



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

Childcare Inspection Report on

Daisy Chains Daycare

**HMM House (Unit 1)
Castlepark Industrial Estate
Flint
CH6 5XA**



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Description of the service

Daisy Chains Daycare operates from a single storey building known as Hmm House which is located on the Castlepark Industrial Estate in Flint. The nursery offers places for up to 50 children aged between birth to 11 years old. The nursery is open Monday to Friday from 8am – 6pm. Early drop offs from 07:30am are available by prior arrangement with the Person in Charge. This service is delivered through the medium of English. The Welsh language is promoted and used occasionally however; this service does not meet the criteria of the 'active offer' of the Welsh language. The Organisation registered with CSSIW is KOB Enterprises Ltd and the nominated Responsible Individual is Mustapha Ibrahim. The Person in Charge is Veronica Ecob, who is known to staff and parents as Yvonne.

Summary of our findings

1. Overall assessment

This was a focused inspection as a result of a concern received by CSSIW in relation to staff conduct and the cleanliness of the environment. Whilst most of the key areas were considered, no overall assessment or judgement of the service was made during this inspection.

We found children were content, enjoyed outdoor play and were provided with play activities which kept them occupied. We observed that staff interactions with children varied across the nursery with the youngest children receiving the most constructive and positive interactions. We found areas of the nursery were not sufficiently clean and we have issued a non-compliance notice in relation to the environment.

2. Improvements

The purpose of this inspection was to focus on the areas of concern and the Registered Person's compliance with The Child Minding and Day Care (Wales) Regulations 2010 in relation to those areas therefore; we did not focus on improvements during this inspection.

The baby room, known within the nursery as the '*Buttercup Room*', has recently been decorated and new flooring had been laid. We found this room to be the brightest, cleanest and the most suitable to meet the needs of the children.

3. Requirements and recommendations

We have made recommendations in relation to children's care and development in particular staff interactions, the effectiveness of leadership and management and, we have issued a non-compliance notice to the Responsible Individual, in respect of the cleanliness of the environment.

1. Well-being

Summary

Children are able to contribute their ideas, are content, settled and happy alongside their friends and enjoy their play. They have limited choice with much of the care they receive being done for them without discussion and as part of the nursery routine; we found this approach limited the opportunities for children to develop independence and self-help skills.

Our findings

1.1 To what extent do children have a voice?

Children are able to express themselves and at times contribute their ideas.

We observed the children singing Christmas songs in the pre-school room (Water lilies room) the children sat in a circle which ensured they were able to face their friends, be active participants if they wished to, and were included. We heard one child ask to sing a Christmas song by themselves, staff encouraged this, his friends listened politely and the child seemed pleased with the praise and applause he received from the staff and his friends.

We found that in the baby room (Buttercup room) staff were aware of children's non-verbal cues and responded to these. We heard one child becoming unsettled and observed the child standing alone, a member of staff took appropriate action and responded to the child, which enabled her to settle.

Older children are confident to express their wishes to staff whilst younger children's non-verbal cues are recognised and responded to.

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

Children are content and play happily with their friends.

We saw children played well alongside one another and were settled. The children's art work was displayed on some of the nursery walls however it was also evident that some of the displays had not been changed since 2015/2016 as one read '*Happy New Year 2016*'. There were few items around the nursery which ensured the children had a sense of belonging and felt valued. Children had a named coat peg in the entrance foyer and there was a self-registration with the children's names on, on the door to the pre-school room.

Children have a limited sense of value and belonging.

1.3 How well do children interact?

Children co-operate well with their peers, are encouraged to use their manners and actively seek to engage in play with one another.

We observed the baby room for a period of 30 minutes, during that time all six children present were positively engaged and content. We observed a small group of children

were engaging in some colouring with a member of staff, one child was seen to sit on the staff member's knee whilst the child was supported to draw around their hand. Children were encouraged to participate with the activity and engaged with each other. Children were seen to tuck in to their lunch with enjoyment, sitting next to their friends and chatting to each other. Children told us they liked the food and their favourite was 'pasta'.

Children interact with each other in a positive way.

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

Children are able to enjoy their play but the extent of enjoyment is somewhat limited by the environment.

We found the Pre-school children were able to explore their environment with some freedom however, due to the layout of furniture and available play space in the room movement was limited. The Toddler room (Sunflowers room) layout ensured children had more available play space and, with fewer children, they were able to move around more freely from area to area and play where they chose.

