



Care and Social Services Inspectorate Wales

Children and Families (Wales) Measure 2010 Child Minding and Day Care (Inspection and Information for Local Authorities) (Wales) Regulations 2010 The Child Minding and Day Care (Wales) Regulations 2010

Inspection Report

Little Einstein's Day Care Limited

New Dixton Road
Monmouth
NP25 3PR

**Type of Inspection – Baseline
Date of inspection – 23 June 2014
Date of publication – 17 July 2014**

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Summary

About the service

Little Einstein's Day Care Limited (formerly Destiny's Child Day Care Limited) is registered to provide day care for up to 42 children aged under 8 years. The nursery runs from a converted, detached house on the outskirts of Monmouth and has two separate outdoor play areas in the grounds of the property. It is open between 8 am and 6 pm. A new Responsible Individual (RI) took over the management of the nursery in March 2014 and also has day to day responsibility for the setting.

What type of inspection was carried out?

This was a baseline, unannounced, scheduled inspection. The inspection looked at all four quality themes. Evidence for this report came from:

- general observations of child care practices, interactions between staff and children, activities and routines of the session
- discussion with the RI and other staff
- a review of a sample of operational records and documentation
- a visual check of the premises.

What does the service do well?

No areas of significant good practice were identified over and above that which are expected by the National Minimum Standards for Regulated Child Care 2012 (NMS)

What has improved since the last inspection?

the majority of staff have updated their training in first aid and child protection. A number of staff have attended 'Mini Movers' training and ensure that children experience good levels of physical activity both indoors and outside.

The damp in the children's washrooms has been addressed

A programme of improvements to the premises has been started. The dining room, entrance hall and toddler room have been painted and reorganised to provide a brighter, more welcoming environment for the children

medication records are now maintained in line with the NMS

children are provided with more opportunities to play and learn outdoors.

What needs to be done to improve the service?

We notified the RI that the setting was not compliant with Regulation 28 (2)(b)(ii). This is because the staff files did not evidence that there was full and satisfactory information or documentation available in relation to each member of staff employed at the group in order to demonstrate their suitability.

We notified the RI that the setting was not compliant with Regulation 27. This is because the RI had not ensured that there were at all times, a sufficient number of suitably qualified, skilled and experienced staff looking after the children.

We notified the RI that the setting was not compliant with Regulation 25. This is because the RI could not evidence through written risk assessments that unnecessary risks to the health and safety of relevant children had been identified and so far as possible eliminated.

We have not issued non compliance notices on this occasion. It is expected that the RI will

take responsibility for addressing these areas by undertaking whatever necessary actions are required to achieve compliance.

Good practice recommendations were made at the inspection which would help develop the service and improve outcomes for the children and parents using the setting:

In order to improve children's experiences:

Review the pre-school environment and how the activities for children are organised in order to enhance children's play and learning and promote their choice; Provide opportunities for children to develop their independence and self help skills; Records of observations of what children do should be kept more regularly in order that planning for the next steps for the children's play, learning and development may be as effective as possible; Ensure that meal and snack times are organised to provide social opportunities for the all ages of children; Ensure that staff sit with the children whilst they are having their snacks and lunch to promote language development and encourage social skills; Ensure that the nappy changing area in the downstairs children's washroom provides a suitable level of privacy for children and meets environmental health standards; Promote the use of Welsh language, particularly with the pre-school children, in line with the Foundation Phase for Children's Learning; Ensure that staff update their training in the Foundation Phase for Children's Learning so the Foundation Phase and its seven areas of learning are understood and applied appropriately; Water for the children should be freely available at all times.

In order to provide clarity for parents:

Update the complaint procedure to ensure that it reflects the new practice by CSSIW with regard to dealing with concerns; Review the statement of purpose so that it accurately reflects the service provided.

In order to improve the management of the service and quality of the environment:

Ensure that the RI is supernumerary at all times; Provide an operational plan in order to demonstrate that the setting is well organised and managed; Provide evidence that the heating safety check has been carried out; Provide hot water in the staff washroom; Ensure that all staff are kept up to date with good hygiene procedures through attending appropriate training; Review policies and procedures to ensure that they comply fully with the NMS and regulations; Provide a room or area for staff for breaks, away from areas being used by the children; refer to the Care Council for Wales' guidelines on staff induction, supervision and appraisal for further guidance.

