



Inspection Report

ABC Pre-school Nursery

**7 & 9 Castle High
Haverfordwest
SA61 2SP**



Date Inspection Completed

12/07/2021

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About ABC Pre-school Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Victoria Christie
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	16 May 2017
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. However, there is some use of Welsh, such as some bilingual signage and singing Welsh songs. The registered person has identified the use of Welsh as an area for improvement and is seeking support to improve this.

Summary

Children are very content and well-settled at this nursery. They have fun and they are very engaged in their play. They have positive interactions with the nursery staff and their peers.

Nursery staff keep the children safe and they support them well to develop their skills. Staff create a calm and relaxing atmosphere and they ensure that children enjoy their play and learning.

The environment is highly suitable. Children are able to make regular use of the outdoor play area and all areas are well-resourced for their play and care. The environment is clean and staff and the people who run the service monitor it to ensure it is safe.

The people who run the service have a clear vision for a nurturing service and they place the children at the heart of all they do. They thoughtfully manage the staff team and ensure that all involved in the service feel valued. They continually review the service and make changes where necessary.

Well-being

Children are very happy, relaxed and confident at the nursery. Children arrive at the nursery happily and part from their parents confidently nearly all of the time. They approach the staff to share their news and to play with them. They smile, laugh and have lots of fun. Children know that their voice is important because the nursery staff show they are listening and give them positive responses.

Children interact well with others. Most children show thought for others. They are happy to share, sometimes with prompting, and they are developing further understanding of being kind to others. For example, a child reminded the nursery staff that another child should be at the front of the line to go outside because that child was the 'helper' for the day.

Children are very excited and engaged in their play. Nearly all children of all ages show interest and excitement in the activities they do. For example, younger children joined in enthusiastically with a music and movement session, with one child saying "Dancing!" excitedly when they realised what their next activity was. Older children were very engaged in a water play activity and showed awe and wonder at the snails they found in the outdoor area. A child took a member of staff's hand and said, "I want to show you something... the big one's still there!" Where a child was not engaged, a member of staff gave extra support and encouragement.

Children have regular opportunities to develop a range of skills, throughout the day, during free play and adult-led activities. They have good opportunities to develop their communication skills. For example, older children named a range of sea creatures while playing in the water and talked about visits to the beach. They also have good opportunities to develop their physical skills through regular play in the outdoors and they develop their mathematical skills naturally through their play with support from the nursery staff. For example, they counted the animals they collected from the water and talked about the size of the snails they found.

Care and Development

Nursery staff create a calm, welcoming and positive atmosphere at the nursery. They work well together to meet the needs of the children and they support children well to interact positively and thoughtfully with others. They give regular, meaningful praise, such as “good girl, sharing” and they use consistent, clear reminders about behaviour expectations, such as reminding children to use “kind hands”. They talk to children at their level, giving them their full attention and responding positively. For example, when a child showed a member of staff a snail, she showed great interest and used it as a learning opportunity. Nursery staff implement a programme designed to improve social skills and although this is a fairly new initiative within the nursery, it is showing early improvements in the children’s skills.

Nursery staff keep children safe, on the whole, by following the nursery’s policies and procedures most of the time. For example, they followed the nursery’s Covid policy by washing their hands regularly and wiping surfaces often. When changing nappies however, although staff generally followed the nursery policy by wiping the mat down after every use, wearing an apron and washing their hands, a staff member did not wear gloves. Not all staff were aware that they should be wearing gloves for every nappy change to comply with the policy. All staff have up to date training in safeguarding children and all staff we spoke with were confident on the safe procedures to follow in most hypothetical safeguarding scenarios. However, not all staff were fully clear on the procedures to follow should there be an allegation against a member of staff. Both the registered person and the deputy manager have booked to do a level 2 safeguarding course in the near future. The people who run the service confirmed that all staff have paediatric first aid training. They follow appropriate procedures when children have an accident. They collect suitable information about children’s medical needs, on the whole, although further detail was needed in relation to a child’s specific medical needs at the time of our visit. The nursery staff sought this information immediately after our visit.

