



Childcare Inspection Report on

Abbeyfield Day Nursery

**Rhosnesni Farm
Cefn Road
Wrexham
LL13 9NF**



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Description of the service

Abbeyfield Day Nursery and holiday club service is registered to provide care for up to 40 children under the age of 12. Operating hours are from 7.30a.m. to 6.00p.m. Monday to Friday, 50 weeks of the year. The service is located near the town centre of Wrexham. The registered persons are Joanne Curzon and Krisia Roberts. The service does not provide the Welsh language Active Offer and operates through English with basic Welsh encouraged.

Summary of our findings

1. Overall assessment

Children are happy, they engage in interesting and appealing activities. They are all active and curious learners and enjoy choosing what they want to do from the good range of stimulating activities. Staff meet individual needs effectively and provide responsive care. They give children frequent positive encouragement and praise. Leaders ensure the environment is safe, secure, and clean. Leadership and management of the service is effective. There is a clear vision of the service and partnerships with parents, and the wider community is good.

2. Improvements

In response to parental requests the service now offers a holiday club for children up to 12 years of age. New activities include picnics, splash days, sports days, themed weeks and cooking. The service is also registered as a provider for the 30 hours child care offer which is being piloted in some areas.

3. Requirements and recommendations

None.

1. Well-being

Summary

Children have a strong voice and their needs and preferences are listened to. They feel happy, safe and comfortable with staff and children they are familiar with and have formed close relationships. Children interact well and are confident to communicate effectively. All children understand or are beginning to understand the importance of sharing and co operation. They are highly active; participating in stimulating play based learning activities. They are encouraged to develop their independence and begin to do things for themselves.

Our findings

1.1 To what extent do children have a voice?

Children are listened to, encouraged to make choices and confident to express their ideas.

Children were happy and settled. Through out the day they approached staff and us with ease to tell and show us what they liked doing. All children moved freely between the toys and the activities of interest to them and were content to do so independently. Three children were excited and confident enough to show us their box of animal figures, they chatted in turn as they pulled them from the box naming the animals and mimicking their sounds such as roaring like a lion, and plodding like an elephant. Lots of laughter was heard as other children joined one saying "I like bears" another child said "I like bigger bears best'.'

Through out the various activities children were given choice and were encouraged to express their preferences. During snack time, children were offered choices from an extensive range of fresh fruits and savoury items. During lunch children could ask for a second helping, they chatted about going outside again to play when they had finished.

Children are able to express themselves with confidence as they know they will be listened to.

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

Children are happy and settled in comfortable surroundings.

All children were settled and busy and displayed high levels of confidence. We found they came away from their parents with ease at the beginning of the day. For example, babies smiled and happily reached out to be greeted with a hug by their key worker.

Children were familiar with the routine which gave them a sense of belonging. Many of the children attending knew each other well having built friendships since babies and through the pre-school service. Children approached staff with ease and showed confidence to ask

staff for more resources to extend their play. They were praised with positive language throughout their activities and achievements were celebrated.

Children have formed bonds of affection with staff, we saw a tired child wanting to sit and be held by a staff member as they watched their friends play and another receiving reassurance and a cuddle when needed.

Children are being provided with positive and consistent care making them feel happy, valued and safe.

1.3 How well do children interact?

Children interact positively with their friends and those caring for them, they are kind, take turns and share.

We saw children hugging each other with delight and excitement as they arrived for the day. Lots of laughter was heard and they were learning to take turns and share. Children were consistently using good manners during snack time and they enjoyed chatting with their friends and staff who sat alongside them during this social occasion. Before lunchtime children helped to tidy up their toys and co-operated well with one another with encouragement from staff to get the task completed. In the excitement to finish the task two children grabbed the same toy and momentarily wouldn't let go, the staff member intervened and gently offered an alternative by suggesting one child hold the box and the other pops the toy in it, they then continued to interact happily.

Children are provided with suitable care and guidance, helping them to interact positively with one another.

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

Children are participating enthusiastically in stimulating play based activities and themes available to them.

Children had a wealth of opportunities to develop their learning skills as the outdoor and indoor areas were well resourced and organised to support their all round development. They were curious about the variety of craft, messy play and independent resources laid out around the playrooms. All children engaged positively outdoors when investigating the construction areas, they took turns in twos using the popular sit and ride digger, scooping small rocks and creating their own building site. Afterwards, they kindly put the area back ready for the next children to use. This promoted the children's learning whilst also teaching them to how to take appropriate care of equipment and resources.

Most children played independently with their chosen toys for an age appropriate length of time. Children who needed more support to engage or focus on an area of play received

this without having to ask. For example, we saw a child wandering from toy to toy, staff recognised this and offered to help the child by making suggestions for a focused activity, this engaged the child in a positive way with an activity they enjoyed.

Children are provided with opportunities to develop their play and learning alongside their friends and are interested in the toys and activities available to them.

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

Children are developing physically, socially and are gaining independence and confidence.

