



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

Childcare Inspection Report on

Little Einstein`s Day Care Limited

**Westbury House
Dixton Road
Monmouth
NP25 3PR**



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Description of the service

Little Einstein's Day Care Nursery is registered to care for up to 42 children under the age of 12 years. The nursery is located close to Monmouth town centre. It operates all year round with the exception of bank holidays, between 7.30am and 6.00pm, Monday to Friday. There is a wrap around service from local school. Rebecca Edwards is the Registered Person (RP) and she is also the Person in Charge (PiC) with day to day responsibility for the running of the service.

This is an English language nursery, with the use of incidental Welsh being used.

Summary of our findings

Overall assessment

Outcomes for children are sound. They are well cared for, happy and have a good range of play experiences. Practitioners are suitably qualified and provide responsive care. We noted that the indoor and outdoor area lacked some maintenance, although it is of adequate quality.

Improvements

The RP has satisfactorily addressed the recommendations raised at the last inspection. We were told that the roof has been repaired and many resources have been replaced and improved.

Requirements and recommendations

We made recommendations to improve the administrative procedures for recording children's next steps in their learning and development, formalising daily check lists to ensure safety and minimise risk within the setting. These are detailed in full at the end of this report.

Well-being

Summary

Outcomes for children are good. They are settled, safe and their needs are attended to. Children enjoy their play and learning and have a good range of play activities to promote their all round development.

Our findings

To what extent do children have a voice?

Children can make choices, express their views and their requests are listened to by practitioners. Children were asked what they wanted to play with or do and their suggestions with regard to activities were acted upon. For example, the older children in the pre-school asked to do painting, cutting and sticking and playing in the water trough during free play they were able to choose their activities and resources. We spoke to a number of older pre-school children who told us that they felt that practitioners listened to them and they could talk to them about issues. We noted that children felt relaxed in their environment and children in both the toddler group and pre-school group spoke to us with ease. An older child told us they had been doing printing in the morning to make Christmas cards for their parents.

Children's needs are responded to and their views are taken into account which promotes their confidence and self esteem.

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

Generally, children are settled, forming positive relationships and are relaxed and happy in the nursery. There is an effective settling in procedure. Over the course of inspection we observed children playing happily with their peers and alongside practitioners. We saw that they were settled and at ease as they happily approached adults for reassurance and assistance. Younger children who were still adjusting to the nursery were supported and cared for and received close attention and support to help them settle. We noted that there was a relaxed atmosphere and children were forming positive friendships, playing together in groups and in pairs.

Children are valued and forming good attachments which supports their wellbeing.

How well do children interact?

Children are starting to understand the importance of co-operating, take turns and share. We noted a minor incident of a children being impatient about waiting to share different colours of paint during our inspection but this was an isolated event and was quickly sorted out with the support from a practitioner who was close by. Children played happily together. During discussion times the pre-school children sat together and listened to what each other had to say. Children played well together during a salt dough activity and before going to the dinning area for lunch they followed practitioner's requests and waited patiently and in line. Babies are given time and opportunities to choose the toys on offer and when they babble staff respond to the sounds with praise.

Children are learning the importance of sharing and turn taking in preparation for more formal education.

To what extent do children enjoy their play and learning?

Children are active learners, are interested in activities and gain a sense of achievement. We observed them enjoying free play opportunities as well as more structured activities. We noted that children had the opportunity to experience individual play and group activities. We saw water play, messy play, story telling activities and children playing with small toys. One child in the toddler group was very proud of a book they had chosen and showed us the different pages pointing to the animals. We did not observe children playing outside during the inspection but practitioners told us that outdoor play is a daily activity. Children were engaged in their activities which sustained their interest for a suitable length of time and we observed them smiling, laughing and playing happily together. We spoke to a number of children who told us that they liked the toys available to them. Older children who attend after school sessions were not present but their comments collated said that they liked coming to the setting and enjoyed the activities offered.

