



# Childcare Inspection Report on Cupcakes 'n' Dinosaurs Private Day Care Nursery

Imperial House  
New Road  
New Inn  
Pontypool  
NP4 0YW



**Date of Publication**

16 October 2018

**Welsh Government © Crown copyright 2018.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Cupcakes 'n' Dinosaurs Private Day Care Nursery is registered to provide day care for up to 57 children and cares for children between the ages of six weeks and five years of age. It is owned by Cupcakes 'n' Dinosaurs, New Inn Limited and operates from 8.00am to 6.00pm Monday to Friday. It is situated in large premises near New Inn, Pontypool. The company has identified a Responsible Individual (RI) to oversee the nursery who is also the Person in Charge (PiC) dealing with the day to day management of the service. Care is conducted through the medium of English with some Welsh introduced.

## **Summary of our findings**

### **1. Overall assessment**

Cupcakes 'n' Dinosaurs Nursery is child centred and children's well-being, care, play and learning is central to how the nursery operates. Staff are experienced and well trained and build warm and nurturing relationships with the children. The environment is very well maintained and resources are of a very good quality. Leadership and management of the service is effective with a generally good understanding of National Minimum Standards and regulations in order to meet and in many areas exceed its legal responsibilities. However, one element of record keeping needs strengthening.

### **2. Improvements**

During the inspection we identified that not all fire drills carried out had been recorded and that additional information regarding children was required within the registers. However, the RI took prompt action and both of these matters were rectified before the publication of this report.

### **3. Requirements and recommendations**

The service was non compliant with regulation 29 (3) (a). This was because the 1-1 supervision sessions held with staff had not been recorded. However, we found that this had no impact on the care of the children, and therefore we have not issued a non compliance notice in respect of this.

# **1. Well-being**

## **Summary**

Children enjoy their time at the nursery and have developed secure relationships with the staff that care for them. They are encouraged to develop good social skills and are busy and able to play with a range of activities and resources which stimulate their curiosity and development.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are encouraged to explore and express themselves. Rooms are well equipped and easily accessible for all children who enjoy regular sessions of free flow play, with a choice of activities and equipment. Children can choose to play inside and outside. The children are comfortable approaching staff for assistance and staff supported them very well. Children participated well and were encouraged to express their views when playing or talking with staff. Children are consulted and their feedback is sought and recorded to help plan further activities that the children will enjoy.

The nursery provides opportunities for the children to express their views and thoughts and these are listened and responded to.

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

Children are settled, happy and relaxed. We saw children arriving at the nursery and they promptly left their parents / carers to play with activities that captured their interest. Children told us what they liked to play with and were clearly comfortable within their surroundings and with the staff. Children sought out staff to play and interact with, and staff responded to them positively. We saw children choosing the musical instruments they wished to use in a singing session and they watched happily and joined in copying the actions of the staff and their friends. Good attachments have been developed with staff and this is further supported by having an effective key worker system in place.

Children are happy and settled and confident in the staff working with them.

### **1.3 How well do children interact?**

Staff support children to develop their social awareness and practice social skills. The children responded well to staff instructions to share, take turns and be kind to their friends. Staff used positive language and acted as good role models to prompt children as to what is acceptable without using negative language. We heard children using 'please' and 'thank you' throughout the inspection. Children were visibly pleased when staff praised them for sharing and being kind to each other. Staff sat on the floor, to be at the child's level and positioned themselves carefully both within the rooms and outside play areas so that the children were suitably supported. Some of the younger children engaged with tasks for quite a long time, given their age and

stage of development. We heard children say 'Diolch' when given their drinks and were visibly happy when staff praised them for this. Throughout the nursery, staff used appropriate strategies to help children learn how to socialise with their peers and develop positive relationships, which resulted in the nursery having a happy and calm environment.

Children are happy and interact well with their peers and the people who are looking after them.

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

All children enjoy and are very engaged in their play and learning. We saw children playing with a very good variety of age appropriate toys including sand and water play, art and craft materials and role play in the home corner. Children were fascinated by a large interactive pony and one child happily 'fed' the pony carrots and was delighted when the pony moved its head and made a noise. The PiC said it had been a great hit with children and we saw it created a whole range of learning opportunities and sensory experiences for children. These activities enabled children to extend their creative and imaginative play. There was lots of chatter and conversation as well as laughter and warm interactions. Observations throughout the two days demonstrated that children have a balance of organised and free play activities.

Children thoroughly enjoy their play and learning and benefit from a large selection of toys and activities.

