



## Inspection Report

**Newry Juniors Ltd**

**9 - 11 London House  
Boston Street  
Holyhead  
LL65 1BW**



**Date Inspection Completed**

30/06/2023

## About Newry Juniors Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Newry Juniors Ltd
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	26 October 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promote the use of the Welsh language and culture.

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<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Excellent</b>

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

## **Summary**

Children are very happy and settled at the setting. They are highly motivated to make decisions about how they spend their time at the setting. They are very comfortable to share their views and needs with staff, with whom they have formed positive relationships. Children thoroughly enjoy the activities available to them and have made strong friendships with their peers. This enables them to learn effective social skills such as sharing and turn taking.

Staff are caring, nurturing and are extremely confident in their duties in respect of keeping children safe and healthy. They know children well and speak to them in a warm and friendly manner, encouraging positive interactions by being excellent role models. Staff carefully plan a variety of stimulating play experiences for children, which helps them to thrive. They communicate exceptionally well with parents and place high emphasis on children's individual preferences and needs.

People who run the setting ensure all areas used by children are safe and welcoming. Toys and resources are of good quality and provide plenty of opportunities for children to learn and develop their skills. People who run the setting ensure there are plenty of opportunities for children to explore natural and recycled materials.

People who run the setting are committed to ensuring the service is managed effectively. They share their enthusiasm and vision for the service with staff effectively, helping them to feel confident and supported at all times. People who run the setting strive to provide an excellent quality service to children and families. They have formed strong partnerships with parents and the local school in order to ensure children flourish and thrive.

**Well-being****Excellent**

Children are extremely happy and settled at the setting. They have formed close bonds with staff and feel highly confident to approach them for cuddles and reassurance when they need it, knowing that this will be provided promptly and without question. Children move freely around the available activities and are highly motivated to choose how to spend their time at the setting. Children's individual preferences are respected throughout their time at the setting. For example, children can sleep whenever they are tired and not at set nap times and children are free to join structured activities in their own time.

Children clearly feel secure in their surroundings. They are confident to approach visitors to talk about what they are doing. They are highly confident to express their wants and needs to staff, knowing that their wishes will be respected. For example, when children told staff they did not want to brush their teeth at the same time as the other children, staff supported them to engage in other activities and helped them to brush their teeth when they were ready. Nearly all children are extremely eager to share their achievements and involve practitioners in their play as they know they will respond with enthusiasm.

Nearly all children interact well together and have formed strong friendships with other children. For example, children worked together well to create ice creams while playing imaginatively in the outdoor area. They helped each other scoop the shaving foam into the cones and choose which sauce and sprinkles to place on top, chatting animatedly together about what they were doing. Most younger children co-operate well with each other during play and respond positively to staff instruction. For example, while exploring sensory materials set out in the tray, the babies happily shared the resources and enthusiastically showed their friends when they mashed the cereal with their hands, creating sand. They smiled and chattered happily together and cheered as their friends copied their actions.

Nearly all children are highly motivated to explore their environment and thoroughly enjoy taking part in the activities on offer. For example, a group of children enjoyed taking part in a yoga and movement activity, calling out to show each other when they created different shapes with their bodies and walked like different animals. Another group of children enjoyed spending time experimenting with water in the outdoor play area. They had lots of fun trying to fill the squirty toys with water and spraying the water toward a target on the fence. Lots of laughter, cheering and happy chatter ensued during these activities as children excitedly show staff and their friends what they are doing.

All children are encouraged and supported to do things for themselves. Older children complete self-care tasks independently, with support provided if needed. They also help to dish out snacks and collect plates and aprons when everybody has finished eating. Babies are able to practise self-feeding during lunch and snack times with plenty of time and space given to do so independently. All children are able to lead and direct their play and choose resources as they wish as toys and activities are set out in a way that enables children to access them easily and independently.

## Care and Development

Excellent

Staff are extremely confident with regards to their duties to safeguard children; they have all received training on safeguarding children and their knowledge is also updated regularly during team meetings and staff supervision sessions. Staff we spoke with were very confident in the correct steps to follow should they have a concern about a child. Staff ensure that children know how to exit the premises quickly and safely if required by completing regular fire drills. Nearly all staff have current paediatric first aid certificates and accidents or incidents are recorded effectively and shared with parents.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. A wide range of healthy meals and snacks are available for children, including alternatives if children do not like the meal on offer. There are efficient systems in place to ensure staff are aware of children's individual dietary requirements so they can ensure children receive suitable snacks and meals.

