



Inspection Report

Chunky Monkeys Day Nursery

**Chunky Monkeys Day Nursery
Principality House
Brackla Industrial Estate
Bridgend
CF31 2BB**



Date Inspection Completed

02/02/2023

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About Chunky Monkeys Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Jungle Island CO Ltd
Registered places	107
Language of the service	English
Previous Care Inspectorate Wales inspection	2 October 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children enjoy their time at this nursery. They are happy and relaxed and form close relationships with each other and staff. Children enjoy taking part in planned or group activities as well as having good opportunities to follow their own interests. Most children learn and develop from the experiences provided.

Staff are calm and caring. They respond to children's needs effectively. They work well across the nursery to promote children's well-being and keep them safe and healthy. Overall, most staff engage with children well, they encourage children to choose what they want to do and provide them with interesting activities which promote their overall development.

People who run the service provide a safe, secure and welcoming environment. The interior layout of the nursery provides plenty of space for children to play and offers a good variety of age-appropriate furniture and play and learning resources. There are well resourced outdoor play spaces.

Overall, people who run the service ensure they manage the nursery appropriately. They have policies and procedures in place to support the smooth running of the nursery. They develop good partnerships with outside agencies and positive relationships with parents and carers. They are committed to providing a quality service.

Well-being

GOOD

Most children make purposeful choices and move freely around the service confidently. For example, older children choose to use the role-play resources in the home corner and make their choices known at snack time. For example, they tell staff that they want more water.

Nearly all children are settled and cope well with separation. They have formed good bonds of attachments with staff. Children who are unsettled receive support and reassurance for staff. For example, we saw a few children being comforted by staff both on arrival and when they were tired.

Most children interact appropriately. Older children like the social occasion of mealtimes and practice good manners. Younger children are learning to be kind to their friends and to share toys and resources. Many children feel a sense of achievement and pride when they succeed in activities, such as when they complete a link train track and run a car along it. Some children express themselves clearly using words and phrases, whilst others communicate their needs and preferences using non-verbal clues such as pointing to what they want.

Most children enjoy and are interested in their play. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement when choosing prompts from the song sack. They shriek with delight as they sing their favourite nursery rhyme. Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff. During imaginative play, older children enthusiastically created a boat on a river from large wooden construction pieces and a large blue sheet of material. They listen to instructions well, for example when they join in with music and movement songs. Younger children enjoy exploring their room and freely choosing the resources available to them. They babbled happily with their friends whilst in the ball pool.

Most children learn and develop their independence skills appropriately. Older children complete self-registration on arrival and happily take responsibility for storing their belongings. They hang up their coats and know where to place their lunch bags. Older children complete self-care tasks themselves. For example, they wash their hands at appropriate times and get tissues to wipe their nose. They are eager learners, they enthusiastically contribute at circle time, explore the sand tray, enjoying the sensation of the sand on their skin. All children successfully enjoy the pre-school yoga session. Younger children attempt to do things independently, such as feed themselves, with some support from staff. Younger children are beginning to learn about colours and numbers and enjoy craft activities and role playing with staff.

Care and Development

GOOD

Staff promote children's health and safety well. They follow good hygiene procedures in relation to preparing and serving food and changing nappies. They encourage older children to independently follow good hygiene practises and support younger children with their hand washing before meals. They have good policies and procedures in place to support staff to safeguard children. Staff have a sound knowledge of safeguarding procedures and know what to do if they have any concerns. People who run the service provide food that is mostly healthy and have a three week rotational menu in place. Staff follow an appropriate system to manage children's allergies, dietary needs and children's preferences are catered for.

Overall, most staff manage interactions with children successfully and follow the services' behaviour policy well. They communicate with children in a friendly manner and create a calm and relaxed atmosphere. They praise children for their efforts and good manners. They are positive role models for children and most interact purposefully with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills. Staff ensure that babies have opportunities to socialise in small groups at snack time. Most staff promote the use of the Welsh language to develop children's use and understanding of the language but do not always do this consistently throughout the service.

Overall, staff promote children's learning and development well. They are currently introducing and preparing to deliver The Curriculum for Wales to older children. Overall, they focus well on the interests of the child, their individual needs and development especially in the older section of the nursery. For example, some staff were enthusiastically involved in children's imaginary play and shared sustained thinking. They extend children's learning showing an interest in their creation, asked questions and supported them to achieve their goal. However, this practise is not always consistent with younger children. Staff meet younger children's individual needs well, for example, staff cuddle young babies who are bottle fed, change nappies when required and follow their sleep pattern. Staff note children's comforters and preferences on the room display boards for easy reference. They provide suitable and sensitive support for children who may have additional learning needs. Staff record observations of all children's learning and development and plan learning experiences that build on children's next steps and support their progress.

