



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

# Childcare Inspection Report on

**Hope Day Nursery**

**58-59 Mochdre Industrial Estate  
Newtown  
SY16 4LE**



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## **Description of the service**

Hope Day Nursery operates from Newtown, Powys. The service has been registered from this location since 29 April 2014. The service is registered to care for a maximum of 39 children under the age of 12 years. The responsible individual and person in charge of the setting, on behalf of Hope Church, is Amy Bucknall. The operational hours are Monday to Friday, 7:45 to 17:45 throughout the year, with the exception of bank holidays and Christmas Eve to New Year Bank Holiday inclusive.

## **Summary of our findings**

### **1. Overall assessment**

Children have a strong voice as they are able to make their own decisions and are encouraged to speak and express themselves. Children are secure, happy, comfortable and relaxed. Children interact well with others. Children take part in a range of interesting and fun activities that encourage them to learn new skills or knowledge and make good progress. Children have opportunities to do things for themselves. Staff are effective at helping to keep children safe and healthy. Staff are positive role models for children. Staff promote children's play, learning and development well. Children's individual needs are appropriately met by staff.

### **2. Improvements**

The service has increased their room space to have a dedicated room for the newly funded Foundation Phase provision.

### **3. Requirements and recommendations**

We recommended that:

- transition times when one session ends is less disruptive to the babies, and
- lunch is served promptly, making sure that children get a plate full of food before they start eating.

# **1. Well-being**

## **Summary**

Children have a voice as they are able to make their own decisions and are encouraged to speak and express themselves. Children are secure, happy, comfortable and relaxed. Children interact well with others. Children take part in a range of interesting and fun activities that encourage them to learn new skills or knowledge and make good progress. Children have some opportunities to do things for themselves.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have choice and are able to make their own decisions. Children are encouraged to speak and express themselves.

Children had free choice during their play and we saw children exercising this choice by choosing to play with Duplo, dressing-up outfits, Mr Potato Heads and play dough or to read books. Children were also able to make choices at snack time when they could help with the preparation of snack and decided what they wanted to add to their plate. Children were encouraged to engage in conversation whilst they played, when they ate their lunch and during circle time sessions.

Children have a strong voice.

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

Children are secure, happy, comfortable and relaxed.

The majority of the children were very settled and relaxed as they played and explored the environment. Those who were tearful because they had just started and were finding it difficult to be separated from their parent were supported and comforted by staff. The youngest children freely explored the room and paid particular interest in the painting activity laid out on the floor. We saw lots of smiles and heard lots of laughter as the children played, particularly when the children played outdoors. The older children were individually welcomed and spoken to during the circle time session so that each child was made to feel welcome and to participate.

Children feel very safe, happy and valued.

### **1.3 How well do children interact?**

Children are learning to manage and control their emotions.

Children played well, either alone or alongside each other, depending how they felt. Some children chose to spend time alone playing on bikes, trikes and scooters, whilst others gathered together to play with the play dough together or to do some colouring.

Children generally interacted very well with each other and the staff, with only a few minor disagreements or upset about having to share which was typical for their age and stage of development. Children were learning to share and take turns and listened to reminders from staff that they needed to do so; most did so willingly. Children showed affection towards one another.

Children interact well with others.

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

Children enjoy a range of fun and stimulating play and learning activities.

Children showed that they were enjoying the activities that they took part in as they were focused and engaged. For instance, the youngest children listened intently to a few stories and looked at the pictures in the book and the song board. Children were seen to move between toys and activities with purpose, which showed that they knew where they could find the toys and resources that they liked to play with. A group of children spent quite a length of time playing outdoors and caring for the pet rabbit.

Children very much enjoy their play and learning.

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

Children take part in a range of interesting and fun activities that encourage them to learn new skills or knowledge. Children have some opportunities to do things for themselves.

Children took part in a variety of activities through the day, which included physical activity, stories and songs, arts and crafts and mathematical tasks. Books that staff had completed included photographs of the children taking part in a wide variety of activities that related to a particular theme. Activities covered the seven areas of learning and encouraged children to develop different skills or to learn about different topics. Each child's development was being tracked and monitored using the Foundation Phase Profiles; the principles of this were also being used for the younger children which showed that children were making progress.