Children benefit from a range of play opportunities which promote their all-round development.

How well do children develop, learn and become independent?

Children are developing their skills, are confident and independent. They are encouraged to develop their self-help skills and follow their own interests. In the main at meal times we noted that most children were prompted to eat independently and encouraged to use appropriate cutlery. However, we noted that a practitioner was feeding more than one child at a time, which limits close one-to-one time with the babies. During activities children were given space and time to play independently and they were encouraged to wash and dry their hands without adult support. We observed a painting activity where a child had finished their picture and went to show it to the practitioner. The practitioner paused from what they were doing and took time to praise the efforts of the child. This promoted their self-esteem and gave the child a sense of purpose and responsibility, improving their confidence.

Care and Development

Summary

Overall, we found that practitioners demonstrated that they value their relationships with the children and provide them with a suitable range of activities that help them to develop. We found that the practitioners understand most key policies and practice these but they lack the understanding of their role with regards to health and safety procedures.

Our findings

How well do practitioners keep children safe and healthy?

In the main practitioners promote a healthy life style and ensure that appropriate health, safeguarding and safety procedures are in place. Appropriate fire safety precautions are undertaken and fire drills have been completed. The nursery has a food hygiene rating of 5 stars from the Food Standards Agency. Practitioners we spoke to were aware of child protection procedures and there is a safeguarding policy in place. Recently all staff have updated their safeguarding training to include awareness of the 'Prevent Duty'. This is a government strategy to help protect children and families from radicalisation. The nursery has invested in technology that allows practitioners to record accidents electronically and give medication to children in real time. The technology we saw showed us that parents could not sign out their children at the end of each session without signing relevant records. Risks and hazards are considered when walking or transporting children to and from school. However, we asked to see the daily checklists for the premises to ensure that safety issues are regularly checked and monitored but we were told there are no formal check lists for practitioners to use on a daily basis to ensure consistency and this can compromise children's safety. We discussed this with the provider and they assured us that this would be rectified immediately. The provider told us that a first aid boxes are stored in the nursery bus when transporting children to school.

How well do practitioners manage interactions?

Practitioners manage interactions with children effectively and ensure that children understand the importance of sharing and being kind to each other. They work in line with the nursery's behaviour management policy and set realistic boundaries for children in line with their age and stage of development. We noted that practitioners were good role models for children, treating them respectfully and kindly at all times. They encouraged children's manners prompting them to say 'please' and 'thank you.' Older children were comfortable with the routines in place before meal times they lined up in pairs quietly and in an organised manner.

Parents can be assured that practitioners support children effectively and consistently encourage positive behaviour to benefit children's social development.

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

Practitioners ensure that children have access to a wide range of play experiences, record and track children's learning and development and support their individual needs.

Practitioners told us they use online systems to record observations and assessments. However, when we asked the provider to show us these records. They were unable to access the records on the central system fully and we could not be assured how well children's next steps in learning are recorded. We suggested that alongside the online system the provider needs to ensure that these records are made available for parents and for inspection purposes. In addition these records should be able to transfer with children when they move to school. We noted that practitioners were calm, responsive and there was a relaxed and nurturing atmosphere in the nursery. There is a key worker system in place which means that individual children have a specific practitioner to provide continuity of care. We spoke to a number of practitioners who were familiar with the needs of individual children, their routines and preferences. The service does not provide the Active Offer in relation to the Welsh language and we noted incidental Welsh used during our visits.

Practitioners ensure the children's developmental needs are identified and provide a caring atmosphere to promote children's wellbeing and development.

Environment

Summary

Some areas within the nursery are tired looking and require improvements. Overall, resources and furniture are of a good standard and offer children an adequate variety of play and learning opportunities. Children have access to equipment and activities which support the ethos of the Foundation Phase. However, risks and hazards are not effectively identified and eliminated to ensure children's safety.

Our findings

How well do leaders ensure the safety of the environment?