All of the children in the Toddler and Pre-school rooms were able to access scheduled outdoor play. Children were not able to move between the outdoor and indoor play areas independently and therefore could not choose freely whether to be indoors or out.

We found children in the baby room had a good balance of child initiated play as well as opportunities to play alongside their carers. They benefited from a range of sensory toys and were actively encouraged to develop skills such as walking and co-operative play.

Overall children enjoy their play and learning however there are variants to this across the nursery.

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

Children lack age related opportunities to learn new skills and become independent.

We found children often had tasks done for them rather than them being encouraged to develop self-help skills which would assist them to become independent. We observed the children during lunch time. In the Toddler room we found children had aprons put on them by staff and had their hands and faces wiped with baby wipes following their meal, tasks we felt some of the children may have managed independently or with limited support. In the Pre-school room children had aprons taken off for them however, we did see children encouraged to wipe their own hands and face with the baby wipes and put on their own coats, which they were able to do. We saw the younger children were given plastic plates whereby the older children were provided with porcelain dinner plates which is positive and progressive in line with the children's development. Younger children were given a spoon and a fork with which to eat their dinner of spaghetti on toast. We found the children struggled to eat

the toast with either implement. One child was told to *'use your hands for your toast'*. Six children were cared for by two members of staff however, an opportunity to learn a new skill was missed as children could have easily been supported to use a knife to cut up their toast at this time. We have made a recommendation in relation to children having opportunities to develop their independence.

We found that weekly activity planning displayed for the Toddler room was dated the 20th November 2017 and was therefore two weeks out of date. The planned theme was not evident through all the areas of play as one child was seen to play with a train in the sand pit and another to play at a snow themed play table.

Children have limited opportunities to develop, learn and become independent.

Care and Development

Summary

Staff procedures to keep children safe and healthy could be further improved. Staff should be mindful that they provide children with meaningful interactions. Staff encourage children's play, learning and development but further work could be done in order to fully meet children's individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have some procedures in place to help keep children safe and healthy.

In the Toddler and Pre-school room staff cleaned the table tops, chairs with antibacterial spray and swept the floors after lunch time. Staff ensured children had access to wipes following their meal and assisted them to clean their hands and faces.

We saw there was a *'Toy Cleaning rota'* in the Toddler room however; this had not been completed since 10th November 2017. This is of concern especially as the Person in Charge discussed with us that some children who attended the nursery had recently been diagnosed with Hand, Foot and Mouth, a contagious disease spread through contact with contaminated surfaces and close person to person contact.

We found staff used aprons and gloves when changing children's nappies and that the baby changing mat was cleaned with antibacterial spray between nappy changes. Whilst this procedure goes some way to protecting the spread of infection, it does not follow the latest environmental health guidance. We saw the Person in Charge had completed an Infection Control Audit on 26th May 2017. This identified that procedures did not follow the latest guidance but no action had been taken to address this. Bins had swing lids and were lined with yellow bin bags to identify the waste as contaminated which was positive practice.

Children who needed their noses wiped were seen to be supported by Staff to do so; there was a specific bin in each room for the waste tissues to be placed.

Staff practices and procedures across the nursery could be improved in order to prevent the spread of germs and promote children's health.

2.2 How well do practitioners manage interactions?

Staff engage with children in a manner which is appropriate to their age and development.

Overall we found staff were friendly and aimed to create a positive ethos for children giving regular praise and encouragement however, our observations identified that at times engagement with children was largely for the purpose of the daily routine rather than for a positive outcome for children. For example we heard staff telling children *'you're going to sleep... or you're not going to sleep today are you?'* before taking some of the children to the sleep room whilst leaving others in the playroom. We

asked staff about this and were told, the children who had remained behind were either being collected early that day or no longer had a sleep after lunch. We could not evidence the children were aware of why they were not being allowed to sleep or go along with their friends and communication from staff did not provide this.

We heard staff promoting positive behaviour by telling a child *'You're sat lovely you can go and sit down.'*

Staff in the baby room engaged positively with children throughout our observations. We heard them chatting calmly to children, engaged in activities and provided children with some interaction which is positive.

Staff practices need to be consistent across the nursery with staff being mindful of their interactions with children and ensuring there is value in the time the children spend at the nursery rather than just routine.

Staff are not always sensitive to the needs and experiences of individual children.

