



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Sadie & Frank's Day Nursery

Coegnant Road
Nantyffyllon
Nr Maesteg
Bridgend

CF34 0TW



Date of Publication

Monday, 26 September 2016

Welsh Government © Crown copyright 2016.

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 You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Sadie and Frank's Day Nursery Ltd is the provider of Sadie and Frank's Day Nursery and operates from a large detached single story building within the Maesteg area of Bridgend. They provide care for up to 19 children and currently accommodate children aged between three months and five years old. They operate Monday to Friday between 7:30am and 6pm. The responsible individual for the company is Morna Manson and the person in day to day charge is Louise Davies. The main language of the service is English with some Welsh used.

Summary of our findings

1. Overall assessment

Children at Sadie and Frank's Nursery are happy and settled. A range of activities and resources are provided to promote children's overall development. Parents are happy with the care that their children receive and children enjoy the time they spend at the service. Children are safe and their individual needs are met. The environment offers plenty of areas for children to play and learn. Staff are kind and caring. Leaders implement changes in order to improve the service.

2. Improvements

This is the service's first inspection since registration in December 2015.

Recommendations for Improvement.

We made two recommendations regarding an external breast feeding group who use one of the unused rooms within the building and that parents sign children in and out at each visit on the drop off/collection sheets.

1. Well-being

Summary

Children are settled and happy at Sadie and Franks Nursery. Children have good relationships with their carers and are forming friendships with both the carers and their peers. They are able to freely choose toys and resources and staff are flexible to their individual requests. Children are becoming independent with the wide range of free choice opportunities.

Our findings

1.1 To what extent do children have a voice?

Children speak and express themselves confidently. They participate well and are able to make choices and decisions.

We saw two children in the book corner and the children were asked by a member of staff if they wanted her to read a story to them. One child firmly answered that “I can read it, I’m gonna read it” and continued to ‘read’ to herself and the other child. Another child confidently crawled over to the books, chose a book off the shelf and held it as if reading a story.

We saw the younger children having their needs anticipated by staff, when they were hungry or tired; one child was rocked to sleep. Older children were able to freely move around the room helping themselves to the activities set out for them, or by helping themselves to other low level items. Children were involved in decision making such as “what song would you like to sing?”

Children know that their voices and opinions are listened to.

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

Children feel secure, happy, comfortable and relaxed and form positive emotional attachments. Many children are forming friendships with others, and show affection to the staff that care for them.

Children were happy and content in the nursery as the children smiled and laughed as they took part in activities and followed the daily routine.

We saw one young child arriving and was happy to be held by staff whilst sat at the sand tray for them to play in the sand. One child was still attending the nursery under a ‘settling-in’ period; she had a few tears initially but with staff distraction, started to settle and quickly joined other children looking at the book. The child constantly looked for reassurance from the staff member, showing that they had started to develop a positive emotional attachment to them and felt comforted by them. Another child settling-in was comforted by a toy which they had brought from home, and was able to hold it whenever they felt upset.

Children are becoming settled and overall feel happy and secure.

1.3 How well do children interact?

Children are aware of the feelings of others and show consideration to each other.

Children interacted well with one another and were happy to play by themselves or with others. There was a calm atmosphere and children were engaged in the activities that had been set out for them, which included the 'den', sand tray and an arts and craft activity. Children played alongside each other and chatted easily to one another. When a child became upset, other children went to see if they were alright, therefore children were beginning to understand and recognise the feelings of others.

Children at Sadie and Frank's Nursery interact well with other children and staff.

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

Children are engaged and interested in the activities that the nursery sets out for them, and they experience freedom to choose what and how they play.

Children smiled and laughed as they played in the 'den' made of large sponge blocks and cardboard. They happily sat inside whilst staff sat outside singing action songs with them. Children's art work was displayed around the room showing what activities they had been involved in. We saw children enjoying their play whilst playing in the play tent and with the different table top and floor activities. Younger children enjoyed the push along toys, sit and ride toys and soft play area with a ball pit.

Children greatly enjoy their play and learning and enjoy a range of organised, free play and recreational activities.

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

Children are becoming more independent and are developing their skills and knowledge.

Children were encouraged to do things for themselves. Most children fed themselves, and washed their hands independently, although staff assisted the younger children who were struggling. Nearly all children brushed their teeth with minimal support from staff if needed. Children are praised when helping with tasks, for example when a child dropped a paper towel, a staff member asked a child to pick it up and when they placed it in the bin, praise was given.

Children are developing physically and creatively and are able to become more independent.

Care and Development

Summary

Staff are kind and caring. They interact well with children and show genuine affection towards them. Staff help to keep children safe and are well trained. They understand and follow the service's procedures to safeguard children. Staff work well to promote children's health, with regards to infection control procedures and food hygiene standards.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Sadie and Frank's Nursery provides a well balanced and varied menu and some opportunities for physical exercise. Infection control and food hygiene procedures ensure children's health is protected.