We undertook a visual inspection of the premises and we found that practitioners did not fully identify risks and hazards to children. Indoors, we noted that throughout the setting most rooms had trailing cables on the floor or poor attempts had been made to tape wires across stairwell. Most of these cables were within children's reach and could be a strangulation hazard to them. We discussed this with the provider who assured us that they would take immediate action. During our inspection we noted that the provider had begun to address the issues.

Leaders are beginning to develop a suitable tool so that everyone is aware of their responsibilities in relation to safety and welfare of children.

How well do leaders ensure the suitability of the environment?

The nursery has a secure entrance and ample space both indoors and outdoors for children to play. Indoors there are quiet areas in most rooms for the children to relax and read books or sit quietly and rest. Babies have ample space in their play room and a sleep room is designated for them and each child has a designated cot. Overall, the indoor play spaces were clean. However, we noted carpets in the afterschool room and on the stairwell were unclean and looking tired and they were frayed in places. On discussion the provider told us that it is their plan to replace this as a priority. These issues can impact on children's health and safety. The provider has given assurances that any outstanding issues will be rectified and appropriate safety levels maintained in the future.

Older children have access to a bathroom with two small toilets and low level wash hand basins to support independence. Children generally eat their meals within a designated area. Children's art work is displayed which gave a pleasant atmosphere and demonstrated a sense of security and belonging for the children.

Leaders are beginning to ensure the environment is used flexibly and create a good sense of security and belonging.

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

Furniture within the nursery is mostly of a good standard. The service has tables, chairs and role play furniture suitable for children to use. We saw a wide range of toys, games and dressing up materials which were well used by the children. Outdoors children have access to wheeled toys, a play house, digging and planting area. We saw children playing freely in

the indoor role play area, mark making and paint/messy play area which they clearly enjoyed. Babies had toys and resources within their easy reach. This encouraged them to become more mobile. During the inspection we noted there were suitable books and resources that promoted cultural awareness and the Welsh language. Practitioners and the providers told us that they celebrate various festivals throughout the year and Christmas preparations were in place.

Leaders are beginning to ensure that all children have access to a wide range of suitable quality, developmentally appropriate play and learning resources inside and outdoors.

Leadership and Management

Summary

The service is generally run with reference to National Minimum Standards for Regulated Child Care and the Child Minding and Day Care (Wales) Regulations 2012. Planning for improvement is undertaken, management of practitioners and staff is sound and there are strong partnerships with parents. Records and documents are generally well organised with some development required. The RP should take action to address matters we identified to improve standards and ensure continuity of care for the children.

Our findings

How effective is leadership?

We examined a range of documentation and records maintained and overall, found these to be satisfactory. The Statement of Purpose has been updated. All practitioners are clear about the quality of care expected but they lack knowledge on health and safety issues and their responsibility to report matters to the provider so that action can be taken to ensure children's safety. This can impact on the standard of care provided. The RP needs to ensure all policies and procedures are understood and practised by practitioners and that there is a system in place to monitor and update documentation in a timely manner. On viewing the daily registers we were assured that children's actual times of arriving and departures are accurately recorded on the online line system. However, staff registers were not accurately maintained. This is because not all practitioners take responsibility for recording their own individual records on arrival. During the inspection we noted that a practitioner had recorded their time of arrival incorrectly by recording it an hour late. This could impact on safe evacuation of the premises in an emergency and it does not give a clear picture of which practitioners are present at a given time. We discussed this with practitioners and the RP and they agreed to improve these records. We viewed medication permission forms and records and noted that currently the provider had agreed with parents to administer medication such as Calpol if a child became unexpectedly ill whilst in their care. Practitioners told us that the nursery kept a bottle of Calpol for emergencies. We discussed that this was not an appropriate medication system and that parents must supply medication for each child individually. All medication must be clearly labelled with the child's name and kept at the nursery for a specified time only. We discussed with the provider that in any other situation they should seek emergency advice and ask parents to collect their child if they were unwell so that medical advice could be obtained. The provider agreed to improve this system immediately. We saw evidence of contracts that were shared with parents setting out the expectations of both parties.