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

Staff plan for children's play, learning and development although this is not always consistent.

We found staff had planned for the children's play and learning however, we also noted this planning was dated 20 November 2017 and was not for the current week. There were Christmas craft activities evident in each of the playrooms and the children in the Toddler and Pre-school room were heard to sing Christmas songs, this would indicate Christmas was the focus for that week although this could not be evidenced from the displayed planning.

In the baby room we saw the older children banging on a box in the corner, a younger baby crawled to the chairs, wanting to join in with the older children. A staff member recognised that the child was unable to walk to the area unassisted but wanted to join in and so carried the child to where the other children were playing to facilitate this play. The child joined in contently with her friends before moving away again when her interest had changed.

Staff provide children's with opportunities to play, learn and development however, further consideration needs to be given to assessing and planning for meeting each child's individual needs.

1. Environment

Summary

Leaders do not ensure all areas of the environment are clean. There are procedures in place to ensure the premises are secure from the outside and communal areas are kept free from hazards. Resources and equipment are in need of cleaning and parts of the building are in need of re-decoration and repair.

Our findings

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

Leaders have some measures in place to ensure the safety of the environment.

We saw records that showed fire drills were occurring monthly and that fire equipment checks had occurred monthly since August 2017. We noted there were finger guards covering the hinges to the doors which is positive practice however, the finger guard on the corridor door into the children's toilets was damaged and needed to be replaced, we have brought this to the Person in Charge's attention and timely action for the safety of children is expected.

We found areas of the nursery; in particular the Toddler and Pre-school rooms were not clean. The hard floors were dirty and in need of mopping and the carpets and rugs required hovering. We found there was a descriptive cleaning schedule in the Pre-school room which detailed what duties the staff were expected to complete when cleaning the communal areas and we found that the communal areas were much cleaner than the playrooms. We have made a recommendation in relation to this and expect there to be a cleaning rota established for each playroom.

We observed that the patio door leading from the Pre-school room on to the outdoor area was broken and difficult for the Person in Charge to open. This requires attention.

Overall the nursery was safe for children however the cleanliness needs to be improved and we have issued a non-compliance notice to the provider in respect of this to ensure that improvements are made for the health and safety of the children attending.

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

Leaders do not have a clear vision for improvement of the environment for the service.

We found parts of the nursery, in particular the Toddler, Pre-school room and children's toilets looked tired, worn and in need of some re-decoration. We asked the Person in Charge whether there was a proposed plan for improvements. We were told there wasn't however, the Baby room had undergone recent re-decoration and the hope was the other rooms would be decorated in the near future. We saw the paint work on one wall was flaking off and the wooden skirting boards which were not varnished or painted

looked dirty; we discussed this with the Person in Charge and recommended the skirting boards be painted to make them easier to clean.

We found room temperatures varied across the nursery. We found that in the sleep area there was a free standing heater warming the room. The room felt cool but the temperature read from the thermometer within that room met National Minimum Standards of 18 degrees Celsius. In contrast we found the Pre-school room to be very warm with the thermostat next to the patio door showing 25 degrees Celsius and in the Toddler room the window had been wedged open. It is acknowledged that maintaining the temperature of the Pre-school room may be challenging with the door to the outdoor area being frequently open however, Leaders should consider how the temperature across the nursery could be stabilised.

We saw there was not much space to walk around or play in the Pre-school room due to the tables, toy storage and sand tray. Leaders should consider the lay out of each room and whether a central toy/resource store which staff can access when rotating equipment and toys may be a positive introduction, freeing up some play space for the children.

Leaders do not make best use of the available space or ensure there is a timely action plan in place for improvements across the nursery.

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

Leaders ensure there are plenty of durable resources available throughout the nursery however, cleanliness, maintenance and replacement of those resources is not given enough consideration.

We found there was durable wooden play equipment in both the Toddler and Pre-school rooms. We found the equipment was not thoroughly clean and looked worn and tired in parts. We found there to be stains on the cushions of the settee, pink food or playdough stuck in one of the rugs and visible dirty marks on the wooded play equipment. We have made a recommendation to Leaders that the playrooms are thoroughly cleaned and there is a cleaning rota established for each room to ensure that the freshly cleaned playrooms remain clean and suitable for the children to play in. Having a qualified member of staff undertaking the cleaning at the nursery may also assist and so we have made a recommendation in relation to this also.

