



Inspection Report

Saplings Children`s Nursery

**Saplings Children`s Nursery
Wrexham Technology Park
Wrexham
LL13 7YP**



Date Inspection Completed

23/06/2022

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About Saplings Children`s Nursery

Type of care provided	Children`s Day Care Full Day Care
Registered Provider	Saplings (Wrexham) Ltd
Registered places	71
Language of the service	English
Previous Care Inspectorate Wales inspection	11 May 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children settle well and have plenty of fun as they take part in exciting opportunities. They make some choices about how to spend their time at the setting and interact well with their friends, staff and visitors. Children make good progress in all aspects of their learning and development. They receive warm and responsive care.

Staff have a good understanding of how to keep children safe and healthy. They are professional and provide safe and nurturing care. Staff plan for a wide and interesting variety of activities, which promote play and learning. They keep suitable records of children's progress.

The environment is clean, welcoming, and well organised to support children's play and learning. A good range of indoor and outdoor resources promote their all-round development.

People who run the setting provide appropriate support to staff. They encourage them to develop in their role and complete additional training. Policies and procedures are comprehensive and robust. People who run the setting work well in partnership with parents and external agencies.

Well-being

Good

Children have some opportunities to make decisions and choices. For most of the time, they fetch toys for themselves but occasionally we saw staff setting out equipment for them, based on the children's favourite activities. Children express themselves well and chat about what they like to do. Babies and those children with limited communication skills, use non-verbal cues and sign language successfully to gain a response.

Children are happy, feel valued and enjoy being in the company of others. They have opportunities to meet all staff and other parents at fun days, and special events such as graduation ceremonies. Children form positive friendships with those looking after them and other children attending, of all ages. Knowing others well helps children to feel safe, secure and content. Children follow routines well and are happy at snack and mealtimes and when helping to tidy up. They settle down to sleep quickly. Children have a good sense of belonging because they feel welcomed at the setting, have somewhere to keep their belongings and can see their photographs and artwork displayed on the walls.

Children learn to respect each other and share spaces and resources well. They have opportunities to play alone or with others. Younger children are happy to explore their playroom, picking out toys to play with and sharing them. Children learn to take turns and are polite. For example, when outdoors all children waited patiently to be handed an ice lolly, most used good manners and said "thank you" or "diolch."

Children thoroughly enjoy their play and learning. They wave their hands, smile and obviously enjoy their time with the 'Music Man'. Children benefit from a good variety of age-appropriate activities in each room. They are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. They also benefit from a range of adult led activities, such as story time. Children have regular opportunities to be active and get fresh air, playing outdoors for most of the afternoon. Using the water sprinkler, playing with construction sets and small world toys, in the shade of the trees.

Children learn self-help skills and are encouraged to carry out tasks independently, which help prepare them for attending school. We saw young children being encouraged to feed themselves and find their water beakers when thirsty. Older children have learnt to prepare their own snacks, wash their hands independently and use the toilet without support.

Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding and first aid training and effectively implement the setting's policy and procedures should they have concerns about a child. Staff record all accidents and incidents in detail; parents sign and receive a copy of each accident report relevant to their child. Those who run the setting introduce additional policies and procedures when needed, for example an asthma and more recently a social media policy and procedure. The setting has 'Tiny Tums' accreditation and a 'Gold Award' for 'Designed to Smile'. Consequently, a varied and healthy snack/meal menu is in place. We saw children enjoying soft cheese and crackers and fruit at snack time, and chicken curry and rice at lunchtime. Drinking water is always available on trays throughout the day. There are robust systems in place to manage children's food allergies, and individual dietary requirements. Staff, visitors and children are aware of how to leave the building safely as evacuation procedures are displayed in each room, and regular fire drill practices are carried out. Staff ensure children wear sunhats and apply sun cream before venturing outdoors and offer the children ice lollies to keep them cool. Shaded areas in the garden are available at all times of the day.

Staff interact in a kind and caring manner with children. They are responsive and nurturing, which means children approach them with ease. One child sat on a staff member's lap throughout the music session; staff were aware of the child's preference to be close to someone when there were visitors to the setting. A child was celebrating their first birthday and staff ensured the Music Man included their celebration in the session. There is a comprehensive behaviour management policy, promoting positive strategies. We saw staff implement this skilfully, using gentle tones, distraction methods and lots of praise to reinforce positive behaviour.