Children did some things by themselves where they could, such as feed themselves, wash their hands or go to the toilet by themselves. They were big participants in snack and lunch time. Children were seen to help cut food and decide what they wanted to eat. Discussions with staff and leaders were had around the length of time it took for the children to have a full plate of food. A jug of water was available for the children to pour their own drinks and did this independently.

Children make good progress.

## **2. Care and Development**

### **Summary**

Staff are effective at helping to keep children safe and healthy. Staff are positive role models for children. Staff promote children's play, learning and development well. Children's individual needs are appropriately met by staff.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff help to keep children safe and healthy through the implementation of the service's policies and procedures.

Staff had received training on first aid, food hygiene and child protection. Staff were informed of changes to policies and had been asked to sign to acknowledge that they had read and understood them. Staff routinely recorded any pre-existing injuries that children had and had completed accident records appropriately. Staff had been informed of the service's 'Prevent Duty' policy. Staff had regularly practised fire drills with the children so they knew what to expect in the event of a fire. Children's allergies and dietary preferences were taken into account during meals. Staff followed infection control guidance by wearing gloves and aprons before serving food and using anti-bacterial spray to wipe down tables and staff were seen to follow the service's nappy changing policy. Staff encouraged pre-school children to wash their hands before snack and children of a younger age had their hands washed with wipes as they could not easily access a bathroom sink. Staff cleaned up toys or spills as they occurred to avoid slips and falls. Staff ensured that children got regular physical exercise by taking them outside to play and provided access to water so that they could remain hydrated. Staff are effective at helping to keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff are positive role models for children.

Staff spoke to the children in a calm and engaging way. They ensured that children were included in activities and that they received some attention by asking them if they wanted to take part or by suggesting alternative toys or resources to them. Staff praised children for their efforts, for instance when one young child drew around the shape of their hand without help. Staff were affectionate and gave children hugs when they were approached for one. Staff encouraged turn taking, such as when the children were asked to take turns in stirring the icing sugar to decorate their biscuits with.

Staff manage children's interactions well.

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

Staff promote the development of all children by planning for a good variety of play opportunities. Staff implement the principles of the Foundation Phase and track children's development.

Staff tracked all children's progress, from the babies to the 4 year olds, using the compact Foundation Phase Profiles. Staff said that they had found this to be very useful in determining whether children were progressing at the expected rate and helped them to create specific targets to work towards. Using these, staff had identified individual targets for each child in the seven areas of learning and had started to record the date when children had achieved the targets. Staff had planned for a good range of stimulating, fun activities for the children which was appropriate for their age and stage of development and which used a variety of resources as stimulus. The activities that the children took part in reflected the activity planning for the day. Staff were respectful of children's privacy and dignity when assisting with toileting. Staff were aware of children with additional needs and any individual play plans in place, which they followed to ensure their needs were met. Staff were mostly responsive to children's needs by wiping children's noses and changing nappies in a timely manner.

Staff promote children's play, learning and development well. Children's individual need are appropriately met.

### **3. Environment**

#### **Summary**

Leaders are effective in ensuring that children are cared for in a secure, safe and clean environment. The environment is a welcoming, friendly and stimulating environment for children. Toys and resources are in sufficient supply and are of good quality.

#### **Our findings**

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

Children are cared for in a secure, safe and clean environment.

The front door was kept locked and was opened by senior staff. Equipment was in place for children's safety, such as safety gates and changing mats with high sides. The service's fire equipment had been checked and maintained regularly. The service had been awarded a Level 5 by the Environmental Health Department, which is 'very good' in terms of hygiene. Fire drills had been practised and the person in charge had recently undertaken an observation of the process to monitor the effectiveness of the procedure.

Leaders are effective at ensuring the environment is safe.

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

The environment is a welcoming, friendly and stimulating environment for children.

The rooms that the children used were bright, airy and well decorated and maintained. Each room was equipped with a range of toys and resources that was suitable for the children's age and stage of development and which promoted imagination, creativity and the development of different skills. This included craft materials, a good selection of books, puzzles, blocks, role play toys and musical instruments. The outdoor learning area was equipped with resources and materials that encouraged children to engage with nature and natural materials along with bigger equipment such as climbing frames, bikes, trikes and scooters. Children were able to sleep either in cots or on mats covered with sheets. The pre-school area was zoned according to the principles of the Foundation Phase to encourage different forms of play and learning, but there is scope for this to be further enhanced which has been recognised and acted upon. Displays had been placed high on the walls and doors which included children's photographs and artwork, which related to the themed activities that they had taken part in.