Nursery staff have good knowledge of child development. They plan suitable activities to develop a range of skills and they support children well in their play. All staff have a relevant child care qualification. They plan together as a team and ensure that they target a range of skills. The staff team complete regular observations on the children’s progress and set targets for the next steps in their development. They are also mindful to follow children’s interests and give children a voice in their activities. For example, when a child mentioned a visit to a beach, they developed a conversation about what a child had seen on the beach and included other children. The nursery staff used a little Welsh, such as singing a song in Welsh. They had also introduced a ‘Welsh word of the week’ for older children, although we did not see this in action at the time of our visit, as this was on a Monday morning before they had introduced the word.

Environment

The people who run the service have made a number of improvements to the nursery environment which benefit the children. They have reorganised the indoor area so that children have easy access to a range of resources and they have built in a role play area which can be adapted to the changing theme. During our visit, they were using this as a beach café to fit in with the 'Under the Sea' theme. They have also separated an area of the room used for children under 2 so that the youngest children can crawl and explore safely. The people who run the service have arranged for an extra section of the outdoor play area to be resurfaced with tarmac. This allows the children a larger area to use in inclement weather.

The people who run the service provide a highly suitable environment for the children. They provide all of the facilities that children need. There is a separate nappy changing area, a sleep room for children to sleep undisturbed, easily accessible toilets and hand wash basins. The people who run the service provide a clean and airy indoor environment and they make good and regular use of the outdoor environment. Older children have easy access to the outdoor area and it allows free-flow play. Younger children also play in the outdoors at least once a day. The outdoor environment has a large area for children to run and play and is well-resourced with activity areas which are suitable for a range of interests such as water play, a music area, a mud kitchen and a pirate ship. They provide varied resources to suit different ages and interests. Resources that we saw were clean and in good condition. Staff told us that they immediately remove any items which are not in good condition to be fixed or disposed of. They also told us that the registered person is very proactive in ordering any resources that they identify are needed.

The people who run the service provide a safe environment for the children. They ensure they reduce or eliminate risks and that staff complete daily health and safety checks, taking action if there is any risk present. They ensure that the nursery is clean and they implement enhanced cleaning procedures in line with their Covid policy. The nursery has a secure entry system which protects against unauthorised entry.

Leadership and Management

The registered person has a clear vision for the service and shares this effectively with staff and parents. She is a passionate leader and puts the children's well-being at the centre of her planning and delivery of the service.

The people who run the service provide relevant information to parents in their statement of purpose and policies. They regularly review policies and ensure staff and parents have easy access to these. They communicate well with CIW and notify us when there are changes to their service.

The people who run the service have generally suitable record-keeping procedures in place. For example, they collect all relevant personal information about children and keep records of parents' consent for certain activities. However, during our visit, we found that there was not a system to keep a record of the most recent dose of medication given by parents and there was not a system for recording when staff were taking breaks and not responsible for the children. This was addressed immediately following our visit by amending the template records and meeting staff to update them on the appropriate procedures.

The people who run the service follow safe recruitment procedures. They complete all relevant suitability checks on staff before they start work. They have a suitable system in place for induction and appraisal of staff. Staff feel that the people who run the service support them well and value their views and ideas.

The people who run the service maintain a culture of continual improvement. They review the service regularly and thoughtfully, involving all relevant parties and make improvements to the service. For example, they have made improvements to the environment, adapted the service to comply with Covid guidance and are introducing a written report on children's progress to share with parents. They encourage staff to complete training which extends their knowledge and skills and they encourage them to share their learning with the rest of the team.

The people who run the service build good partnerships with parents. They use a nursery app to communicate regularly with parents about the service. They also use this app to give information about some areas of development and their child's day at the nursery. Parents who we spoke with were very happy with the service. They all agreed that they felt confident to raise any issues with people who run the service or staff and that the communication was good.

Recommendations to meet with the National Minimum Standards

R1. Ensure that staff have full understanding of all policies and follow these appropriately.

R2. Increase the use of the Welsh language at the service.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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