

Childcare Inspection Report on

Little Inspirations Nursery Llantrisant

**Llantrisant Business Park
Llantrisant
Pontyclun
CF72 8YW**



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Description of the service

Little Inspirations Nursery Llantrisant is based in Llantrisant Business Park, in Pontyclun, Rhondda Cynon Taf. It has been registered with Care Inspectorate Wales (CIW) since November 2003 to provide care for up to 104 children under the age of twelve years. The service is a registered education provider and operates Monday to Friday from 7am to 6pm. The nursery has a Responsible Individual (RI) who has nominated a Person in Charge (PiC) to manage the service on a day to day basis. English is the main language used but Welsh is incorporated as part of the daily routine.

Summary of our findings

1. Overall assessment

Overall, children enjoy their play and have a suitable range of activities and resources available to them in most areas of the nursery. They are settled well into the service and are at ease in their surroundings. Staff are responsive to children's needs and provide appropriate supportive and nurturing care. The nursery is welcoming and is well maintained with appropriate health and safety measures in place. Leadership and management is good with some recommendations made in relation to records and documents and the environment. In the toddler area of the nursery, some changes to the planning and choice of resources were discussed with management. These recommendations were welcomed by management and actioned immediately after the inspection.

2. Improvements

The nursery has achieved the final phase of the 'Healthy and Sustainable Preschool' award and have been highly recommended in the 'Quality for All' WPPA award. Following the inspection we were informed that all recommendations regarding access to resources in the toddler room have been actioned. The area has been reorganised into different zoned areas and an audit completed of resources to ensure that children are provided with a choice of engaging activities at all times.

3. Requirements and recommendations

During the first day of the inspection we noted that there were some hazards in the environment. We spoke to the PiC and explained that this was an area of non compliance. She took immediate action and we saw that all hazards had been removed by the second visit and compliance had been met.

Recommendations are discussed in the report and summarised at the end.

1 Summary

Overall, the service provides children with valuable opportunities to develop a good range of skills and knowledge which promotes their all round development. Warm and nurturing care is provided to children who benefit from positive experiences and interactions

Our findings

1.1 To what extent do children have a voice?

In general, children are confident to express their opinions and know that they will be listened to. They are comfortable to approach staff and ask for help when needed knowing that their needs and preferences are taken into consideration. In the preschool, toddlers and baby area we saw that there were a number of opportunities throughout the day for children to follow their own interests and most activities were child led. Staff explained that planned activities are often changed to follow children's ideas and choices. We noticed that a group of children in the preschool room were engrossed in the home corner playing families, dressing up and role playing tea time with their friends. The babies had a good choice of soft play resources and we noted that they enjoyed exploring the sand and water play with assistance from the staff. Some babies spent time enjoying playing with the leaves and straw which was made available to them in a tuff spot. In the toddler area, the messy area had a good choice of activities and equipment including sand, water, crafts and mark making, although the main room had fewer resources to choose from. We spoke to the RI and PiC about this area who took immediate action. The toddler room was reorganised into zoned areas in line with the principles of the Foundation Phase to ensure a good choice of developmentally appropriate play for these children. Children are given opportunities to discuss their emotions and are encouraged to recognise the feelings of others. They are asked what they want to play with and for ideas when staff are planning activities. The RI and PiC explained that children feedback through the use of questionnaires which are used to inform their quality of care review.

Overall, children experience increased self esteem by receiving support to freely express their views.

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

Children feel secure and experience positive emotional attachments to their carers. We saw that strong emotional bonds are in place and that children are valued as individuals. We heard children singing spontaneously with their friends indicating their level of comfort with the service. We saw children welcomed individually and that during circle time children were asked how they were feeling. We heard staff giving positive feedback and affirmation to the children throughout the session such as 'well done,' and 'that is lovely'. Overall, children are treated respectfully and care is taken to maintain their privacy when using the toilet facilities. However, on two occasions we saw babies being changed out of wet clothes following water play in the main play area within the babies' room. We spoke to the RI regarding this practice who agreed that children should be taken into a private area to be changed at all times. Following

the inspection, she confirmed that all staff had been reminded of the changing policy and assured us that this would not happen again.