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

There are plenty of opportunities for children to develop their independence. Toys and resources are situated so that the children can access these easily. We saw the older children use the bathroom independently. Coat pegs are at low levels which ensure children are able to access their personal belongings with ease. At meal times children are encouraged to serve themselves and at breakfast time we saw children choosing and serve themselves from cereal dispensers and pour themselves drinks. We heard lots of incidental Welsh throughout the setting and children responded well to simple instructions and conversation. Activities are set up so that children can practice independence skills and were, for example, encouraged to choose colours and resources during mark making and help tidy up after their activities. Children are enabled by staff who are positive, encouraging them to learn and do as much for themselves as possible.

Children are encouraged to develop their independence skills both formally and through the play and learning opportunities on offer.

## **2. Care and Development**

### **Summary**

Staff are well qualified, experienced and understand and implement key policies to keep children safe, promote their development and ensure children feel secure. Relationships with children were warm and affectionate and staff worked well together to provide a high quality service.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff implement procedures to ensure children are healthy and safe. The setting has been awarded a Level 5 by the food safety department of the local authority. Food provided at the nursery is freshly cooked and menus and the food we saw indicate that the food is varied and healthy. It looked and smelt appealing. The nursery employs a cook who is aware of any food intolerances and makes adjustments as required. Information relating to children with food intolerances is clearly displayed and all staff we spoke with knew the procedures and policies in place. Fresh water was readily available to all children throughout the day. Risk assessments are well written with hazards identified and preventative measures put into place. We saw that managers complete monthly audits of accidents and incidents to help determine any trends or problem areas. Children's health needs are recorded when they start the nursery. We spoke to several staff and they were able to discuss the health needs of the children in their care with a high level of confidence. Staff had appropriate first aid qualifications. Staff have training in safeguarding and staff we spoke with understood the procedures and their own responsibilities to protect children from harm. Fire Drills with children are practised and following discussion during the inspection, these are now fully recorded.

Staff and managers are mindful of their responsibilities in providing a safe and nurturing environment.

#### **2.2 How well do practitioners manage interactions?**

Staff understand how to manage children's behaviour in a positive manner so that children are receptive to and learn rules and boundaries. We heard staff praise children for being polite and showing good manners and children smiled when their behaviour was acknowledged and continued in playing nicely with their friends. Staff praised children for listening and taking turns and this reinforced the positive interactions children had with each other. Staff acted as good role models by demonstrating good manners and polite interactions. We observed that they spoke in calm and gentle tones, which were respectful and warm and gave children good eye contact when they spoke to them, ensuring children were paying attention and listening. Staff encouraged children to think of their 'friends' and supported inclusivity.

Staff manage interactions well and the setting provides a calm and reassuring environment for children to play and learn.

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

Staff have developed excellent relationships with the children and understand their individual needs well. Staff plan and provide stimulating activities to develop children's abilities. For example, staff encouraged children to take part in playing with a parachute encouraging children to shake it and see how it moved. This engaged children very well. There are detailed development records for children in all base rooms. Regular observations are completed and children's strengths and areas for future development are identified. Encouragement by staff further promotes the children's learning and understanding and songs were sung that reinforced the learning of shapes, colours and numbers with lots of Welsh used within activities. Children engaged in these interactions and really enjoyed their time with the staff.

Staff promote the children's well-being, learning and development to a very good standard and know children's individual needs very well.

### **3. Environment**

#### **Summary**

The environment is clean, bright and maintained to a very high standard. Toys and resources are well looked after, plentiful and of a very high quality. Considerable care is taken to maintain safety in order to ensure the well-being of children. The setting benefits from a good outside play space, which has planting, climbing, fun play areas and a chicken coop and inside a sensory play room. As it is all on the ground floor children have easy access to outside play and toileting facilities which help promote their independence.

#### **Our findings**

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

The PiC ensures that the premises are safe and there are daily risk assessment sheets completed by staff to support this process. These are monitored and any issues or identified hazards are addressed promptly. Security into the nursery is very well managed with an entry buzzer system monitored by staff. A visitors book is in place and visitors are also required to wear a badge thus highlighting to staff they are a visitor and that they have been signed in properly. The nursery employs a cleaner who supports the safe, smooth and effective running of the setting. We noted that staff understood and implemented key safety procedures and positioned themselves well throughout the setting. This helped to ensure that they could monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needed. We heard lots of communication between staff and they worked well together. This ensured that all areas of the setting were suitably supervised and supported children to play and explore in a safe and engaging manner.

Parents and carers can be assured that the children are cared for in a safe and secure environment.

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

The building has been well adapted to meet the needs of the children attending the nursery. The indoor play spaces are light, airy and well maintained. The nursery is on the ground floor of a small office block with direct access to a very well resourced outside play area. The indoor play space is very well decorated, child centred, warm and welcoming. There are many bilingual Welsh/English signs for the children to become familiar with to direct them to their preferred toys. Exciting resources such as a butterfly hatching kit were used to teach children about life cycles. Windows provide lots of natural light. The outside play area is well resourced and we saw the children enjoy playing with a range of exciting activities such as bikes, trikes, large toy animals and planting areas for herbs which are then used within the weekly menu. These activities provide children with opportunities to experience lots of different types of



outdoor physical play which is an important element in children's all round development.