Children were able to follow their interests, we saw they were given a multitude of age appropriate opportunities to develop independence and learn new skills. All children were confident to move around their environment and to choose the activity of their choice. Most children were accessing the toilets independently and washing and drying their hands with limited support. At lunchtime we saw children had opportunities to develop their self-help skills by accomplishing things for themselves. For example, because they had formed secure relationships with the staff caring for them they knew support was available if they needed it, babies used a spoon with some help and encouragement. All children were encouraged to try new foods, their health benefitting from the nutritional options offered to them. They were encouraged to be physically active with a variety of physical development areas available. We saw children running; crawling and balancing along an obstacle course they created in one of the out door play spaces. Music and dance is also planned as part of their weekly routine.

Children are self motivated; they are developing their independence positively.

2. Care and Development

Summary

Staff are committed to ensuring children are safe and promoting a healthy lifestyle. They manage interactions with patience, consistency and kindness, supporting children to effectively communicate and behave appropriately. Staff are dedicated and motivated to care giving and towards developing children's learning through play experiences.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand their roles and responsibilities to keeping children safe and healthy.

Staff promoted healthy practices and encouraged children to wash their hands after using the toilet and before they had snacks and lunch. We saw the procedure for nappy changing and this was in line with the Public health Wales (2014) guidance. Staff were suitably qualified with appropriate child care qualifications and their safeguarding training and paediatric first aid was current. When questioned staff were aware of the correct procedure they would follow if they had concerns about a child in their care and accident forms were being completed. Staff were aware of the fire evacuation procedures as regular drills were being completed. Staff were aware of the fire evacuation procedures as regular drills were conducted and recorded to help children and staff to know what to do in an emergency. Fire equipment was tested annually and weekly tests of the smoke detectors were carried out in line with best practice.

Staff understood the importance of giving children opportunities to be active and benefit from fresh air. We saw the outdoor space was used effectively through out the day for active physical play such as running jumping and team games. Sunscreen was applied to children and topped up prior to each play time outdoors sun hats were used and shade was provided. Children were appropriately hydrated throughout the day, we saw that they had constant access to fresh drinking water and were encouraged to drink by staff.

Staff are organised and use their training and experience effectively to ensure children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff have a good understanding of child development and have a calm, patient and caring approach to managing children's interactions

Staff were consistent in their approach to managing interactions, having regard to individual needs. Staff were good role models and encouraged children to say please and thank you, they celebrated good behaviour. We heard staff praising children using positive language throughout their activities and encouraging them to do well. For example, we heard staff encouraging children to actively tidy up which they willingly and effectively did as a team. Staff had a warm demeanour and used encouragement to help children re –

engage in their play after a minor dispute over a toy. Boundaries were clear and understood by the children, they knew to line up, hold the handrail as they went down the stairs, and walk in pairs holding hands for the short walk to the outdoor play area. Older children were self-disciplined and kind toward the younger ones by including them in their games and helping them to finish tasks.

Staff manage interactions well, they praise positive behaviour and the children have plenty of fun.

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

Staff understand the individual needs of the children they care for and provide for these in a nurturing and caring atmosphere.

Staff knew the children well and understood their development needs. Information was effectively shared with parents, which helped ensure staff knew the children's routines, likes and dislikes before they started caring for them. Staff provided a purposeful, fun-filled but also a nurturing and caring atmosphere for children and described them as their nursery family. Staff showed an understanding of the principles of the foundation phase curriculum, planning themes which interested the children which enabled them to work towards their developmental outcomes. They promoted children's cultural awareness and encouraged their use of the Welsh language. Records examined confirmed staff had made appropriate observations of children's progress. They planned effectively for next steps. Staff had an understanding and experience of additional needs and knew how they may support children presenting with additional needs. For example, staff had signposted a parent to support from the Speech and Language Therapists and early engagement with the child's Health Visitor.

Staff effectively provide children with appropriate play experiences which enable them to develop and learn through play.

3. Environment

Summary

Leaders ensure the premises are safe and secure. The indoor and outdoor play areas are suitable and have the required facilities to meet children's needs. Leaders have ensured equipment, furniture, toys and resources are age appropriate and of sufficient quality and quality.

Our findings

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

Leaders provide a safe and secure environment for children.

Leaders ensure children are cared for in a safe, clean and secure environment. Leaders ensure everyone is well aware of their responsibilities in relation to the safety and welfare of children and staff understand the policies and procedures for the service. On arrival and when leaving the premises staff checked our identification badge and reason for the visit, we were asked to sign the visitor's book, we saw that all visitors to the service were authorised and signed in on arrival and departure. Risk assessments were comprehensive, regularly undertaken, reviewed and acted on to ensure children's safety. Leader's ensured staff supervised children appropriately. All areas of the service were clean and well organised, and we were guided to remove our shoes before entering the baby room, so as to keep the carpet clean where babies crawl on. Leaders had completed the infection control audit tool for early years as part of developing best practice.

Leaders provide a safe environment where risks are assessed and changes made to eliminate or reduce potential hazards.

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

Leaders provide children with a play environment that is welcoming and friendly and there are suitable facilities for all those using the service. The outdoor environment offers children opportunities to develop their physical skills.

