



Childcare Inspection Report on

Orchard Day Nursery

**46 Clive Place
Penarth
CF64 1AW**



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Description of the service

Orchard Day Nursery is registered with Care Inspectorate Wales (CIW) to care for up to 36 children under the age of 12 years. It currently provides full day care for children aged six years and under. The Registered Persons (RP) are Justine Dobbs and Philip Dobbs. Justine Dobbs is also the manager/ Person in Charge (PIC) running the service on a day-to-day basis with the support of two deputies who manage the service in her absence. The nursery is open from 7.30am to 6.00pm, Monday to Friday. It is an English language service with incidental Welsh used during activities

Summary of our findings

1. Overall assessment

Children are happy, enjoy the care and play experiences offered. Staff know the children well and ensure they benefit from their time at the nursery. The staff team manages interactions effectively and children are supported appropriately. The environment is generally safe and secure and resources are suitable to meet the children's needs. Leadership is generally effective in most areas. The provider is receptive to advice and committed to make improvements to the service.

2. Improvements

Since the last inspection, the provider has continued with the maintenance programme for the premises, has replaced lighting throughout the nursery and refurbished the nappy changing area.

During the course of this inspection, the provider has made the following improvements:

- Reviewed and updated the Statement of Purpose;
- reviewed a number of policies and procedures including the child protection policy, behaviour management policy, medication policy and the toileting/nappy changing policy;
- drawn up a confidentiality policy and contacted the Information Commissioner's Office to seek advice regarding whether they are required to register with this Office;
- reviewed the Environmental Health Infection Prevention and Control Audit Tool;
- reviewed staff qualifications using the Social Care Wales Qualification Framework for Childcare;
- reviewed the Prospectus/Operational plan for the service and
- updated the electrical safety certificate for the building.

3. Requirements and recommendations

We made a number of recommendations that have already been addressed and are reported in the Improvements section above.

However, some recommendations are required in relation to further reviewing the confidentiality policy and reviewing the service regarding the General Data Protection Regulations (GDPR); drawing up an allergen policy and recording allergens that are present in food provided; making the annual review more robust and updating the knowledge of staff regarding the Prevent strategy.

Additionally, the provider has considered the recommendation in the last inspection report relating to installing doors on the toilet cubicles to ensure children's privacy and dignity when using the toilet. They have frosted the glass in the door leading to the toilet area and reviewed the toileting policy and have decided that current practice is appropriate and not therefore installed the doors. However, we recommend that doors on the toilet cubicles be installed.

1. Well-being

Summary

Children are secure, relaxed and happy and they enjoy coming to the nursery. They know the routines well, have good relationships with the staff and are learning to communicate their needs and feelings. Children have a voice and make choices within the routine of the day. They have access to a suitable range of experiences that develop their skills through play and they are learning to become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and communicate their needs. They were able to express themselves during their play by making choices and decisions from a good variety of interesting activities. All attempts at communication was valued by staff. Younger children who had limited vocabulary due to their age and stage of development were able to make their needs known using gestures and babbling and staff responded appropriately. For example, a child showed interest in the slide and a staff member promptly went to them and supported them to use the equipment. For much of the time, children were able to direct their own play and freely chose activities. They were confident in the way they approached staff. We saw a child leave the main group of children in the toddler room and try to access an activity cube. Staff noticed and supported them to play with it. Other children also approached and joined in. At lunchtime, children spoke about topics of interest in their peer groups whilst sat by the table. Halloween was a current interest and a child confidently talked about what they were going to wear. They were listened to by other children and who then also contributed to the conversation and staff joined in also.

Children have a voice and are confident to communicate their needs and wishes.

1.2 To what extent do children feel safe, happy and valued?

Children feel secure and happy. They are relaxed and have formed bonds of affection with each other and with staff. The children were confident and settled and we saw that most separated from their parents happily at the start of each session. Children who required additional support to settle were able to go to staff for reassurance as they wanted and then continue to play when they were ready. The children chose with whom they wanted to play with and moved comfortably from being involved in a group activity to playing quietly on their own. We heard children laughing and saw them smile when they were praised for helping or succeeding in an activity. Downstairs, children knew the play areas well and moved happily between rooms under staff supervision. They were clear regarding the routine of the day because staff provided them with good instruction and explanation of what was happening. They responded positively, smiling and lining up to transition between

rooms. Children's work was displayed around their base room, which gave them a sense of value and belonging.