Staff speak to children with warmth and affection. They provide comfort and reassurance when children need it and treat them with respect. They encourage positive interactions using highly positive and effective strategies, giving clear instructions whilst explaining to children when their behaviour was not appropriate. For example, when one child became over excited and a little rough while helping to take children's aprons after lunch, staff clearly stated they should be kind and gentle with their friends. The child quickly slowed down and helped to collect the rest of the aprons more gently and calmly. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities, and trying new things.

Staff know the children well and are able to respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of stimulating activities and experiences for children. Staff also conduct regular observations on children, and these are kept in the children's individual learning records. These observation notes are also used while planning weekly activities, where staff are able to include activities which target specific skills the children are currently working on. Staff have extremely effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting.

## Environment

Good

People who the setting prioritise children's safety and ensure staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign the visitors book on arrival and they ensure the premises, and the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. People who run the setting have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These are reviewed as part of an annual health and safety check completed by an external company. Any recommendations highlighted in this check are acted upon promptly by people who run the setting, ensuring all potential hazards are monitored and managed effectively.

People who run the setting ensure that all the areas used by the children are sufficiently spacious, very well-maintained and welcoming. All play rooms are well organised and attractively decorated. In the play rooms for younger children, activities are chosen by staff and set out ready for children to choose from. In the other play rooms, toys and resources are well organised in boxes and are stored at low level so children can choose from them independently. Furniture and resources in each play room are well thought out and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence. The outdoor play area provides a suitable range of opportunities for the children to explore and play to develop their imagination, including toys for water play, blackboards and jumbo chalk for mark making and tray tables used for sensory and messy play. This area can be easily adapted and set out according to the activities planned for each age group.

People who run the setting provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. They are clean and well-maintained, and detailed records are kept of when they are cleaned and checked. People who run the setting ensure children have plenty of opportunities to explore natural materials, multicultural resources, and Welsh resources for children to learn more about the world in which they live. For example, many of the toys are wooden and sand, water and sensory materials are available so that the children can play and explore. People who run the setting are starting to introduce a range of real-life objects and recycled materials in the pre-school room in order to promote the children's understanding of the world around them, with a range of recycled objects and toys in the role play areas. However, there were fewer opportunities for children to explore real-life objects in the other play rooms.

## Leadership and Management

Excellent

People who run the setting are enthusiastic and passionate about the service they offer. They share a clear vision for the setting with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the setting. All staff work together successfully to provide kindness, nurture and care for children.

People who run the setting have excellent arrangements for identifying strengths and areas for improvements. All staff are committed to improving the quality of provision and outcomes for children. For example, leaders regularly identify successes and updates that detail what they do well and what they want to develop further. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations.

Leaders make excellent use of staff and resources to support children's well-being, play and learning. Strong systems for appraisals encourage reflection and identify areas for improvement successfully. Staff are supported to continually improve their skills and to progress in their qualifications. People who run the setting ensure they continually exceed the required numbers of suitably qualified staff to care for children safely. Staff feel valued and supported due to continual and effective communication with people who run the setting, who are always on hand to help out, share information and support staff when they need it. People who run the setting promote well-being and practitioners' confidence in Welsh by encouraging all staff to use Welsh when they can and ensuring they can access training courses when they need them. They do not currently offer all policies and documents through the medium of Welsh, but are working towards doing so in order to provide the Welsh Government's Active Offer.

Excellent procedures are in place to keep parents and carers well informed about what their children are learning and how well they are progressing. Staff use a secure online application to share comprehensive information about children's time at the setting, as well as sharing reports and details about children's progress regularly. Staff also encourage parents to send photographs and observation notes about what the children have been doing at home. They use this information as a talking point for when they interact with children and print out the photographs to include in photo albums in the role play areas. Worthwhile visits to the local community enhances the setting's work. The setting has strong links with local primary school and works closely with the nursery teacher to help ensure a smooth transition for children and that their needs continue to be met effectively.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Continue to develop the opportunities for children to explore real and natural materials in their play, expanding this throughout all play rooms.
Continue to develop the use of Welsh throughout the setting, working toward providing the Active Offer in relation to the Welsh language.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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