



Inspection Report

Springfield Day Nurseries Ltd @ Conwy

**Penmaen Road
Morfa
Conwy
LL32 8HB**



Date Inspection Completed

11/11/2022

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About Springfield Day Nurseries Ltd @ Conwy

| | |
|--|---|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | Springfield Day Nurseries Ltd |
| Registered places | 58 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 2 and 15 August 2018 |
| Is this a Flying Start service? | Click or tap here to enter text. Yes |
| Does this service provide the Welsh Language active offer? | This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture. |

| | |
|--|-----------------|
| <u>Well-being</u> | Poor |
| <u>Care and Development</u> | Poor |
| <u>Environment</u> | Adequate |
| <u>Leadership and Management</u> | Poor |

For further information on ratings, please see the end of this report

Summary

Children have some opportunities to have a say and express themselves through their play and learning. Most children are settled and enjoy attending and playing alongside their friends. Children are well mannered, and some opportunities allow them to interact effectively with other children and staff. Children' have limited opportunities to develop their independence and to further develop their individual skills.

Staff follow some policies and procedures that help to keep children safe and healthy. However, they need to ensure risk assessments they have completed themselves are implemented effectively in daily practice to ensure children are not put at unnecessary risk of harm. Staff sometimes interact well with the children, but this is not consistent, and opportunities are missed that would ensure children's needs are fully met and language and communication skills are effectively supported.

The environment is secure, and some risks are identified. However, these are not always managed effectively. There is a suitable amount of space available for children to access indoors and outside. The environment is equipped with some suitable resources. However, there is a lack of effective and purposeful areas of learning and availability of natural resources.

People who run the setting have policies and procedures in place and a suitable statement of purpose. People who run the setting ensure they have regular supervisions and appraisals with staff. However, they do not ensure there is a suitable number of qualified staff caring for children at all times. This results in children not always receiving appropriate care or safe supervision. People who run the setting do not always ensure there is a suitably qualified person left in charge to manage the setting on a day to day basis. We consider these issues to be serious matters and therefore, we have issued priority action notices and expect the responsible individuals to take immediate steps to address these and make improvements.

Well-being**Poor**

Children have some say in what they do and how they spend their time and can freely play with items and resources staff have provided for them. However, children do not always have access to items that allow them to follow their own interests. Older children have some say in activities they would like to participate in, but these are planned by staff. Children's interests and needs are not always appropriately considered when staff plan activities and resources. Children sometimes communicate and express themselves, however younger children, whose verbal skills are not as developed, are not always understood, and responded to appropriately by staff, resulting in children becoming uninspired to take part in activities.

Children are generally settled and enjoy playing alongside their friends. For example, the two-person trike was very popular outside, and children enjoyed taking their friends for a ride around the outdoor space. Children arriving from school were keen to join their friends in the play activities available outside. Children form relationships with some of the staff and separate well from their parents.

Most children learn to be well mannered, saying please and thank you at lunchtime, with only some reminders from staff. Children are aware of some of the routines and rules at the setting. However, rules are not always reinforced effectively by staff to ensure children fully understand the expectations, leading to them accessing areas where they are not allowed. For example, accessing areas identified as being unsafe when playing outside. Older children enjoy interacting and chatting to each other during routines such as lunchtimes and when playing. However, younger children are not always confident or given the appropriate encouragement to interact. For example, a child sat at the adult led activity table, watching what the other children were doing. They were not encouraged or supported to express themselves if they wished to join in with the activity.

Some children enjoy their play and learning experiences, especially when outside. Children laughed and there were lots of excited squeals as they played a game of "the floor is lava" together. Older children were keen to share what they had been doing, telling us they had been playing with the playdough and doing painting earlier that morning. However, some children are not inspired to fully enjoy and engage in the activities provided by staff. This results in some displaying unwanted behaviour and some not being actively involved or encouraged in a play or learning experience.

Children have some opportunities to be independent. Their belongings are stored so they are freely accessible and those who are able can feed themselves. Children have free access to resources that have been set out for them by staff but access to free choice activities are limited or not as freely accessible. For example, a child was trying to get a resource they were unable to reach, but no attempt was made by a staff member to provide this to reach it.

Care and Development

Poor

Staff implement most policies and procedures effectively. They understand the process to follow should they have concerns about a child. Staff conduct and record regular fire drills, so they and the children are aware of how to evacuate the premises in an emergency. Staff complete appropriate registers for theirs and children's attendance. Staff are aware of some hazards and risk assessments prepared by the person in charge. However, these are not always implemented effectively, potentially putting children at risk. For example, there was a trip hazard outside the children's toilets that was seen by more than one member of staff, but this was not managed to prevent potential trips and falls. Staff are sometimes engaged in routines or organising activities that result in them needing to spend time away from the children and not supervising them appropriately.

Many staff implement effective procedures to help prevent the spread of germs. Staff follow an effective nappy changing procedure; hands are washed regularly, and tables cleaned at appropriate times. However, hand washing was sometimes completed too early before an activity. For example, when preparing to decorate biscuits, which lead to children touching items and playing with toys before taking part in the activity. Staff provide children with nutritious food choices to promote a healthy diet. Staff ensure there are opportunities for children to be active, by providing and planning access to the outdoors.