We found the baby room was clean, fresh and that Leaders had provided children with appropriate equipment for their age and development. Leaders had made good use of recycled items to create sensory experiences for the children. We saw that there were old CD's hung at low levels for the children to crawl to and play with. This is positive use of low cost equipment.

Leaders do not have adequate procedures in place to ensure resources and equipment are maintained and remain good quality.

Leadership and Management

Summary

Leaders have procedures in place to encourage reflective practice and ensure staff are comfortable to approach them about any concerns they may have. They recognise the need to increase numbers of children throughout the nursery; they have contracted external support to assist with how this may be achieved and the future financial planning for the nursery. However, leaders do not recognise areas requiring improvement in a timely way.

Our findings

4.1 How effective is leadership?

Leadership is effective in relation to record keeping however; this is not always transferred to the care and development of children and day to day oversight of the nursery.

The Person in Charge provided us with information which showed that all staff had completed their Child Protection training. All staff had an enhanced criminal record certificate (Disclosure and Barring Service certificate – DBS) and there was a Child Protection policy in place.

We found leaders had not recognised or taken sufficient action to address the issue of cleanliness throughout the nursery. We found no cleaning rotas for the playrooms, nor evidence that staff had been reminded of the need to maintain the playroom cleanliness. There were insufficient procedures in place to ensure staff's work was quality assured by management in order to ensure the nursery was clean and inviting for children.

Leaders ensure overall compliance with the regulations however they need to consider the quality assurance of staff practices and the overall environment for children in more depth.

4.2 How effective is self evaluation and planning for improvement?

We did not assess how effective self evaluation and planning for improvement were during this inspection however, it was positive to see the leadership and management being pro-active in seeking advice and guidance from an external consultant on where improvements could be made.

We also saw within the Toddler room that there was a document titled 'Peer Observations'. We asked the Person in Charge about this. We were told that staff are encouraged to observe each other's practice at least once per month and make constructive comments. This is positive and should help to enhance staff practices and encourage a more reflective approach to the care they provide. We found that the last entry in this document was 29th November 2017 which shows that this is an ongoing process.

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

Leaders do not always make best use of staff time.

We observed during lunch time. We noted children ate in the Toddler and Pre-school rooms with the room staff continuing to care for them. We observed an identical procedure of cleaning the tables, chairs and sweeping the floor occurring in both rooms, we have made a recommendation that leaders consider the daily routine and whether it is the best use of the available play space and staff time for the children to eat in separate playrooms. We have recommended a designated dining room should be considered as this will help ensure food debris is not carried to the play areas, carpets and toys, will allow more room for the children to play and be a more effective use of staff time as, rather than two staff cleaning the tables and sweeping the floors this could be allocated to one.

The Person in Charge informed us of the dismissal of a member of staff recently as a direct result of whistleblowing. It is encouraging to hear staff had approached leaders, followed the policy which is in place and acted in the best interest of the children attending the nursery. It is also encouraging that leadership followed their policies and procedures and took timely and sufficient action in order to safeguard children.

Leaders and management should review the daily procedures and consider whether the current deployment of staff continues to be the most beneficial to children in light of our recommendations.

4.4 How effective are partnerships?

We did not assess how effective partnerships were during this inspection however, we did speak to one parent who told us they were '*happy*' with the service they received and that they had used the nursery for both of their children and '*never had any problems.*'

1. 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

We informed the registered person they were non-compliant with the following regulations:

- **Regulation 37(2)(e)** of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”) – the requirement to ensure the nursery premises are clean and reasonably decorated and maintained;

5.3 Recommendations for improvement

- that there is a cleaning rota established for each room to ensure the freshly cleaned playrooms remain clean and suitable for the children to play in.

- that leaders and management consider the possibility of staff undertaking a cleaning qualification.

- that leaders and management give consideration to the use of space available and and further ensure they are making the best use of staff's time.

- that the finger guard on the door in to the toilets is replaced as soon as possible as it is not effective in it's current condition.

2. How we undertook this inspection

3.

This was an unannounced focussed inspection undertaken in response to a concern raised with CSSIW.

An Inspector visited the service on Tuesday 5th December 2017 from 09:34 – 13:42.