Staff provided children with healthy meals and snacks. Breakfast consisted of toast with milk or water, snack was yogurt and strawberries, and lunch consisted of mixed beans, vegetable chilli and rice, followed by fruit salad. A parent told us that there were five types of vegetables at every meal. Each child had an individual flannel to wipe their face after snack. A food allergy chart ensured staff were aware of any allergies that the children may have.

Staff were seen nappy changing and apron and gloves were used and changed for each child. Staff used anti-bacterial spray on the changing station after each child had been changed. Staff encouraged children to wash and dry their hands before eating and after using the toilet. We observed children being brought safely into the nursery by staff after morning nursery at the school. We saw one staff with one child in pushchair, and one child aged four, being transported in a vehicle. A booster seat was used and the child was strapped in with a seat belt.

Almost all staff working at the service had undergone first aid and child protection training, or were currently in the process of completing it. When asked, staff were able to show that they understood the child protection policy. We noted that when a child had an accident, it was dealt with and recorded appropriately and parents were informed.

Staff ensure children are kept safe and their health is promoted. They follow policies to ensure children are protected from harm.

2.2 How well do practitioners manage interactions?

Staff promote positive behaviour, follow the behaviour policy and generally manage interactions well.

Staff were chatty and interacted well with the children. They were fun and joined in with the children's activities. Staff encouraged children to use good manners at the table whilst eating as children were reminded to say please and thank you.

We also heard staff verbally praising children throughout the service such as 'good girl/boy'. An example of this was one young child in a high chair tried to 'share' their toast with a member of staff who said "you eat it all up then, good boy". We heard staff sharing positive comments about the children such as "she's marvellous today" regarding another new child. One staff member said "Da iawn" (well done in Welsh) to one child who responded with "Di iawn". Staff were delighted that he responded in Welsh.

Staff are good role models; they interact positively with children and promote good behaviour.

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

Staff provide a nurturing and caring environment that meets children's individual needs. Staff know the children well.

Staff provided the children with different activities and play opportunities throughout the day. A clear routine was in place, which the children were familiar with. For example they knew when to sit at the table for snack. Staff knew what the children's sleep preferences were. Staff said that some children prefer to be 'cwtched' to sleep when they first came to nursery and one child sleeps better when rocked in a pushchair.

We saw staff support children's language and social skills during activities, where they used English and Welsh, which was also used on displays. Children enjoyed singing 'Bora Da, Bora Da, Sut Wyt Ti?', in the morning.

Staff helped and supported children where necessary such as wiping a child's nose. We saw a staff member comforting and cuddling a child who was tired and was still settling-in; when this didn't work they tried to place the child in a push-chair and to walk her around the nursery.

Staff had sought information on the children's needs, such as educational, medical and dietary requirements. Developmental records were seen. There was planning based on 'Birth to Three Matters' where three observations were completed by staff each week. The Foundation Phase principles were used for children over the age of three. We saw development trackers for the under three year olds, which included the headings 'me, myself and I', 'being acknowledged and affirmed', 'developing self assurance', 'a sense of belonging – snuggling, feeling safe and secure', and 'being together and finding a voice'.

Daily sheets also covered "what I ate", nappies changed as well as "when I slept, drank my bottle". Monthly 'adventure' records recorded what the children had learned each month and a developmental 'flower' recorded their individual development.

Termly planning was seen with the topic of "Fish fins and watery things" planning including under the sea music, Playdoh sea creatures, pin the tooth on the shark and Foundation

Phase planning including the number of scales on the fish, an octopus collage, and a sea and beach sensory box.

Staff provide children with a range of different play and learning experiences at Sadie and Frank's Nursery. Children's individual needs and abilities are well planned for staff to promote their development.

Environment

Summary

Leaders provide access to a safe, secure and well-maintained environment. The children have access to a selection of large indoor areas that provide a range of play opportunities. The nursery is stocked with a range of toys and resources. There is currently no out door play space.

Our findings

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

Leaders have arrangements in place to ensure that the environment is safe, clean and secure.

We saw that CCTV was situated in all rooms. This was recorded and could be viewed in the office. The entrance to the nursery was locked and code locks were situated on doors to ensure the access is safe. Parents were met at the door by staff members. A visitor's book was also situated at the entrance of the nursery which we were asked to sign. The service has registered with the Food Standards Agency, and was awaiting a visit from them. Daily checks were undertaken and we saw detailed risk assessments in place for staff to follow to ensure that the premises and the equipment were checked regularly. Portable Appliance Testing was undertaken on 11/01/17, the gas boiler service on 3/12/15 and one fire drill had been logged on 10/6/16, with the next one due in August. The rooms were seen to be clean and well maintained, and the nursery had insurance cover.

Leaders and staff ensure that the environment is clean and safe and have systems in place to identify and deal with safety issues.

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

The leaders at Sadie and Frank's Nursery provide children with a well-resourced environment that has plenty of space to play. There is currently no out door play space, although there are plans to use the land to the side of the building.