Quality of life

Overall, we (CSSIW) found that the setting provided a satisfactory range of activities. Resources were generally organised to promote children's choice although, particularly in the pre-school room, this is an area that needs to be improved. Children were provided with good opportunities to play outside, although learning opportunities outside could be extended, particularly for the pre-school children.

Children generally have opportunities for freely chosen, unstructured and self-directed play. Resources in the baby suite and toddler room are well organised and children can access them easily. However, resources in the pre-school room could be better organised and a greater selection of activities could be provided. We saw jigsaws, a home corner and free painting available in the pre school room. Sand was set up later in the morning. Children could also take part in a sticking activity. However, we noted that resources for this were not all set out before the children began and further resources were not easily available to them. Once organised children were free to create their own pictures. More choice of activities and areas of continuous provision should be set up to ensure that children's development is promoted in all areas of learning. The home corner should be made more inviting to encourage the children to use this space. Staff told us that children are involved in the planning of activities during circle times. We saw that children in the baby room were able to move about freely and choose their own toys. We spoke with the staff who told us that activities were planned to provide sensory experiences and saw children enjoying playing with shaving foam. We noted that the children were sat in high chairs whilst undertaking this activity. We discussed providing children with age appropriate seating that would enable them to all sit around a table together. This would increase their enjoyment and provide a more social learning experience.

Children are not always helped to look after themselves and gain independence. Although children were encouraged to use the washrooms independently and self register at the start of the day, we observed that a number of opportunities to promote children's self help skills were lost. Children could not easily access painting aprons and staff hung them up after use. We saw that children in the pre-school room could not reach the boxes where they put their work. Resources were not all clearly labelled and many were in drawers which children could not see in to. At meal and snack times opportunities for children to develop self help skills were missed. We saw staff pouring children's drinks, passing round fruit with a utensil and food was served for them. This limits children's ability to become independent learners. We did note that one child was asked to help collect the cups. This practice should be developed as encouraging these self help skills and introducing an element of self-service and would promote independence and develop children's self esteem.

Children are active and experience time outside. Although, due to the layout of the setting children do not have free access to the outdoor play areas, the RI ensures that children of all ages access the outside regularly. We saw children playing outside during both the morning and afternoon. We noted that the children were relaxed and happy and enjoyed the climbing frame, play house, bikes, sand and water. They particularly enjoyed a group activity playing parachute games. The RI told us that further developments to the outdoor play areas were planned. We discussed providing additional activities outside particularly for the pre-school children, in order to promote the Foundation Phase principles.

Quality of staffing

Overall, we found that children benefitted from a consistent team of well qualified, experienced staff. Staff generally engaged well with the children and showed a genuinely warm and caring approach. However, staffing levels were not always maintained appropriately and some opportunities to interact with the children, particularly at meal and snack times were missed. Children were secure, confident and happy with their carers.

Parents could be confident in the care provided for their children because staff are experienced and well qualified. The RI and the deputy held a level 5 in Child Care, Learning and Development. Five of the remaining six staff held suitable level 3 child care qualifications, one of whom was undertaking an appropriate level 5 qualification. One member of staff was unqualified and working towards a level 3 child care qualification. The RI told us she had a comprehensive system of monitoring staff training and from discussion with her it was evident that an appropriate number of staff held qualifications in first aid and child protection. The RI told us that only herself and the cook had undertaken food hygiene training. We recommended that all staff undertake training in this area in order to ensue that they are kept up to date with good hygiene procedures.

Children benefit from motivated carers. The RI and staff were keen to improve their practice and make a positive difference to the children's experience. We spoke to the RI and staff who told us that they had recently attended a 'Mini Movers' course. This had provided them with activities to promote children's physical development. Staff told us they were using these activities both outside and indoors with the children. It was evident from discussion with staff that they felt the management supported their training needs.

