and procedures which are reviewed regularly, implemented by staff and shared with parents to ensure children's safety and promote their development. The leadership team creates an environment where children and staff feel valued and supported. There are clear plans to develop the service which incorporate the views of children and parents.

The nursery is led by enthusiastic leaders who have a clear vision for the service.

4.2 How effective is self evaluation and planning for improvement?

There are systems in place for self evaluation and improving quality. The service uses a range of quality assurance schemes such as the Healthy and Sustainable Pre-School Scheme, to help inform the quality of their provision and identify improvements. Our discussions with the RI show that there are clear schemes in place to improve the service. Parents' views are welcomed through, for example a comments book and daily communication. Regular meetings ensure that staff are able to share their views and contribute to the development of the service. Staff we spoke with felt their views are valued and their questionnaires showed that they felt there is culture of continuous improvement. Children's views are sought through, for example the daily reflection time where children are able to express their views of the activities and suggest future activities. The nursery provides an annual review of the quality of their care which is shared openly with parents.

The service draws on advice from external sources, their knowledge of approaches to child care and the views of parents, children and staff to evaluate their service and plan for improvement.

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

Staff are well qualified and experienced, clear about their roles and work well as a team. This helps ensure that the day runs smoothly and children are positively engaged. The service was well staffed on both inspection visits. The RI, who works at the service, and the deputy are both supernumerary, which enables them to focus on management tasks and responsibilities, and also to assist with child care where needed during the day. Registers show clearly the hours of attendance of each child and staff. Recruitment procedures are robust and records show clearly that all necessary pre-employment checks are carried out. There is a system of appraisal and supervisions in place; staff we spoke with found their recent supervision had helped them identify their strengths and weaknesses and areas for development. A new system of analysing staff performance and providing feedback has recently been introduced to strengthen the process for developing and supporting staff. Staff we spoke with felt well supported by the managers and able to access any required training.

Parents can be assured that the service is managed effectively to ensure the welfare of the children.

4.4 How effective are partnerships?

The service works with parents and other agencies to ensure the best outcomes for children. Parents are invited to share their knowledge about their child before starting so that their child's needs can be identified, and flexible induction sessions allow children and their families the opportunity to become familiar with the nursery in their own time. Daily diaries are shared with parents which outline their child's activities, and further information is shared verbally when children are collected and/or dropped off. We recommend that the good practice of providing additional information about the children's feelings in their diaries is extended to the younger babies also. A noticeboard in the entrance foyer displaying pertinent information such as menus, activity planning and photographs of staff help keep parents informed. Staff told us they working closely with schools to ensure that relevant information is shared with parents. The service works closely with the other professionals to help provide appropriate support for children. Parents' comments showed that they felt the levels of communication were good and they were kept well informed of their child's progress.

The nursery works effectively with parents and other professionals to ensure children's well being is promoted.

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

- Consider ways to improve the safety of the door leading to the outside play area to minimise the risk of trapped fingers;
- provide plates for children at snack times;
- consider lowering the height of the messy play aprons so children can help themselves and
- develop daily diaries for babies to include their moods, which activities they enjoyed etc.

6 How we undertook this inspection

- One inspector undertook two visits to the service; the first visit was unannounced;
- we observed the children undertaking their activities and the care provided by the staff;
- we spoke with two parents during the visits and read comments completed by parents for the nursery as well as considering their views in one CSSIW questionnaire;
- we looked at an extensive range of records and documents including staff files, accident records, medication records, records of attendance, activity planning and children's developmental records;
- we viewed all parts of the premises, looked at maintenance records, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with the staff, the RI and members of the management team to obtain their views and clarify information about the running of the nursery and future plans as well as taking account of the information given to us through three CSSIW staff questionnaires; and
- our findings were fed back to the RI and all recommendations were discussed.

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

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Nicola Powell
Person in charge	Nicola Powell
Registered maximum number of places	41
Age range of children	0 to 8 years
Opening hours	8 am to 6 pm
Operating Language of the service	English
Date of previous CSSIW inspection	18/11/14
Dates of this inspection visit(s)	11/09/2017
Is this a Flying Start service?	No
Is early year's 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 does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's More ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information: None	