Children feel safe, happy and valued.

1.3 How well do children interact?

Children are developing an understanding of how they should interact with each other and how to manage their behaviour. They are learning to share and take turns with other children and on most occasions, they were happy to do this. We saw young children playing on a slide and learning how to wait until it was free for them to go down it. Older children sat and enjoyed an activity where they were recognising pictures and patiently waited their turn to answer a question. Where minor disputes arose between children, for example over sharing of toys, staff talked to the children and helped them to find a solution to resolve the issue, supporting their understanding of how to interact successfully. Children routinely said 'please' and 'thank you' and responded to reminders from staff when they forgot.

Children interact very well, effectively socialising and playing with their peers.

1.4 To what extent do children enjoy their play and learning?

Children spend time on activities that interest them. The sessions are largely based around children's free choice but with activity plans in place to ensure that all areas of learning are covered. We heard children asking for a favourite activity and staff offering them choices that they knew certain children would enjoy and develop their individual skills. We saw children enjoying their success at moving things on the activity cube, and another excited as they pressed a button to make a toy play music. We saw children engage in an activity with flashcards and they smiled and laughed as they picked the right card. Children also sat and enjoyed looking at books and doing jigsaws, as well as building towers out of blocks and knocking them down. During our visit, we saw children playing together, laughing and smiling and staff joined in with their play, which enhanced the children's enjoyment and learning. One child started singing spontaneously and staff and other children joined in, making a relaxed and happy environment.

Children enjoy their play and learning very much.

1.5 How well do children develop, learn and become independent?

There are opportunities for children to develop skills, learn and become independent. Children are motivated to choose an activity they enjoy and with support, can concentrate for an appropriate amount of time. Children are encouraged to undertake some basic tasks independently, whilst staff provide support and assistance. The storage of resources, in the main, supported independent choice and the different activities such as painting, looking at books and construction activities helped encourage children to develop different skills. Children attempted to complete puzzles independently and sought instruction from staff

only when they required additional guidance and assistance. Children were supported to use the toilet facilities and wash their hands. They were also developing skills in dressing themselves after using the toilet and putting on their coats before going outside. At lunch time children were supported to put on their aprons and wash their hands and face. However, they were given food that was already plated for them and drinks that were poured by staff. Although they are developing skills to eat independently, they had no input into serving themselves, pouring their own drink or learning to decide on the size of portion they wanted. This would further develop their self-help skills.

Children learn and develop appropriately and they are encouraged to accomplish things for themselves. However, there were some missed opportunities for them to develop self-help skills at meal times.

2. Care and Development

Summary

Staff are appropriately qualified and experienced and most have worked at the service for many years. They implement the policies and procedures well to ensure children's well-being, although some improvements to policies have been made because of the inspection and these need to be fully embedded in the service. Interactions are managed effectively and positive strategies are used to support children's social development. There is no formal keyworker structure but staff work consistently in nursery units and know the children very well. They have the children's welfare and happiness at the centre of all that they do. Relationships are warm and mutually respectful, creating a calm and inviting environment in which children can play and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There is a child protection policy and nine of the 20 staff have attended a course in safeguarding in the last three years. The provider told us that she regularly provides updates in team meetings for all staff. However, she had not attended safeguarding training in the last three years and was not sufficiently knowledgeable regarding the Prevent Strategy. This is an initiative placing responsibility on childcare providers to report any concerns they have regarding children being drawn into extremism. Following our discussion, the provider sought out information regarding Prevent and updated the child protection policy. Staff we spoke to were clear regarding the referral process in the event of having any concerns regarding children's welfare. The cook takes pride in the healthy menu and was aware of the Welsh Government nutritional standards. Meals are freshly prepared. Other staff who may be involved in serving food have a food hygiene qualification. There are systems in place to ensure that food is provided safely and that children with allergies or dietary requirements receive appropriate food. However, there was no system in place to record allergens in food provided. The service had received a 5* rating at the last Environmental Health inspection of the kitchen and toilet/nappy changing areas. We saw staff encourage children to develop good hygiene habits such as hand washing. Staff ensure children get fresh air and exercise daily in the rear garden. There were routines for nappy changing which were carried out as needed as well as part of the daily routine. We discussed how children's privacy and dignity were ensured due to the lay out of the nappy changing and toilet facilities and the provider had completed a review of the facilities following the last inspection. They have drawn up a policy to reinforce the toileting practise already in operation. Staff spoken to and observation of practice showed that they were careful to make sure children were not in view whilst having their nappies changed or using the toilet.