How effective is self-evaluation and planning for improvement?

There are quality assurance processes in place. Parents, children and practitioners are consulted at part of the nursery's review of quality of care and there is an action plan for improvement as part of this review. The provider has agreed to forward a copy of the Quality of Care Review to CSSIW when completed. The nursery has identified the importance of children having a smooth transition from the nursery to school and there are

plans to strengthen links with teachers and practitioners to support children making the important adjustment to full time education.

There are systems for improving and evaluating the effectiveness of the nursery to benefit children and parents who use it.

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

Practitioners and staff are managed appropriately. There is a stable group of practitioners many of whom have been working at the nursery for a number of years. Supervision is beginning to be formalised and appraisals are regularly conducted. Staff meetings are held on a monthly basis. There is a small pool of casual workers to cover sickness and annual leave. Lunch times are covered by additional help from the nursery cook. Practitioners are qualified and experienced and we saw that regular training is undertaken. This includes first aid, child protection and food hygiene. A member of the team has gained a level 5 child care qualification and another practitioner is due to complete level 5 training in the near future. Recruitment processes are safe and robust.

Overall, practitioners and staff are managed effectively to ensure that the service is run efficiently.

How effective are partnerships?

The service works well with parents and partnerships are strong. Parents told us that they are regularly informed about their child's development and routines. Relevant information is gathered before children attend so that their preferences and daily requirements are noted. Daily records are completed on line so parents receive an email at the end of the day telling them what their child had done. Parents and carers who do not wish to use the online service are provided with a hand written copy of daily sheets. We spoke to a number of parents all of whom were very complimentary about the nursery. Comments included: *'the staff are approachable and I feel they look after my child very well.'* *'Fantastic nursery, they came from recommendations from other parents we know'* and *'I would highly recommend them'*.

Partnerships with parents are positive and the feedback we have received from parents indicates that they value the service provided by the nursery.

Improvements required and recommended following this inspection

Areas of non compliance from previous inspections

None

Areas of non compliance identified at this inspection

None

Recommendations for improvement

In order to further develop the service and improve outcomes for children we discussed the following matters with the RP. They should:

- Ensure that all areas that are accessed by children are clean and fit for purpose and are monitored by the use of effective daily check lists;
- extend all observation and assessment records to consistently evaluate and record children's next steps in order for parents to be fully informed of their child's progress;
- minimising all risks to children with specific regard to loose cords/wires around the entire nursery including blind and curtain loops;
- ensure that daily registers accurately record when staff are on site in a timely manner;
- ensure that procedures for administering medication clearly identifies that parents must provide any medication for individual children and that this is stored by the nursery for a specific time only and
- promote a homely experience for babies during mealtimes by ensuring that staff are able feed the children on a one to one basis.

How we undertook this inspection

We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including notifications and changes since the service was last inspected;
- the inspection was carried out by one inspector and took place over one visit;
- we observed activities and interactions between the practitioners and children;
- we sampled documentation and records, which included the statement of purpose, policies and procedures, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of medication administered;
- we viewed all parts of the premises, looked at maintenance records, risk assessments and other documentation relating to safety measures and took account of the security measures in place.

Our findings were fed back to the RP and practitioners at the end of the inspection and all non compliances and recommendations discussed in full.

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

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Rebecca Edwards
Person in charge	Rebecca Edwards
Registered maximum number of places	42
Age range of children	From 6weeks to 12 years old
Opening hours	Monday to Friday 8am to 5.30pm including school holidays. With the exception of Bank Holidays and some additional days closing over Christmas period.
Operating Language of the service	English
Date of previous CSSIW inspection	November 2015
Dates of this inspection visit(s)	8 November 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service does not provide the 'Active Offer' in relation to the Welsh Language
Additional Information: None	