Overall, children's feelings are considered which provides them with enhanced emotional wellbeing.

1.3 How well do children interact?

Children interact positively and make good relationships. We saw that children are beginning to understand their own feelings and are in the early stages of learning how to take responsibility for their behaviour and cope with changes when needed. We noted that most children were able to wait for their turn when playing games and cooperated well. We observed children sharing resources easily and saw that good friendships were developing.

Children benefit from the support available to help them and form valuable and constructive relationships.

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

Overall, children are active and curious learners and gain a sense of achievement from engaging with the activities presented to them. In the preschool area, we saw that children were highly motivated to engage in their play and learning as the activities available to them matched their interests. A number of children concentrated for a significant amount of time with the play dough activity which they clearly found satisfying. In all areas we noted that there were good resources to encourage children to develop an interest in the natural world with leaves, conkers and shells accompanied by magnifying glasses and binoculars.

Children are able to experiment and enjoy their play and learning because of the variety and suitability of the resources and planned activities.

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

Children have valuable opportunities to gain confidence and to develop new skills. Their play is mostly unstructured and freely chosen and they are encouraged to be independent. Most children are confident to try new things and we saw that they gained a sense of pride in their achievements. We observed that children gained good opportunities for the development of social interaction skills at meal times as conversation is encouraged and staff actively listen and respond to children's comments. We noted that children are also provided with opportunities to help themselves and develop independence during snack time. The use of incidental Welsh was used mostly in the preschool area and we recommended that this was further developed throughout the nursery. The RI explained that some of the staff were confident with Welsh and that they were available to converse with Welsh speaking parents and carers if required.

Children mostly have good opportunities to learn and develop a range of skills.

1. Care and Development

Summary

There are systems and procedures in place to ensure that staff have the knowledge and skills to provide a positive service for the children in their care. Some procedures need to be amended to ensure that the required information is in place and that the National Minimum Standards for Regulated Childcare (NMS) are followed.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children's health and wellbeing is prioritised. There is a safeguarding policy in place and staff have undertaken safeguarding training. The safeguarding policy includes reference to the Prevent strategy which relates to the duty of service providers to protect children from the dangers of radicalisation and extremism. Discussions with staff evidenced that they were confident to identify any concerns relating to the welfare of children and understood their responsibility to refer to the appropriate authority. Accidents are recorded and are typical of the age and stage of development of the children. Children have good opportunities to learn about healthy lifestyles. We saw that good attention was given to discussion of nutritious food and drinks and that this was linked to the tooth brushing activity after snack. Information in the main foyer displayed valuable information about healthy eating and lifestyles for families. Children have very good opportunities to engage in active play with regular music and movement activities. We heard a member of staff discussing which children may need their nappies changing and recommended that staff monitor the level of their voices when discussing personal care for the children.

Children are kept well and safe at the service.

2.2 How well do practitioners manage interactions?

Staff work in line with the service's behaviour management policy. We saw that they were consistent in their approach and were mindful of the age and stage of development of the children when managing behaviour issues. We observed staff kneeling down to children's level, maintaining eye contact and using soft tones to distract children who expressed frustration. We heard staff praising and encouraging children for being kind and for attempts and successes. We noted that children value the approval of their carers. We observed that staff act as positive role models at all times and that they showed respect and concern for adults and children. We recommended that they update the behaviour policy in relation to information on the use of a 'Bear Hug'.

Staff promote children's emotional wellbeing by using positive behaviour methods.