There is an accident policy and overall, accidents were documented appropriately, although detail in recordings varied. None of the accidents recorded gave rise for concern about the

safety of the premises or supervision of children. We did discuss the benefits of routinely auditing records and linking accident records and risk assessments so that it was evident that the information was used to avoid or minimise the risk of further similar accidents.

There is an illness and exclusion policy. Records indicated that 11 of the 20 staff were trained in paediatric first aid so were able to administer basic treatment in the event of an accident. There was some confusion regarding the most current medication form that was used but this was addressed immediately. We discussed the administration of emergency medication such as liquid paracetamol. This was considered immediately by the provider and the policy amended for clarity.

Staff keep children safe and healthy but some processes should be further reviewed.

2.2 How well do practitioners manage interactions?

Staff manage interactions in line with the nursery's behaviour management policy and the strategies outlined in it. They speak clearly to children and make expectations of behaviour clear. They promote children's behaviour through praise, encouragement and giving the children responsibilities to promote their self-esteem. They use soft tones and clear explanations to distract children or encourage them with sometimes difficult concepts, such as sharing or taking turns. For example, two children wanted to play with the same toy and staff intervened and agreed a solution where both were happy. Any child that was upset or unsettled was cuddled and provided with support to engage in an activity until they were happy to join in with others. However, discussion with the provider and staff indicated that the procedure for dealing with children biting others was unclear. Furthermore, the management of bullying or restraint, or the circumstances under which these procedures would be implemented, were outlined within the policy. The behaviour policy has been reviewed since the inspection.

Staff manage interactions well.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Overall, children's play and learning needs are supported well by staff. We witnessed good examples of practice and all children were meaningfully occupied with staff pro-active in meeting their needs. Staff were skilful in promoting children's development by ensuring that activities were made interesting and fun and by supporting children in their chosen activity. Staff offered children choice between adult led activities and free play. They offered different experiences including painting, puzzles and role-play. Play dough was used to create imaginative food and staff asked children what their favourite foods were at home. A member of staff joined a child as they sat and looked at a book in the book area and engaged the child in the story and extended their language and thinking skills. Children's

observation and assessment records were appropriately maintained and we saw evidence of planning for future play and learning activities. The nursery is small and discussion with the provider and staff evidenced that, although there is no formal key worker system operated, the staff group is consistent and there are designated staff in each nursery unit. It was evident that staff took pride in knowing the children well and having an understanding of their individual needs and used this to provide good care for them. Some staff are fluent Welsh speakers. Incidental Welsh was integrated into the session effectively and children were able to understand and respond to simple instructions.

Staff meet children's individual needs well and promote their learning and development effectively.

3. Environment

Summary

The premises is a large converted semi-detached property. It comprises of four levels, with care being provided on the lower three floors and an office and staff facilities on the top floor. The premises is brightly decorated with murals and photographs on the walls. There is a secure and interesting outdoor area. Systems are in place to ensure the environment is safe and secure for children. Resources and toys are plentiful and are good quality. Children can freely access most resources.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The nursery provides a safe environment for children. We saw that basic risk assessments have been completed and a variety of safety measures have been put in place, including safety equipment such as safety gates. Staff were clear regarding safety routines and safety instructions are displayed throughout the nursery. They were clear regarding recording information in a daily communication book and this included any hazards observed and daily checks for fridge and freezer temperatures. Portable appliance testing has been undertaken and there are contractual arrangements in place for the fire systems, gas heating system and electrical system to be serviced. We found entrances and exits are secure and visitors to the premises are routinely recorded. There is a fire evacuation plan and fire drills are conducted regularly. The service is registered with the Environmental Health Department and had recently been awarded a 5* rating for their food hygiene. We were told that the Environmental Health inspection also included the toilet and nappy changing areas and they were suitable. The provider could not locate their most recent Infection Prevention and Control Audit or electrical safety certificate. However, during the course of this inspection, they conducted a further audit of the infection control processes in place and a new electrical system safety check has been undertaken. We discussed one matter with the provider that could pose a hazard to children. This was the outside metal fire escape stairs that came into the play area. We saw children running and accessing equipment that was under the stairs and this could cause them injury. The provider agreed to address this matter immediately.