Leaders are effective at ensuring the environment is suitable for children.

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

Toys and resources are in sufficient supply and are of good quality.

The resources in each area were varied and promoted different play and learning opportunities, such as explorative play in the mud kitchen and the role play area and physical play on the climbing frames and ride on toys. All of the toys, equipment and resources that we saw was of good quality and in a good condition. Staff cleaned the resources regularly, according to a cleaning rota.

Leaders proactively ensure that the resources and equipment is of good condition.

## **4. Leadership and Management**

### **Summary**

The service is compliant with the regulations and in many areas exceeds the national minimum standards. Leaders have a well-developed system of self-evaluation of the service in order to drive improvement. Staff and resources are effectively managed. Leaders have developed good relationships with parents.

### **Our findings**

#### **4.1 How effective is leadership?**

The service is compliant with the regulations and in many areas exceeds the national minimum standards.

The service had a comprehensive statement of purpose or 'operational plan' which was reflective of the service that was being provided. The service had clear aims and objectives and these were regularly reviewed and shared with staff. The leaders reviewed and updated the policies regularly and ensured that staff signed to acknowledge the policies. The service had valid public liability insurance and was registered with the Information Commissioners Office (ICO). Leaders had created a matrix to show when staff members' first aid and food hygiene training was due for renewal. Leaders had created contracts for all children, which had been signed by both the service and the parents. Detailed information about children's needs, preferences and routines had been obtained prior to the children starting, together with parental consent for a range of things including emergency medical treatment. Leaders have good leadership skills.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have a system for gathering people's views about the service and for feeding back the responses.

Parents, staff and children were asked to comment on the service through questionnaires with questions relevant to them. Leaders had collated the views and had answered any questions or responses that parents had raised. The feedback from the quality of care review had been fed into an action plan for 2016/2017.

Leaders have a well-developed system of self-evaluation of the service in order to drive improvement.

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

Leaders have a robust recruitment process in place and induct staff before they start work. Staffing ratios are met and staff are appropriately deployed and monitored by the managers.

Staffing ratios were met at the time of the inspection and in some areas they were exceeded. This allowed for staff to be effectively deployed where they were needed. Staff files were compliant and showed that leaders had undertaken appropriate checks on staff prior to them starting work. New staff had received a comprehensive induction programme which covered health and safety issues and the service's policies and procedures. Records showed that staff meetings were taking place on a regular basis where general issues and practice was discussed. The staff questionnaires that we received back were positive in their feedback about the support that they received from the managers.

Staff and resources are effectively managed.

#### **4.4 How effective are partnerships?**

Parents are provided information in a range of ways.

Parents that we spoke to said that they had been given a statement of purpose and some policies prior to their child starting at the nursery and that they found this to be useful. A noticeboard in the reception area contained the nursery's certificates and key information about the service. Photographs of the children were displayed on the walls around the nursery to show what the children had been doing in relation to the topic that they were following. Leaders produced a printed newsletter every term which detailed forthcoming events, changes, activities, projects and plans and notices. Parents were asked for permission to display photographs of the children on Facebook, which was used to show parents what the children had been learning. Staff also provided verbal feedback of the child's day when they were collected and a written report was provided to the parents of babies, a recent introduction of recording information of the children's day on an app was being tested and so far had received positive feedback from the parents.

Leaders have developed good relationships with parents

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

We recommended that:

- transition times when one session ends is less disruptive to the babies, and
- lunch is served promptly making sure that children get a plate full of food before they start eating.

## **6. How we undertook this inspection**

The inspection took place on 26 September 2017 and 27 September 2017. This was an inspection as part of the planned schedule.

- one inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- we held conversations with parents of children attending the service and a questionnaire was left for other parents to fill out and send to us, if they so wished. Completed parent questionnaires were returned.
- We spoke to staff members working for the service and reviewed the completed inspection questionnaires completed by staff;
- we viewed records including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose and
- we performed a visual inspection of the rooms of the areas used by the service.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Amy Bucknall
Person in charge	Amy Bucknall
Registered maximum number of places	39
Age range of children	3 months to 5 years
Opening hours	7:45 – 17:45, Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	17 September 2015
Dates of this inspection visit(s)	26 and 27 September 2017
Is this a Flying Start service?	Yes
Is early year's education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture
Additional Information:	