We;

- Inspected a sample of documentation and policies including two staff files and three children's records;
- observed practice using the Short Observational Framework for Inspection tool (SOFI 2) within the Baby Room and the Toddler Room;
- spoke to one parent, staff and the children;
- inspected the premises and the quality of toys and equipment.
- presented feedback on our findings to the Person in Charge and the Secretary and Business Development Manager on behalf of the Responsible Individual.

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

4. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Mustapha Ibrahim
Person in charge	Veronica Ecob
Registered maximum number of places	50
Age range of children	0 - 11 years of age
Opening hours	08:00 – 18:00 Early drop off is available with prior arrangement.
Operating Language of the service	English
Date of previous CSSIW inspection	16/12/2016
Dates of this inspection visit(s)	05/12/2017
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?	No
Additional Information:	



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

Care and Social Services Inspectorate Wales
Children and Families (Wales) Measure 2010
Child Minding and Day Care (Wales) Regulations 2010
Non Compliance Notice

Childrens Day Care

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

The issuing of this notice is a serious matter. Failure to achieve compliance will result in CSSIW taking action in line with its enforcement policy.

Further advice and information is available on CSSIW's website
www.cssiw.org.uk

Daisy Chains Daycare

HMM House (Unit 1)
Castlepark Industrial Estate
Flint
CH6 5XA

Date of publication: **11 January 2018**

Environment	Our Ref: NONCO-00005170-TKRY
Non-compliance identified at this inspection	
Timescale for completion	01/02/18
Description of non-compliance/Action to be taken	
Regulation number	
The registered person must ensure that all areas of the nursery used by the children are kept clean and reasonably decorated and maintained. The registered person is required to provide CSSIW with detailed evidence of how compliance with this will be achieved, timescales for achieving compliance across the nursery and how the cleanliness of the premises will be maintained in the future.	37 (2) (e)
Evidence	
<ul style="list-style-type: none"> - The registered person is not compliant with Regulation 37(2)(e) of the Child Minding and Day Care (Wales) Regulations 2010 and their requirement to ensure that - This is because we inspected the nursery on 5.12.2017 and found that areas of the nursery were not clean as detailed below. <ul style="list-style-type: none"> - carpet in the corridor required hovering. - The hard flooring in the pre-school room was dirty and needed cleaning. - The rug and carpet in the pre-school room was dirty and needed hovering. - The wooden play kitchen had dirty marks on it and needed cleaning. - The cushions on the children's sofa in the home corner were stained and needed washing or replacing. - The paint work in the pre-school room was tatty and chipping off the wall, in particular the wall nearest to the door to the outdoor area. - The hard flooring in the toddler room was dirty and needed cleaning. - There was pink food or playdough stuck to the rug in the toddler room. - There was a toy cleaning rota on the wall in the toddler room but this had not been completed since the week beginning 10/11/17. - Leaders and staff were aware that there had been reported cases of contagious illnesses within the nursery. - Staff told us that there was no specific cleaning rota in place for each play room but that the staff had shared responsibility for ensuring that the communal areas of the nursery were kept clean. - CARPETS IN THE CORRIDORS NEEDED TO BE VACCUUMED - BRUSHES IN THE CHILDREN'S TOILETS NEED TO BE CLEANED <p>rather than say that overall they were clean we need to be specific in what we're asking them to do so remove text in brackets (- Overall communal areas were clean however some areas of the corridor carpet had not been recently vacuumed and the toilet brushes in the children's toilets were not clean. We discussed this with the Person in Charge and it is recommended that these are removed as they are not suitable for use by the children and should not be available to them.)</p>	

AGAIN IF WE'RE RECOMMENDING - WE CANNOT ENFORCE THIS - CONCENTRATE ON THE DIRTIEST AREAS AND IMMEDIATE ACTION TO BE TAKEN - YOU COULD LIST THESE UNDER RECOMMENDATIONS IN THE REPORT (TEXT IN BRACKETS TO BE REMOVED)

(- Skirting boards in part were unvarnished wood and were dirty. We have recommended that these are painted to allow them to be more easily cleaned.

- some areas of the toddler and pre-school room décor looked tired and needed sprucing up as did some of the furniture.)
- an infection control audit had been completed in May 2017 however its on-going implementation and impact had not been assessed and a further audit had not been conducted.
- The impact on children using the service is that their health is being put at risk through the heightened risk of cross infection due to inadequate cleaning procedures and their well being is not being given adequate consideration as the environment they are being cared for in is not an inviting, clean or attractive place to play and learn.