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

The staff team provide nurturing and responsive care which meets children's needs. Overall, there is a nurturing atmosphere and practitioners respond promptly to

children's needs. In most area of the nursery, there is planning for a good variety of play and children's progress is tracked and their individual needs are identified. In the preschool area, principles of the Foundation Phase are used to ensure that children receive a wide range of interesting and stimulating activities. We noted that children who required additional support were given one to one supervision and snack options were adapted to their specific dietary preferences, including children with food allergies and vegetarian option when requested. We saw that there was forward planning with children given the pick of which activities they would like to follow and that there was planning for all age groups. There was evidence of observations and assessment of children's individual needs via individual development booklets which included an evaluation of children's progress and planning for the next step in their development. We spoke to the RI and PiC about the planning for the Toddler area of the nursery which was in need of review to ensure that it provided opportunities to help children develop and build on skills. The room leader for the pre-school room, who was present at the inspection feedback, agreed to work with this area to develop the planning. Following the inspection, the PiC confirmed that the planning, resources and daily routine for the Toddlers had been reviewed and significant changes had been made.

Overall, practitioners consider children's individual needs and plan accordingly. This promotes children's learning and development.

2. Environment

Summary

The nursery provides sufficient space for children's play and learning. The environment is clean, risks are identified and a suitable range of resources and equipment are available.

Our findings

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

Children are cared for in a clean, safe and secure environment. We observed that safety systems are implemented effectively. We noted there was no unauthorised access to the premises and that records are made of all visitors. Children are well supervised and registers are kept. Fire precautions are in place in relation to fire drills and evacuation procedures. Risk assessments are completed and hazards are identified and measures taken to reduce these risks. Records indicated that there is up to date oil, electric and fire equipment checks. However, we completed a visual inspection of the premises and noted some hazards including hanging leads from portable electrical equipment, some resources in need of replacement, cleaning spray in the nappy changing area and a changing mat in need of replacement. We spoke to the PiC about these issues which were dealt with immediately.

Overall, leaders ensure that health and safety measures are completed to ensure children welfare is promoted.

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

The facilities are welcoming and attractive and provide a rich environment for play and learning. The play rooms are light and airy and the adjoining outside play area is easily accessed and well supplied with a suitable range of outdoor equipment. The toilets are located in the preschool area of the nursery and accessed by children who are encouraged to use the facilities independently as appropriate. Children from the toddler area are escorted to these toilets when needed. Children's work is displayed on the walls providing them with a sense of belonging to the service. Each child has a hook to store belongings. There are quiet areas which children can use to relax if they choose.

The staff ensure that the environment is maintained to an appropriate standard to provide an interesting and stimulating service to children.

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

Overall, the furniture, equipment and materials are of a good quality and are suitable to meet the developmental needs of children. We noted that the resources benefit from regular cleaning and conformed to infection control principles. In most areas of the nursery, resources are varied and stimulating. Children are supported to understand elements of different cultures by observing festivals including Chinese New Year and Diwali. Children learn about their own culture by celebrating seasonal

events such as St David's Day and Dydd Santes Dwynwen. We noticed that there were some natural, recycled and household items used for craft work and modelling purposes which promoted an ethos of sustainability. We recommended that they continue to increase the availability of Welsh and multicultural resources throughout the nursery.

Staff ensure that the quality of resources supports children's development.

3. Leadership and Management

Summary

Leaders have a sound vision and a sense of purpose which sustains improvements and good outcomes for children and this is shared with staff and parents. There are well developed systems in place to monitor and evaluate all systems and procedures. Good support is provided to staff who are motivated to carry out their roles effectively.