When staff interact with children, they do so in a way that is kind and caring. However, effective interactions are limited, and staff miss opportunities to promote speech and language. For example, during nappy changes some staff did not interact with the children or explain what they were doing and at lunchtimes some staff did not interact with the children as they were feeding them or helping them to feed themselves. This led to children not being clear what was happening and not being communicated with regularly. Staff are generally focused on routines and adult led activities, leaving little opportunities for them to become involved in children's free play. Staff praise children and celebrate their achievements appropriately. For example, children were praised when sitting nicely looking at books.

Staff plan some interesting activities related to a topic, and this is followed across the setting, with different activities planned for the age ranges. Some of the activities planned are suitable for the ages and stages of development of the children. However, this is not consistent. For example, we observed babies being given bingo dabbers to colour a picture, which they found difficult to use as their fine motor skills had not yet developed. Staff miss opportunities to extend children's learning and experiences. For example, children were given a red crayon and a printed picture of poppies to colour, but no explanation was given to the children as to why they were doing this, and no poppies were made available for them to look at which would have extended their understanding and learning. Staff provide suitable resources for the children to access and play with. However, there is limited

opportunity for children to be able to extend their play experiences or follow their interests due to the lack of freely accessible resources, areas of learning and natural resources.

Environment**Adequate**

People who run the setting ensure access to the nursery is secure and a detailed record of visitors is kept. The environment is well maintained, and most areas are suitable for the children. Risk assessments are completed on some of the areas and activities to ensure they are safe. However, some areas are not assessed appropriately, and management of the risks identified are not always implemented effectively. For example, the small climbing hill in the outside play space had already been identified as being unsafe for use by children, but children were still able to access. We also saw that the risk assessments inspected did not include the kitchen areas within the rooms and this was confirmed by people who run the setting.

People who run the setting provide sufficient space for children and suitable facilities including child sized toilets and a place to store personal belongings. Rooms are large, well decorated and display children's work. However, they are not utilised as well as they could be, as areas of learning to promote children's development were minimal and did not fully encourage children to follow their interests. Several different areas are available outdoors which offer different choices for children. The area covered by artificial grass provides a space for children to be active on bikes and balance equipment. The grassed area was not seen in use due to the weather. However, it is equipped with appropriate items to support children to develop their physical skills and learn about the world around them. Children enjoyed using the enclosed area with a swing and the outdoor all weather classroom was available for activities such as colouring.

People who run the setting have equipped the rooms with some suitable resources for the ages and stages of development of the children. For example, babies have access to sit on toys and resources that support them to pull themselves up and start to walk. The rooms used by older children have some areas of learning set up including a home corner and small world resources. However, the areas of learning are limited, and children have very little access to areas where they can use natural materials freely.

Leadership and Management

Poor

People who run the setting provide parents and carers with the information they need to make an informed decision about the care their child receives through their statement of purpose. Policies and procedures are in place and required documentation, such as children's records, are kept well organised and up to date.

People who run the setting review and undertake self-evaluation on some aspect of the service they offer. For example, extensive improvements have been made to the outdoors which include a swing and climbing apparatus. Fencing has also been erected to prevent children from using certain areas when the weather is not suitable.

People who run the setting ensure staff are supported through regular supervision and appraisals. However, the number of qualified staff currently employed at the setting falls way below the expectations of the National Minimum Standards for Regulated Childcare (NMS). This results in staff not always providing appropriate supervision of children, correct procedures not being followed, suitable activities not being made available and a lack of understanding of how to interact positively with children. We consider these to be serious matters and have therefore issued priority action notices and expect the responsible individuals to take immediate steps to address these and make improvements. People who run the setting have however, provided evidence on how they are working hard to recruit qualified staff and have provided us with explanations on why they are finding this a challenge. People who run the setting do not always ensure there is a suitably qualified person left in charge of the setting on a daily basis. We consider these to be serious matters and have therefore issued priority action notices and expect the responsible individuals to take immediate steps to address these and make improvements. People who run the setting have however provided evidence they have deployed a suitably qualified and experienced member of their staff team to act as the person in charge at this setting.

People who run the setting and staff keep parents updated on their child's development and experiences using the newly introduced APP. People who run the setting use outside agencies to support them in providing extra activities that benefit the children. They develop positive links with the local community by offering parent and baby groups.

Recommendations to meet with the National Minimum Standards

R1. To make more natural materials freely available for the children to access.

Summary of Non-Compliance

| Status | What each means |
|---------------------|---|
| New | This non-compliance was identified at this inspection. |
| Reviewed | Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection. |
| Not Achieved | Compliance was tested at this inspection and was not achieved. |
| Achieved | Compliance was tested at this inspection and was achieved. |

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

| Regulation | Summary | Status |
|------------|---|--------|
| 8 | The Responsible Individuals may be placing children at risk of harm as the appointed person who is regularly in charge of the setting does not have the relevant qualification or experience necessary to manage the service. | New |
| 27 | The Responsible Individuals have not ensured they have regard to the statement of purpose and the number and needs of the relevant children in relation to safeguarding, promoting their health and welfare, and having a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children. | New |
| 25 | The Responsible Individuals had not ensured the risk assessments undertaken by the person in charge were effectively implemented. | New |

| | | |
|----|--|-----|
| 20 | The Responsible Individuals have not made proper age appropriate provision for the care and supervision of children. | New |
|----|--|-----|

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

| Area(s) for Improvement | | |
|-------------------------|--|--------|
| Regulation | Summary | Status |
| N/A | No non-compliance of this type was identified at this inspection | N/A |

| Ratings | What the ratings mean |
|------------------|--|
| Excellent | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being. |
| Good | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being. |
| Adequate | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children. |
| Poor | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice. |

Date Published 06/01/2023