The environment both inside and outside provides a highly stimulating learning environment and is of excellent quality.

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

Children have access to good quality, varied resources, which are used to enhance children's play experiences. There is a very good selection of multi cultural toys and books available for the children to use which help to reflect the wider society in which we live and promotes diversity and equality. Furniture is appropriate for the age of the children and of very good quality. Daily checks ensure that equipment is in good working order and we were told that any broken toys are removed immediately. The resources are plentiful and well maintained with regular cleaning procedures to ensure good hygiene standards.

Resources and equipment are appropriate for the different age ranges, are excellent quality and support the children's all round development.

## **4. Leadership and Management**

### **Summary**

There is strong leadership at the setting to support and implement effective record keeping, clear policies and procedures and safe recruitment of staff. The nursery is well organised and managed to a very high standard. Managers and staff fully engaged in the inspection process and were open and transparent throughout. Monitoring and review of the service leads to continual improvements which enhance the experience of the children who attend.

### **Our findings**

#### **4.1 How effective is leadership?**

There are thorough systems in place to support the effective operation of the nursery and the RI has a good understanding of her legal responsibilities. The PiC has high standards and these are shared with the staff team. Regular team meetings are held which support information sharing and promotion of good working practices. When we spoke with staff they were clear about their roles and expectations, said they felt well supported and enjoyed working at the nursery. There are clear policies and procedures in place which supports the smooth and effective running of the nursery.

Leadership is effective and this is demonstrated in the smooth and efficient running of the setting and the high standards found throughout.

#### **4.2 How effective is self evaluation and planning for improvement?**

The service strives to constantly review and develop the nursery. Policies and procedures are reviewed regularly to ensure they reflect up to date child care practice and to ensure they are understood by staff and implemented effectively within the nursery. An annual quality of care review is undertaken with feedback sought from parents, children and staff. The service then produces a report which clearly outlines areas for further improvement. These improvements are evident in the new resources bought for the setting and in the discussions we had with the RI about her future plans for the nursery. Since the inspection the RI has informed us that concerns logs have been amended so that they are individual to improve confidentiality and are easier to analyse.

Self evaluation and planning for improvement is very effective.

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

The management of staff is effective. Staff reported feeling well supported and having open access to managers, regular team meetings and informal supervisions. The RI informed us of her plan to immediately implement the recording of all one to one supervisions with staff. This enables training needs and child care practices to be confidentially discussed between the annual appraisals. Staff had received annual appraisals and training needs were being identified and accessed with well qualified staff caring for children. We looked at staff files and found that safety checks and suitable recruitment procedures were undertaken with staff.

There are effective systems in place to ensure that staff are supported and that good child care practice is monitored and maintained.

#### **4.4 How effective are partnerships?**

Partnerships with parents and other child care, education and health professionals are valued and fostered. There is a large notice board in the reception area of the nursery which provides parents with a range of information, including the setting's policies and procedures, the weekly menu and key worker information. Parents' evenings are arranged twice a year as an opportunity for parents to speak with staff and see their children's work. Management have effective relationships with their staff who reported to us that they are happy in their jobs and feel supported at the nursery.

Partnerships are effective and valued by all staff and management.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

The service was non compliant with:

Regulation 29 (3) (a) as recorded one to one supervisions had not been recorded with staff.

- We have not issued a non compliance notice regarding this matter as we found staff were receiving support, there was no current impact upon the children and the RI immediately rectified the issue by implementing a system to record all staff supervisions.

## **6. How we undertook this inspection**

An unannounced full inspection was undertaken over one day by two inspectors, with feedback given on the second visit. The following methodology and information was considered:

- Information held by CIW;
  - observations of care routines and practices undertaken;
  - visual inspection of the setting, both inside and outside;
  - discussions with staff and management;
  - conversation with some of the children attending the nursery and
- 
- consideration of a range of policies, procedures and records kept by the nursery. Further information about what we do can be found on our website: [www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Hayley Jennings
Person in charge	Hayley Jennings
Registered maximum number of places	57
Age range of children	6 weeks to five years
Opening hours	8.00am to 6.00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 July 2017
Dates of this inspection visit	26 July 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?	<p>The provider does not provide the 'Active Offer' in relation to the Welsh Language.</p> <p>An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services. We recommend that the service provider considers Welsh Government's 'MoreThan Just Words follow on strategic guidance for Welsh language in social care'.</p>
Additional Information:	