Our findings

4.1 How effective is leadership?

The leadership provides clear information about the service. There is a statement of purpose which sets out the nursery's aims and objectives and includes facilities and activities offered. This provides parents with a clear indication of what the service is about and whether it is suitable for their children. The parent information pack includes additional information on policies and procedures for the service. Record keeping is organised, evidenced by the policy file which contained key policies such as safeguarding, inclusion, equality and medication. Working documents and records were up to date, for example, the attendance register and accident and incident records. Other records such as contracts and permission slips are organised and complete. Information about children is gathered as part of the registration process so that the nursery has key information about children's preferences and routines prior to their attendance. There are some Welsh speaking practitioners at the nursery but the service does not provide the 'Active Offer' in relation to the Welsh language. We recommended that they update policies, including the medication policy, with information on the procedure in the case of a child becoming unwell whilst at the nursery or in an emergency. They also agreed to ensure documentation is dated for auditing purposes when updated.

Overall, parents can be assured that the leadership maintains effective records to benefit children attending the nursery.

4.2 How effective is self evaluation and planning for improvement?

The person in charge has developed effective procedures to plan for service improvements. We saw that information was sought from parents, children and staff about what they think about the service and that feedback is encouraged. The quality of care report has been sent to CIW and the required online Self Assessment document has been completed. We saw a number of parent and children feedback forms that were very positive and reflected satisfaction with the service. There is a complaints procedure in place. No complaints have been received.

There are effective systems in place to support service improvements.

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

The management of the service's staff and other resources is effective. We discussed the recruitment process of staff and looked at all the documents which demonstrated the suitability of the current staff. We found that the necessary documents were in place including up to date Disclosure and Barring Service (DBS) checks and

references. We found that the staff group is experienced and skilled and that they clearly understand their roles and responsibilities. They receive individual supervision meetings from the person in charge where they are able to reflect on their practices and discuss any development needs.

Managers provide effective support to staff.

4.4 How effective are partnerships?

The service works well with parents to develop trust and clear communication. Systems are in place to identify the individual needs and preferences of children. Parents also use email and text to regularly discuss their child's needs with the service. The service ensures that all children are settled well into the service and arranges staggered days where they can attend with and without parents until they are ready to stay alone. Regular newsletters are issued to keep parents up to date with all developments. Parents told us that communication systems are very good and that they value the 'lovely atmosphere and friendly staff'.

Valuable partnerships are maintained to maximise benefits to children.

4. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

4.2 Areas of non compliance identified at this inspection

We found that the service was not compliant with regulations in respect of risks in the environment .This was a matter of concern however the provider took immediate action and removed all risks identified.

5.3 Recommendations for improvement

- Staff to monitor the level of their voices when discussing personal care for the children;
- review and develop all planning for children's play in the toddler inside and outdoor areas of the nursery including the organisation and availability of resources. Ensure that children have access to a suitable range of developmentally appropriate toys and activities to maintain their interest and develop their skills;
- audit all resources and ensure any damaged items removed;
- review the current hand washing facilities in the toddler changing area of the nursery;
- increase the availability of Welsh and multicultural resources throughout the nursery;
- ensure documentation is dated for auditing purposes when updated;
- develop the current safeguarding records to include information on action taken in response to a concern for a child and
- update policies including the medication policy with information on the procedure in the case of a child becoming unwell whilst at the nursery or in an emergency and the behaviour policy in relation to information on the use of a 'Bear Hug'.

5. How we undertook this inspection

This was a full inspection of the service undertaken as part of our normal schedule of inspections. We also considered the contents of a complaint received regarding the leadership and management of the service.

- we made a visual check of the premises inside and outdoors;
- we spoke to children, parents, members of staff;
- we looked at the information held by CSSIW ;
- we looked at a wide range of records. These included the statement of purpose, risk assessments, health and safety documents and the safeguarding policy. We also looked at six staff files and six children's files and
- we gave the provider a number of parent, practitioner and children's questionnaires to gain feedback from service users. In addition we gave formal feedback to the RI, PiC and deputy manager.

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

6. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Jenine Gill
Person in charge	Gina Davies
Registered maximum number of places	104
Age range of children	0-5
Opening hours	7:00am-6:00pm Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	21 January 2016
Dates of this inspection visits	21 & 22 November 2017
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?	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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care.'</i>
Additional Information: None	