Care given was generally relaxed and, in the main, children had good interactions with staff. The setting deploys a key worker system so that children are able to form attachments to familiar carers. We saw staff engaging naturally and warmly with the children. We observed children approach staff confidently. Staff told us that babies were held whilst being bottle fed. We noted that when children were feeling unsure staff were attentive to their needs and provided extra support. It was evident from our observations that children formed close attachments to their key workers. We saw key workers working closely with their key children when they needed support and comfort and they attended to their key children's personal and intimate care. However, the RI told us that some key workers did not meet regularly with the parents of their key children. The RI assured us that this would be addressed. The RI told us that she does not employ additional staff to cover staff breaks etc. On one occasion one member of staff took their break without sufficient cover. This meant that the appropriate staff: child ratios were not maintained. This reduced the quality of the interactions between the staff and children. This has been identified as an area of non compliance. We noted that staff did not have an area which was always away from the children to take their breaks. The RI told us that part of the development plan for the nursery included the provision of a separate staff room. We saw that during lunch and snack times opportunities to promote language development and fully engage with the children were missed as staff did not sit with the children. We saw one child sat in high chair away from the other children and staff told us that younger children generally sat in high chairs in a row. Providing appropriate seating so that children may sit around a table would help develop and promote their social skills and improve interaction further with staff. How the steps are managed outside needs to be reviewed as currently one member of staff remains on the steps whilst the children play so reducing the level of interaction/engagement with children.

Children were safe in the care of the staff team because staff have undertaken training in child protection. The RI told us that staff have recently attended level 1 training in child protection. She affirmed that staff will be undertaking level 2 training in the near future and that herself and the deputy will be undertaking training to level 3. The RI confirmed that she understood her role in this area and was aware of the processes to follow should she have any concerns about a child's safety or welfare. The setting has a Child Protection policy. However, this will need to be reviewed in order that it is in line with the NMS.

Quality of leadership and management

Overall, we found that the setting was reasonably well run. However, there were a number of areas in relation to the way in which the service is run which need to be improved.

Parents using the service could generally be clear about what the service sets out to provide. The service has a Statement of Purpose which is shared with parents together with policies, procedures and a contract. However, the Statement of Purpose does not accurately reflect how the service is run. This should therefore be reviewed. A copy of the revised version should be provided to parents and forwarded to CSSIW. Although the policies and procedures had been revised by the new RI, we saw that some needed further revision. The RI told us that parents are invited to read the policies and procedures and are provided with copies if requested. It would be good practice to provide all parents with copies of these documents. The parent notice board and other areas displayed information for parents such as the menu, routines and previous inspection reports, although we noted that the previous inspection report was not displayed.

Parents could generally be confident that their children are safe because the setting is reasonably well run, although further care and attention should be paid to the NMS and regulations. We saw records of medication administered maintained appropriately. Accident and incident records had been completed in line with the NMS, attendance records for the children included the times of attendance and there was a record of visitors. The RI told us that appropriate information in relation to each child was kept but we could not view these. The drawer where they were kept had been locked and the RI was unable to open it while we were there. However, we reviewed an uncompleted child record from which indicated that the appropriate information was sought. We found that staff files did not contain all of the information required by the regulations to evidence that all required pre-employment checks had been carried out on staff. This has been identified as an area of non compliance. The RI took over the setting in March this year. She told us that she has undertaken appraisals with staff. She affirmed that she would be undertaking one to one supervisions during the year so that staff may consider their training needs and consider the quality of their practice on a regular basis. The RI should refer to the Care Council for Wales' guidelines on staff induction, supervision and appraisal for further guidance. The setting does not have an operational plan in order to evidence that the service is well planned and organised. This RI affirmed that this would be addressed.

Parents know who is accountable and who is overseeing the service because the new RI generally makes herself available to parents. We noted that the RI was supernumerary for much of the day. She told us that she is always at the setting to greet parents and speak with during the day. However, we noted that the RI was being deployed to cover staff breaks and occasions when staff left to collect nursery children. The RI must be supernumerary at all times in order to ensure that the setting is managed effectively. This was discussed with the RI who agreed to address straight away.

