



Childcare Inspection Report on

Abacus Day Nursery

**42 Sketty Road
Uplands
Swansea
SA2 0LJ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

20/02/2020

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Abacus Day Nursery was registered with Care Inspectorate Wales in April 2002. The service operates from a large, three-storey building in Uplands, Swansea and is open between the hours of 7.30am and 6pm, Monday to Friday. They provide full day care for up to 43 children up to the age of 12 years. The responsible individual is Heather Hughes and the persons in charge are Juliette Harris and Emma Howells.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children have good outcomes in terms of their well-being. They are happy and secure in a service that provides them with a wide range of learning and play opportunities. Staff support children's individual needs very well and are attentive in identifying their specific learning requirements. Staff effectively implement the service's policies and procedures in relation to children's safety and health. The environment is welcoming and has a good range of resources and equipment to support children's development. The environment is secure and maintains a safe environment for children. There are good systems in place to support the smooth running of the service in order to improve outcomes for children. There are strong partnerships with parents, other professionals and agencies.

2. Improvements

Since the last inspection, leaders have been very proactive and have made many improvements including the following:

- Introduced puppets to improve staff knowledge on safeguarding, behaviour management and first aid;
- secured several awards;
- successfully secured a grant to develop the outdoor spaces;
- introduced new policies;
- facilitated first aid and yoga sessions for children and

- worked in partnership with a local University and local Welsh medium comprehensive schools.

3. Requirements and recommendations

We made recommendations in relation to the environment and leadership and management and those have been included at the back of the report.

1. Well-being

Good

Summary

Children are happy and secure at this service. Children have a very strong voice and they are confident that their needs are considered. There is a strong ethos of listening to children's views and feelings to promote self-worth. There are good opportunities for children to develop their independence.

Our findings

Children are happy when they arrive at the setting and cope well when leaving their parents. They settle quickly and go straight to their activities without fuss. They have fostered good relationships with staff and know that they can approach them for support, if necessary.

Children speak or express themselves well as they receive a consistent response. Their home language is promoted. Children have good opportunities to make choices and decisions about what affects them and their well-being is promoted purposefully as a result. Many children confidently ask for more food or drink during meal times.

Children's opinions and interests are valued and acted upon. They have exciting opportunities to make choices and decisions about what affects them. Older children play an active part in discussing their interests and favourite things when planning the term's theme jointly with staff and enjoy the opportunities to evaluate activities.

Children treat each other with respect whilst at the service. They interact effectively with each other and are very willing to work on tasks independently for appropriate periods of time. Interactions between children and adults are very good and children co-operate well, are actively interested and engaged, playing calmly and co-operatively together. Whilst waiting for lunch, children discussed their favourite meals and what they might have for lunch with one saying 'I like pasta' and the other saying 'It's mashed potato'. Children behave well and display good manners saying please and thank you.

Children have opportunities to develop their independence skills. For example, they serve themselves at lunch time and help to set the table before lunch. At snack time, children cut their own fruit and poured their own water from the water dispenser. Children wash their own dishes after snack.

Children experience simple open and closed questions. They are supported to extend thinking and problem solving through activities and questions based on planned learning outcomes.

Children express enthusiasm and enjoyment. For example, they enthusiastically discuss different moons including full, waxing half-moon, waxing crescent moon and enthusiastically look for corresponding moons. Children confidently name colours in Welsh and English. Children are engaged as they enjoy their activities. For example, young children are very involved in their singing as they smile and clap along whilst using home-made shakers. Children enjoy role play and made roaring noises during pretend play with dinosaurs. In the home corner, a child thoroughly enjoyed making hot chocolate with cream and marshmallows.

2. Care and Development

Good

Summary

Staff are professional, motivated and support children's learning needs, as well as their health and safety. Staff are aware of their responsibilities in relation to the safeguarding and supervision of children in their care.

Our findings

Staff promote children's health and safety well. All children are encouraged to take part in various schemes that promote healthy lifestyles effectively, for example, through brushing their teeth and through regular yoga sessions. Leaders employ a cook and ensure that children have healthy snacks and meals. Staff provide valuable opportunities for them to develop their physical skills using the soft play areas and the outdoors. The service has also won health awards.

Safeguarding is prioritised and staff have a good understanding of their responsibilities to protect children. Most staff have had up to date and valid first aid training within the last three years and most have had child protection training. Staff have a good understanding of child protection procedures and in addition to formal training, staff receive in-house training to further develop their understanding of first aid and child protection procedures. Staff ensure that they meet the needs of children with allergies or dietary needs effectively. Staff generally promoted good standards of hygiene throughout. For example they ensure that children wash their hands before snack and also provide a nose wiping station. Staff follow the nappy changing procedure.

The service has appropriate arrangements for managing children's behaviour. Staff make effective use of positive behaviour strategies to manage children's behaviour. Most have an good understanding of how and when to intervene in activities to develop and extend children's play and learning. Some staff effectively develop children's understanding through the use of open ended questions. For example, 'What's different about the two moons?'