Staff provide consistent care to children. Children's learning and development is promoted through play-based learning. Staff plan a range of play experiences that appeal to children's interests and routinely use circle time to develop children's understanding of the weather and days of the week. Staff carry out regular observations of children's play, to identify their stage of development and plan for their progression. They are sensitive to the needs of those with 'Additional Learning Needs' (ALN) and receiving one to one support. Room supervisors welcome parents and support all new registrations in their rooms. They manage transitions into the nursery ensuring they can and do meet children's individual needs and preferences. Staff keep digital records of children's learning and development and share this information with parents. Welsh is promoted well, with staff in the 'Chestnut' room, where toddlers were heard singing rhymes and counting in Welsh.

Environment

Good

The environment is safe and provides ample space for children to play and learn. A secure entry system to the nursery is in use, and visitors are asked to sign in and show identification. Rooms currently in use are 'Willow' for the under twos, Chestnut for the two- to three-year-olds and Beech for the three- to eight-year-olds. There is an extensive range of risk assessments in place for all areas and specific activities such as outings and outdoor play. More frequent cleaning and handwashing has been introduced post pandemic, and only essential visitors currently enter the setting. Highchairs are immaculately clean and fitted with five-point harnesses. Routine maintenance checks for the building and appliances are undertaken. Registers are accurate and evidence the time children spend at the setting. The supervision of children is good.

The environment is clean, well decorated, ventilated and maintained. It provides a safe, bright, and spacious areas for children to explore. Children can access most toys and resources with ease, which supports their independence. Windows are opened to circulate fresh air around rooms. Sleep areas have fans in place, and where applicable doors are open to allow for free flow access to the outdoors. Soft furnishings in each room ensure children have places to sit quietly and to rest. The outdoor play area is safe and secure. It offers play opportunities for children, including a grass slope on which to play and roll, and further grassed areas and trees under which to sit in shade on a sunny day.

Regular cleaning of toys and equipment is undertaken, which is especially important during the current pandemic. There is a wide range of quality resources for all ages of children. For example, children enjoyed the water sprinkler outdoors on a hot day. Children have a mixture of ride on toys, and large play equipment outdoors. Each room has good quality and suitably sized furniture and resources to support children's learning and independence. For example, child sized table and chairs, coat pegs and baskets for storing their belongings. There are a suitable number of children's toilets and nappy changing facilities available. Liquid soap and paper towels are easily accessible.

Leadership and Management

Good

Leadership and management of the setting is effective. The responsible individual is also the person in charge/nursery manager. She is supernumerary and has a deputy who takes on her role if she is not in the nursery and a cook who also takes on a supernumerary role during the day to assist. The responsible individual is fully compliant with Regulations and consistently exceeds the National Minimum Standards. There is a clear statement of purpose providing parents with accurate information about how the setting runs. Detailed, regularly reviewed policies and procedures are in place, however some still referred to CSSIW but were amended during the inspection. Complaint procedures are followed meticulously when formal situations arise, and extensive records are kept of communications with parents.

People who run the setting plan effectively for improvement. They continually self-evaluate, and seek feedback from parents, staff and children. The quality-of-care report reflects this information and sets out clear actions for development.

People who run the setting value their staff. Staff files are of a good quality and all relevant checks are carried out to ensure staff are suitable to work with children. The nursery cook also acts as a supernumerary member of staff providing assistance to the manager. Staff teams in rooms are consistent as the responsible individual wants to ensure children get to know them well. Staff are quick to offer support to other rooms when it is needed, for example an apprentice was asked to help a staff member set up equipment in the garden as some staff were busy feeding babies. Contact between rooms is supported by the use of internal phones. All staff receive regular informal chats with their room supervisor; however this is not always recorded. The nursery has a mature workforce, and approach each other and managers with ease to ask for training and to discuss any concerns they may have. Annual appraisals enable staff to identify their strengths and areas for development. Recent training for pre-school staff included dental health education and cross infection procedures.

The setting has established relationships with parents. Parents of younger children receive a written record of their child's day and parents of older children receive verbal feedback at the end of their child's session. In addition, staff share photographs and information on children's progress with parents via an App.

Recommendations to meet with the National Minimum Standards

R1 to consider the impact of the new 'Curriculum for Wales' on play and learning at the nursery.

R2 to record the attendance of the responsible individual and cook because of their supernumerary positions. This will evidence when they are present at the nursery.

R3 to ensure apprentices are included on staff registers and all staff consistently sign in and out when moving from room to room.

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 22/08/2022