Leaders had considered the age range and needs of the children when arranging the lay out of the service given as this was also the summer holiday club period. Children could access their belongings with ease providing coat pegs which are personalised. Toys and resources were clean, in ample quantity and stored at low level promoting children's choice and independence. Hard surface flooring in the dining room enabled children to participate in messy play and was large enough for low level chairs , tables and high chairs to be laid out for the children to sit together during snack and meal times. One spacious main playroom had been organised in some areas linked to the Foundation

phase for the younger children present. However, we saw that children of all ages could access a wide range of activities including arts and crafts, construction, board games, socialisation, messy play, IT, and quiet area to rest or look at books. Children can play, take measured risks, explore, be active and learn. The outside play areas were secure, welcoming, and friendly and also provided suitable challenges and a rich environment for play and learning. We saw children digging, looking for bugs, role playing in the play house. A group of children instigated a game of chase which was immensely popular with all of the children, staff assisted younger children to also join in.

Leaders ensure the environment is suitable and inspiring to children to help promote their play and learning.

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

Leaders provide children with a suitable play space which is well resourced with toys and equipment which are safe and age appropriate.

Leaders provided children attending the service across the age range with good quality resources and equipment that so that they were appropriate for their age and stage of development. Tables and chairs, toilets were a suitable height. Storage ensured children could access resources they needed independently and organised into themes. They were labelled in English and Welsh. There was a good availability of natural resources to help children practice using their senses. Part of the outdoor area was undergoing renovation and development after the water experimentation area had recently been vandalised .Leaders have a clear vision for the service and recognise the need to fund raise in order to have the funds necessary to manage this localised issue and replenish and maintain resources within the service.

Leaders invest time and effort into their service to ensure it is able to offer children good quality, age appropriate, stimulating resources and equipment.

4. Leadership and Management

Summary

Leaders are committed and manage the service effectively; there are always a sufficient number of staff to meet the needs and numbers of children attending. Leaders ensure staff are suitably qualified and receive support in their daily practice along with regular training which helps them provide good support and care for children. Resources are suitably managed. There are good partnerships with parents to secure positive outcomes for children.

Our findings

4.1 How effective is leadership?

Leaders ensure policies and procedures are implemented appropriately.

Leaders had ensured they shared the statement of purpose that provided accurate information about what the service offered including the holiday club. This enabled parents to make an informed decision about the service as they could make an informed choice. Leaders had ensured there were effective policies and procedures in place and these were implemented. The registered persons understood they had a responsibility to promote the Welsh language. During the inspection we heard staff consistently using incidental Welsh with the children and dual labelling was visible throughout the service.

Leadership is organised and effective in many ways.

4.2 How effective is self evaluation and planning for improvement?

Leaders have processes in place for evaluation the service and planning for improvements.

Leaders take into account the views of children, parents and visitors when assessing the quality of their service and when planning improvements. They draw on advice of external agencies such as the Early Education team and act upon advice given. All recommendation from the previous CIW inspection had been met. Leaders had produced a detailed quality of care report of their findings.

Leaders collate views of all those using the service and produce a quality of care report.

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

Leaders manage resources suitably.

Leaders had ensured staff had defined roles and responsibilities, all staff had a current paediatric first aid certificates. The staff had up to date Disclosure and Barring Service certificates (DBS). We spoke to six staff members and they told us they enjoyed working at the service. We inspected four staff files which contained all the required information to meet compliance. All staff had an annual appraisal and received regular 1.1 supervision.

Leaders are ensuring they manage staff effectively and that they understand their roles and responsibilities to secure positive outcomes for children.

4.4 How effective are partnerships?

Leaders promote and recognise the value of positive partnerships.

Leaders communicate well with parents, sending regular, information newsletters to them to ensure they are up to date. Parents of the younger children received daily written communication which provided detail of the activities, food, sleeping times and nappies their child had throughout the day. We spoke to three parents who had lots of positive comments to make and were pleased with the service they received. They were positive about the open communication between themselves and staff and felt confident they could raise any concerns should they have any. Leaders are opening minded to altering the service in order to meet parental need and demand. For example, one parent expressed that they would like the service to operate a holiday club so that their children who had moved on to school from the service could still attend the service in the school holidays. This was implemented without delay. Leaders had also developed positive partnerships with Local Health visitors, Authority advisory teachers and the National Day Nurseries Association.

Leaders are forward thinking and develop effective partnerships to enhance the service they provide.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Tuesday 21 August 2018 between the hours of 09:00 – 15:30.

We:

Spoke to the children, four parents and staff present;

Inspected a sample of documentation and policies;

observed practice and completed observations using the SOFI 2 tool, to evidence the children's engagement and the care being provided by staff;

considered the safety and suitability of the environment for the children and

provided feedback to the registered persons.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Krystyna Roberts Joanne Curzon
Person in charge	Krystyna Roberts
Registered maximum number of places	40
Age range of children	Birth – 12 years
Opening hours	7.30 am to 18.00pm Monday to Friday 50 weeks of the year.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 November 2015
Dates of this inspection visit(s)	21 August 2018
Is this a Flying Start service?	No
Is early years 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 and 'Active offer' of the Welsh Language. We recommend that the service provider considers the Welsh Government's 'More than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	