Leaders ensure that suitable safety measures are implemented.

3.2 How well do leaders ensure the suitability of the environment?

The premises is adapted to care for the different ages of children. Babies and toddlers are usually cared for on the upper two levels, older toddlers, and preschool children on the ground floor. There is sufficient space for the number of children cared for. In the upstairs baby unit, there is an interesting and stimulating environment provided, with soft furnishings and baby toys and equipment. Downstairs, the same has been provided with age appropriate toys and areas generally set up to provide play and learning opportunities in

line with the Foundation Phase principles. Flooring was a combination of carpet and washable flooring and tables and chairs were of an appropriate size and suitable for meal times and tabletop activities. There is an outside area including a large wooden covered structure where children can play in all weathers. In addition, there is a patio, astro turf and grassed area. There were a number of activities including slides, bikes, balls and scooters. Children are able to access the range of facilities, although due to the layout of the building, they were unable to access all indoor areas and the outdoors freely. Rooms are time tabled for use according to the needs of the children attending on a daily basis. Areas in each unit are adapted for children to sleep and these areas are supervised by staff when children are sleeping. There are child sized toilet and handwashing facilities on the ground floor and nappy changing facilities on the upper floor. The last inspection report recommended that the children's toilets had doors put on the cubicles to promote their privacy and dignity. This had not been done although the glass in the door into the toilet area is now covered so any persons passing the area could not see in. We discussed the matter of the toilet doors with the provider who said that, following the last inspection, they reviewed toileting facilities and felt strongly that, due to the age of the children, the way staff support children and stand in a strategic position whilst children are on the toilet, is appropriate and does not compromise their privacy and dignity. This has now been written in a document outlining how toileting is facilitated at the nursery. Nappy changing facilities have also been included in this document as there were two changing mats side by side. We were told that two children were rarely changed at the same time, only in exceptional circumstances.

In general, the provider ensures the environment is suitable.

3.3 How well do leaders ensure the quality of resources and equipment?

The nursery is well resourced and toys and equipment are suitable for the age range of children who attend the service. There was a good selection of good quality resources. These include larger outside toys. Daily checks of resources are completed by staff to ensure that they are in good working order. There are rotas for cleaning equipment and we saw staff routinely cleaning and disinfecting tables and equipment after use. There are child size tables, chairs and low secure chairs. In the baby unit, older babies sit to eat at the table in small chairs but are supported with harnesses that we saw were used appropriately. Cots are not used routinely at the nursery, but all ages sleep on floor mats with sheets and blankets that are washed daily. Staff supervise them at all times. Some young babies were asleep in bouncers. We discussed this with the RP who was clear regarding the 'flat spine' benefits of sleep and said they would only sleep in bouncers if they fell asleep in them. They said that sleep preferences are discussed with parents and a cot was available and would be used if parents requested it.

The provider ensures children have access to furniture, equipment, toys and materials that are in the main, appropriate and suitable to their needs.

4. Leadership and Management

Summary

Overall, we found that the provider has implemented suitable procedures to ensure the smooth running of the service. The provider is receptive to advice. A number of policies and procedures have been reviewed to ensure that they are clear and up to date with current practice. The staff group is relatively small and have been recruited and managed well as most have worked at the service as a staff team for a number of years. Partnerships with parents are good.

Our findings

4.1 How effective is leadership?

Overall, the provider operates effective processes and in general, documents and records are well maintained. The Statement of Purpose has been updated during the inspection process and provides parents with sufficient information for them to make an informed choice about the suitability of the service for their child. The policy file was available for us to view. This file had been reviewed and condensed but as a result, some information had been missed out of some policies. During the inspection process, the provider reviewed the policies and procedures to ensure they contained all the required information. Additionally, although the provider was aware of the General Data Protection Regulations (GDPR), they had not yet considered the implications of these new regulations for their service. The provider had sought advice regarding registering with the Information Commissioners Office (ICO) and drawn up a confidentiality policy. Discussion with staff evidenced that they have a clear understanding of their roles and they work well as a team.