Parents and children had not been involved in determining the quality of care provided by the service, because a review of the quality of care had not been undertaken. We discussed this with the RI who agreed that this would be addressed in a timely manner. A written report should be produced which includes the views of the parents and children. A copy of the report should be provided to CSSIW within 28 days of the

review. This has been identified as an area of non compliance.

Parents can be confident that their complaints and concerns will be taken seriously and acted on. The setting has a complaint procedure and complaint forms are easily available to parents. We saw complaint forms displayed for parents. However, we reviewed the complaint procedure and noted that it did not fully comply with the NMS and regulations. In addition, it did not reflect CSSIW's new practice with regard to dealing with concerns. We notified the RI that CSSIW had received one complaint about the setting since the previous inspection. The RI told us that she had responded appropriately to the complainant and records had been kept. However, these could not be viewed as they were kept in a drawer which had been locked and the RI was unable to open it while we were there.

Quality of environment

Overall, we found that children benefitted from a welcoming and homely environment. However, there were some issues identified mainly in relation to the pre-school room which should be addressed.

Children were generally cared for in an environment which was suited to their needs because the main play rooms used were bright and child friendly. There were two outdoor play areas for the different age groups: Older children had access to a large garden at the front of the building; younger children could use a separate play area at back of the house. However, due to the layout of the premises, children cannot access these freely. Some improvements had been made to the premises since the previous inspection: The dining room had been brightly painted, the toddler room had been painted and reorganised to create a cosy and inviting room for the children; trees had been cut down in the play areas which created more light and space; the hall had been redecorated and was fresh and welcoming; the damp in the children's washrooms had been addressed. The RI told us that there were plans to continue with the redecoration throughout the building. There are also plans to improve the outside play spaces and provide planting areas for the children. We saw that the nappy changing area in the children's downstairs washrooms did not offer much privacy for the children and nappies were not stored in cupboard. This was discussed with the RI who agreed that this situation would be rectified.

Not all children could find it easy to do things for themselves. Children generally had free access to toys and resources. We saw children had appropriately positioned named hooks to hang their own coats and bags. However, many of the resources in the pre-school room were not easily accessible to the children. We saw that drawers were not all clearly labelled and children could not see into them easily. We noted that children could not reach the boxes which had been set up for them to place their own work. Additional resources and materials to support activities were not always easily available to the children. Children did not seem aware of where to hang their aprons after craft activities. Although drinks were provided at certain times during the day, children did not have free access to water at all times. The RI affirmed that this was an issue which she was addressing.

The well being of children is generally promoted because there is a reasonable range of equipment and resources. The baby room and toddler room were well resourced. Older children and toddlers were provided with suitable tables and chairs at lunch and snack times. However, we saw that babies sat in high chairs which limited their opportunity to mix with the other children. We saw children in the baby room enjoying their home made house. However, we noted that the home corner in the pre-school room was not inviting and was not used by the children. We saw that there were limited table top activities in the pre-school room and areas for different types of play and activity were not easily identifiable. Play areas on the floor were not defined so the floor became cluttered and toys caused a potential trip hazard. The RI told us that there were plans to provide rugs, particularly where the children sat for circle time and agreed to address the issues around the lay out of the pre-school room.

Parents could generally be confident that their children were safe because the RI and staff at the setting had ensured that most procedures were undertaken to ensure children's safety. The RI told us that the staff undertook daily risk assessments. However, these were not recorded. In addition, the RI had not undertaken an annual risk assessment of the premises in order to ensure that risks are identified and appropriately

managed. The RI affirmed that this would be rectified immediately. This was identified as an area of non compliance. The entrance door was controlled by an intercom and camera. Internal doors had digital locks. We saw certificates evidencing that all safety equipment and electrical items were checked annually. The outside area was fenced and kept secure. A record of visitors was maintained. We saw records indicating that fire drills were carried out to ensure that children would know what to do in the event of an emergency and records were maintained. The setting had been awarded a level 5 food safety rating from environmental health. However, we noted that hot water was not provided in the washroom used by staff. The RI could not evidence that a safety check had been carried out on the heating system.

How we inspect and report on services We conduct two types of inspection; baseline and focussed. Both consider the experience of people using services.

Baseline inspections assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

Focussed inspections consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focussed inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focussed inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

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