Leaders provided areas that were well decorated and contained a variety of toys and activities. A book corner or quiet area was available with cushions for the children to use to rest or read quietly. The large building had numerous very light rooms for use, but due to low numbers they were currently only using the large room next to the kitchen. Units were available with trays for storage, and one personal tray for each child was available to store

their personal items e.g. dummy or blanket. Meals took place in a separate area of the room, with child-size tables and chairs or highchairs. Low level toilets and sinks were available for the children to use and wash their hands.

At Sadie and Frank's Nursery, there is plenty of space and facilities for the children to play or rest.

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

Leaders provide a good range of toys, resources and materials.

Leaders provided children with access to a range of toys and resources. The baby area was well stocked with age and developmentally appropriate toys such as VTech toys, sit and ride and push along toys which were within easy reach. The older children were able to enjoy toys which included a pop up tent, cars, dressing up clothes, train set, Duplo, puzzles, blocks, a well equipped kitchen role play area

We saw that children had access to a sand tray, a tray with polystyrene pieces, water tray, black board/ easel soft play area and ball pool. The toys and equipment seen were clean and of a good quality.

Leaders ensure that there are a good variety of toys and resources, and that they are of suitable quality.

Leadership and Management

Summary

The leaders have built a strong team and the aims of the service are clear. The service is well run and internally monitored. Staff feel well supported and the nursery has good links with parents and the community. There is a thorough and robust vetting process before staff start work and good record keeping.

Our findings

4.1 How effective is leadership?

Leaders have a full understanding of the regulations and provide an accurate picture of the service that they provide. They have an understanding of what needs to be in place to effectively run the service. They have developed well written documentation to support the smooth running of the nursery and drive up good practice.

There were well written policies available which were reviewed annually and the child protection policy had recently been updated. Other policies seen included; equal opportunities, mobile phone and social networking, nutrition and healthy eating, and parental involvement. Staff were familiar with the policies, as when we asked questions they were answered in accordance with them. There was also a settling in/admissions policy with timings based on individual needs and ends once a firm relationship is formed with the key worker.

All staff spoken to during the inspection told us that they felt well supported personally and professionally by the leaders.

Contracts were in place for each child and permission forms for emergency medical consent, sun cream/hat, taking photos, website, and trips. We saw records relating to stages of development immunisations, medical details, dietary requirements and special needs. The name of people authorised to collect child and password were recorded for each child. Long term medical forms for illnesses such as asthma were seen and were available to all staff.

Leaders have developed effective leadership for the service.

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

Leaders are reviewing the service to plan and make improvements.

The Statement of Purpose clearly set out the aim and objectives of the service. We found that the service was in the process of reviewing their service, questionnaires had been sent to parents, with four returned to date. Children had feedback forms with smiley faces to complete. Leaders were aware that a report on the quality of the service was required annually.

Leaders have identified the land at the side of the building to be used for an outdoor play service to further develop the service for the children. The responsible individual is working towards a level 3 in child care, and the person in charge has achieved her Level 5 in management.

Leaders are beginning to self-evaluate and plan for improvement.

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

Staff are aware of their duties and what responsibilities they held.

The recruitment processes were robust. Each member of staff had a completed file in place which contained all the required information to ensure children are safe. Staff supervisions took place every two months to allow leaders and staff to discuss all aspects of the nursery. Half of the staff had completed child protection and first aid training with six staff having completed food hygiene. Some staff were currently completing on-line child protection training. Staff were deployed effectively to allow them to undertake duties such as nappy changing, without compromising the staffing ratios.

The leaders are managing staff and resources effectively.

4.4 How effective are partnerships?

Leaders and staff enjoy good relationships with parents and carers. The nursery keeps parents well informed about children's general wellbeing.

The leaders told us that they hold discussions with parents to promote good relationships. One parent who had two children at the service told us that the nursery was "fab" that she was quite fussy but both children had settled well and she had been given all the information she needed. She stated the food and snacks were great and she had verbal feedback and information on a Facebook page, she stated the staff were "brilliant".

A second parent said that her child was on a second trial and that she felt comfortable leaving her child at the nursery. She told us staff were approachable, would she would happily speak to the person in charge if she had any concerns. She said that all forms had been given to her. Friends using the service had recommended Sadie and Frank's to her. The nursery leader was making enquiries into providing a service to children with additional learning needs children. A breast feeding group have use of one of the other rooms not currently being used by the nursery children.

The leaders are building good relationships with parents.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Not applicable as this is the first inspection following registration.

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended that:

- The external breast feeding group who use one of the unused rooms within the building are risk assessed
- Parents/carers sign children in and out at each visit on the drop off/collection sheets

How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- Two inspectors jointly undertook the visit to the service on 23 June 2016
- We inspected a sample of documentation and policies during the visits
- We observed practice during the visit and completed observations on one child using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff
- We spoke to the person in charge, parents and staff. We also spoke to children at the service where possible

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Full day care
Registered Person	Morna Manson
Person in charge	Louise Davies
Registered maximum number of places	19
Age range of children	3 months to 5 years
Opening hours	7:30am to 6pm Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	Not applicable, first inspection since registration
Dates of this inspection visit	24 June 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Is working towards providing the 'active offer' in relation to the Welsh language
Additional Information:	