Leadership is effective in many areas but the provider needs to ensure that policies and procedures are kept updated to ensure they continue to meet current practice.

4.2 How effective is self-evaluation and planning for improvement?

There is an established system in place to review the service on an annual basis. The provider had completed the Self-Assessment of Service Statement (SASS) as requested by CIW for the last two years. For their annual review, the views of parents and children are gathered and considered fully. Staff contribute to ongoing improvement by attending regular staff meetings where they contribute ideas. We had sight of the Quality of Care Review 2017-18 and noted it did not include an action plan for future improvements. We discussed the fact that the inspection had identified matters that needed addressing that had not been identified by the provider's own review. They said that it was practice that had been in place

for a while but were keen to review areas and make necessary improvements, most of which were completed by the end of the inspection.

The self-evaluation process in place is adequate but could be more robust to ensure the service keeps up to date with current legislation.

4.3 How effective is the management of practitioners, staff and other resources?

There is a staff recruitment and employment process that demonstrates that staff are recruited safely and receive effective supervision and appraisal. The provider knows the staff well and deploys them according to their skills and preferences. Staff receive sufficient training and they also receive in house training from the provider at staff meetings. Most staff hold a relevant childcare qualification and the provider has checked their qualifications against the qualification framework on the Social Care Wales website. We looked at three recruitment files and found that staff were fully checked before they started working at the service. In recent years, staff also received regular one to one supervision sessions and an annual appraisal. We spoke to staff and they confirmed that they felt valued and supported within their role and hence have worked at the service for many years. Records of attendance and discussion with the provider evidenced that a suitable number of staff are on the rota daily. The provider manages the nursery on a daily basis and is supernumerary to the adult: child ratio. Two senior staff act as deputies and provide cover in the absence of the manager. A cook is employed in the kitchen and they provide cover for staff lunch breaks or staff emergencies. Resources are plentiful, well organised and maintained.

The employment of staff and resources is effective.

4.4 How effective are partnerships?

The provider and staff work closely with parents to discuss the individual needs and preferences of children. Positive working relationships have been established with parents to develop trust and engagement. We saw parents dropping off and collecting their children and heard good communication between them and staff. A notice board, which contains information about food, activities and any other relevant information, is displayed in the hallway for all parents to view when they collect their children. We spoke with five parents who told us they were very happy with the care their children receive and that communication with staff is effective. They particularly liked the photographs and information they receive via secure social media. Five parents wrote testimonials regarding their views of the nursery and gave them to the inspector during the inspection. There were extremely positive regarding management and staff. Also, four parent questionnaires and eight staff questionnaires were returned to CIW and all were positive and complimentary about the nursery and the care of their children.

Partnerships with parents and staff are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

The provider should:

- further review the confidentiality policy and review the service regarding the General Data Protection Regulations (GDPR);
- develop an allergen policy and record allergens that are present in food provided;
- update the knowledge of staff regarding the Prevent strategy;
- ensure the annual review of the quality of care is sufficiently robust to identify any improvements required to the service and draw up an action plan outlining when and how improvements are going to be made and
- install doors on the children's toilet cubicles.

6. How we undertook this inspection

This was a full, unannounced inspection carried out as part of our normal schedule of inspections. One inspector conducted the inspection over the course of two visits. Feedback was given to the provider at the end of the second visit. As part of the inspection process we:

- Considered information held by CIW including the last inspection report, notifications, concerns received and the Self-Assessment of Service Statement;
- held discussions with the provider/manager, staff, children and parents;
- observed care practice and interactions between children and staff. This included use of the Short Observational Framework for Inspection (SOFI) Tool. This enables inspectors to capture evidence of children's engagement and the care being provided by staff;
- completed a visual inspection of the premises;
- looked at a selection of service documents including staff files, policies and safety checks and
- considered information held in four parent questionnaires and eight staff questionnaires received by CIW following the inspection and
- considered information submitted to CIW from the RP during the course of the inspection.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Justine Dobbs Philip Dobbs
Person in charge	Justine Dobbs
Registered maximum number of places	36
Age range of children	6 weeks to 6 years
Opening hours	Monday to Friday 7.30am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 March 2016
Dates of this inspection visit(s)	30 October 2018 and 1 November 2018
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	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. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow up strategic guidance for Welsh language in social care.</i> '
Additional Information:	