Staff have a good understanding of diversity issues and promote children's rights under the United Nations Convention of the Rights of the Child (UNCRC). Staff ensure that children are aware of the UNCRC and children's handprints, which included many of the rights, were on display.

Staff observe and assess children's development and individual foundation phase profile logs of developmental tracking were available. Staff prepare focused activities and evaluate the activities. Nearly all practitioners contribute to planning that shows progression, which effectively supports the individual needs of all ages. They also keep parents informed.

3. Environment

Good

Summary

Children are cared for in a safe and stimulating environment. The environment is generally well maintained and provides children with a range of resources. Leaders provide for the foundation phase although the continuous provision for preschool children could be improved.

Our findings

Leaders provide a homely and welcoming environment. They have measures/ policies in place to ensure that everyone is generally aware of their responsibilities in relation to the safety and welfare of children. Leaders had procedures to keep children safe. The environment was secure; there was a good system in place for managing access to the premises. Staff asked visitors for proof of identification on arrival and asked them to sign the visitors' book.

Fire drills were conducted regularly and suitable procedures were in place. Staff conducted and recorded daily visual checks of the rooms ensuring their safety. They forwarded any issues that arose to the responsible individual to take action. There were risk assessments available for all areas of the building. However, not all activities had been risk assessed. The well-stocked first aid box is regularly checked. Each area has a water fountain so that children have easy access to water during the day.

Leaders have ensured that there is a good range of toys, materials and activities, most of which are easily accessible and designed to encourage exploration and learning. Babies had plenty of space to crawl, explore and play with a variety of toys and equipment. The outdoor play area has been developed recently and there are plans in place to develop further. Children sleep on mattresses. The preschool area meets the needs of children and has some continuous provision easily accessible for children.

Children of all ages access age appropriate and stimulating play areas, such as soft play, sensory, role play, reading corners and the messy play area. There are many natural resources. There is an outdoor play area available, which is maintained and offers some play opportunities for the children. Staff ensure the outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a good range of resources, which stimulates their curiosity and interest. The outdoor area included a new mud kitchen, chalkboards and play house.

4. Leadership and Management

Good

Summary

Leaders have developed systems to ensure the smooth running of the service and are mostly compliant with the regulations and the national minimum standards. There is a system in place for reviewing the quality of the care they provide. Leaders have developed good partnerships with parents.

Our findings

Leaders maintain and share an up to date informative statement of purpose that accurately reflects the service provided and meets the national minimum standards. The operational plan was updated during the inspection period. Leaders set high expectations, they actively encourage their teams in keeping up to date with best practice and effectively promote current best practice relevant to the children in their care.

Leaders review their policies regularly and ensure that they are implemented in practice. They engage well with CIW but had not informed us of all notifiable events such as staff changes.

Leaders follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required and ensure that most of the required records are kept accurately. However, in a minority of occasions some documents are not always up to date. For example, the DBS matrix. These were updated during the inspection. Leaders have a good understanding of their responsibilities to promote the Welsh language and have employed several bilingual staff members. The child's first language is a priority when assigning key workers and leaders ensure that staff write the learning journals in the language of preference for the parents.

Leaders actively implement self-evaluation. They seek the views of children, their parents/carers, practitioners and other interested partners. Following a review of the quality of care, the responsible individual has written a report, which takes into account the views sought. There is a suggestion box in hallway for parents.

The performance management process is good and leaders encourage staff to attend a range of training and to apply their learning. Regular good supervision and appraisals are carried out and leaders promote the well-being of staff effectively through the use of the well-being web. Leaders also use a praise board to commend staff.

Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed. Parents that returned our questionnaires were very positive about the service. Leaders have good links with a range of professionals, the community and other stakeholders.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the responsible individual:

- Further develops the continuous provision for pre-school children;
- further develops the outdoor area;
- ensures that she notifies CIW of all staff changes;
- ensures that risk assessments are available for all activities; and
- ensures the DBS matrix is updated in a timely manner.

6. How we undertook this inspection

Two inspectors undertook this inspection on 20 February 2020 as part of the scheduled programme of inspections.

As part of the inspection we:

- considered information held, or received, by CIW;
- performed a visual inspection of the premises both inside and outside;
- made general observations of the interactions between staff and children attending the service that day;
- undertook observations using the SOFI 2 tool;
- spoke to the person in charge, responsible individual, and staff;
- spoke to children attending the service that day;
- provided questionnaires for parents and staff to complete if they wished;
- viewed records kept by the service; and
- gave feedback on 24 February 2020.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
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Responsible Individual	Heather Hughes
Person in charge	Emma Howells Juliette Harris
Registered maximum number of places	43
Age range of children	Birth to twelve years old
Opening hours	7.30am-6.00pm
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	1 August 2017
Dates of this inspection visit(s)	20 February 2020
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 offers the 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the needs of people who use, or may use, the service.
Additional Information:	

Date Published 03/08/2020

No noncompliance records found in Open status.