Environment

GOOD

People who run the service ensure that the environment is suitably safe and secure for children. There are effective risk assessments, including daily checks for the environment as well as routine safety checks, such as a heating test certificate. Visitors cannot access the nursery unless admitted by a staff member and all visitors sign in upon arrival and out on departure. The premises are clean, and all staff practise excellent hygiene procedures. They regularly clean toys, wipe down tables before serving food and wear appropriate protective clothing. The toilet and nappy changing facilities are clean, and staff follow guidelines to promote children's privacy and dignity. People who run the service ensure they regularly complete fire drill practices. Since the last inspection they have revised how they record the practices to include the number of children present.

People who run the service ensure the premises are warm and welcoming. They provide dedicated spaces for the different age groups which are effective environments for children to play and learn. There is also a sleep room that provides additional space for babies to sleep undisturbed, which is equipped with cots and pushchairs. The outdoor area is stimulating. It is easily accessible and well-resourced which enhances the provision and supports children's physical development well. All children can access the outdoor space and those who did enjoy their time outdoors, however, babies did not access the outdoor area during the inspection visit, staff told us that this was due to their routines.

People who run the service provide an extensive range of developmentally appropriate toys and resources that engage children well. All resources are very clean and well-maintained. They incorporate natural and sustainable materials in children's play effectively. They encourage active learning well, such as messy play, which encourages children to experiment and be imaginative. For example, older children use playdough, corks, and wooden blocks. The resources are stored at low level so that children can access them and make choices independently. Most storage is labelled with bilingual signage; however, this is not always consistent throughout the service. There are sufficient play materials to promote cultural awareness and diversity effectively. For example, they had celebrated Chinese New Year with colourful displays in each room. This ensures that children gain an appropriate understanding of the world they live in. Furniture, resources and equipment are age appropriate, suitable and of good quality.

Leadership and Management

ADEQUATE

People who run the service continue to take appropriate steps to ensure they comply with regulations and the national minimum standards. They have a statement of purpose in place, which accurately reflects the way they run the nursery. They have satisfactory policies and procedures which staff follow closely, such as confidentiality, complaints and supporting children with special education needs policies, which the responsible individuals review annually. Documentation and records in relation to children, are thorough although, some records, for example, the registers are completed in pencil and are not entirely clear which staff members are caring for which children at the beginning of the day. While no immediate action is required, this is an area for improvement and we expect the provider to take action. Prior to the publication of this report, the responsible individual notified CIW that a revised system is now in place.

People who run the service continually strive to develop the quality of the childcare they provide and are committed to delivering a good quality service. People who run the service continue to work with staff to bring about positive improvements to their service. They are currently in the process of completing the self-assessment of service.

People who run the service do not always consistently follow a robust recruitment process. Some suitability checks had not been fully completed on new staff, which include students and volunteers. DBS information was not available for one responsible individual. Prior to the publication of this report, the responsible individual confirmed that the missing information for new staff was now in place. The responsible individual confirmed that suitability information for students had been checked but no record had been made on file. While no immediate action is required, this is an area for improvement and we expect the provider to take action. People who run the service ensure new staff have induction training and keep staff up to date with core training such as paediatric first aid, safeguarding and food hygiene when needed. Some staff have completed additional training courses for example, speech, language and communication, promoting positive behaviour, food allergy and autism awareness. All staff hold the relevant childcare qualification. They have an appropriate system for supervision and appraisal to support staff in their roles. Staff spoken to said they enjoy working at the nursery and feel well supported.

The people who run the service have good partnerships with parents/carers. They provide verbal, written and electronic information to them about their child's time at nursery. We heard staff and parents share information in the foyer at collection and drop off time. Staff told us that they share any sensitive information privately. People who run the service are proactive in accessing support and seek advice from outside agencies such as the local authority and speech and language therapists. They offer one to one support when necessary. They have good links with the community, visit local attractions and fundraise for various charities.

Recommendations to meet with the National Minimum Standards

- R1 Ensure staff promote greater learning and development opportunities (to include outdoor play) for the younger children of the nursery.
- R2 To further develop the use of the Welsh language with younger children as it is underdeveloped in this area of the nursery.
- R3 To consider how they deploy staff to ensure consistent practise across all areas of the nursery.
- R4 Ensure registers are completed in ink.

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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28	The provider must ensure that full and satisfactory suitability/recruitment information is available for each adult caring for children.	New
30	The provider must keep a clear record of which staff care for children at any one time.	New

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.

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