



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

Childcare Inspection Report on

Playland Nursery

**31 Stansty Road
Rhosddu
Wrexham
LL11 2BT**



Date of Publication

10 August 2017

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Description of the service

Playland Day Nursery is registered to care for up to a maximum of 35 children. The registered persons are Jacqueline Ryan and Charlotte Lloyd. Jacqueline Ryan is also the person in charge. The service is located near the town centre of Wrexham and has self contained units for babies, toddlers and pre school children. All units have access to an under cover all weather outdoor classroom, dining area, and secure garden areas with large play and smaller equipment. The nursery is open from 7.30am to 6.00pm, Monday to Friday throughout the year except for Bank Holidays. The main language of this setting is English with basic Welsh frequently promoted.

Summary of our findings

1. Overall assessment

Children are happy at the nursery and their well being is ensured by kind and caring practitioners. Children's needs are met by professional practitioners in a suitable and child friendly environment. Practitioners are supported and resources managed effectively by a successful and experienced leadership.

2. Improvements

- The nursery has an informative secure social media page for parents / carers to access.
- A Frequently Asked Questions document has been produced for visitors.
- Early Years teachers from local schools have visited to help the transition of pre school children into school.

3. Requirements and recommendations

No requirements.

We made three recommendations in relation to safeguarding, documentation and the environment. These can be seen under section 5.

1. Well-being

Summary

Children's well-being is enhanced as they are listened to and their choices respected. They feel safe and happy and have developed secure attachments to key practitioners. Children interact well with each other and the adults around them becoming confident learners. Children enjoy the activities and facilities and are learning and developing well.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and are listened to and respected.

Children speak or express themselves well and communicate their needs in a variety of ways. Babies used gestures and cries, which were understood by practitioners for example a baby cried because they didn't like to be on their stomach and so was moved to a sitting position. Older children were happy to help themselves to toys and books or ask practitioners for items such as the train set. Children chose where they wanted to play from a range of activities available both indoors and outside. Children knew practitioners understood their needs, preferences and non verbal clues and that their individual needs took precedence over daily routines. This was demonstrated when children who didn't want to sleep after lunch were provided with plenty of alternative activities.

Children are growing in confidence because they are respected, listened to and supported in their choices.

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

Children have settled and feel safe, happy and valued.

Children were content and expressed enjoyment and felt secure as they were familiar with the routines. Children were happy to leave their parents / carers and were eager to play with their friends. They were comfortable to speak to practitioners to chat and when they wanted support. Children have bonds of affection with their key workers and have a sense of security. This was particularly evident in the baby room when a child was cradled to bottle feed and there was good eye contact between the practitioner and baby. Children are valued, for example toddlers were praised when they interacted with the practitioners during their story time and babies were given frequent cuddles.

Children thrive in a safe and secure environment where they are valued.

1.3 How well do children interact?

Children interact and co-operate well with other children and practitioners.

We saw children socialising with each other and taking turns, for example when playing on large equipment outside. Children chatted to each other, for example around the table at lunch time and saying please and thank you was encouraged. Children co-operated with the practitioners when they were asked to tidy away toys and were eager to help before they went out onto the patio area.

Children are learning positive social skills and interact well with others.

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

Children are active learners and gain a sense of achievement.

Children are motivated and engaged in their play but can also relax and enjoy quiet times. After having an active morning, children could sleep after lunch and babies slept when they were tired. Children enjoyed being told a story and had fun playing outside. Children happily sang songs they were familiar with and in the process were learning Welsh words and phrases. A child who was the 'Helpwr Heddiw' had a great sense of achievement in giving out shoes to the other children before going outside.

Children enjoy and learn from the experiences prepared for them.

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

Children have a good variety of experiences, suited to their stage of development, which enable them to gain a range of skills and be independent.

Children were constantly learning linguistic skills as they were engaged in conversations with each other or practitioners. Development books showed thorough observational notes, pictures and photos evidencing that children have developed over the past months. Older children went to the toilet independently and put on their shoes, with support if needed.

Children displayed confidence and were willing to talk about what they were going to do next.

Children have experiences to support all round development and are successfully becoming independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy using a range of effective practices and by adhering to the policies in place. They manage children's interactions using positive strategies. Practitioners plan for and provide a broad range of play and learning opportunities to support children's all round development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy because they understand and implement the policies and procedures for the service.

Discussions with practitioners showed they know the correct procedures to follow should they have a concern about a child. The policy was satisfactory and the relevant phone numbers were clearly on display. Practitioners have completed training in 2013 and a recommendation was made for safeguarding training to be refreshed. Areas were kept clean and practitioners have completed the Infection Control Audit Tool in Early Years Settings, which enhances awareness of best practice. Practitioners ensure children benefit from fresh air daily as, babies diaries, plans and observations showed. Nappy changing was seen and included practices to prevent cross infection and practitioners washed their hands often. Documentation evidenced that fire drills had also been carried out regularly evidencing that practitioners know how to safely evacuate the premises. Records of accidents and medication forms showed parents are involved in the care of their children. It was recommended that a body outline is inserted on the accident form to better demonstrate the exact location of any injuries.

Practitioners care for the children well and keep them safe and healthy.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions in positive ways according to the policy in place, including distraction and negotiating. Practitioners are good role models encouraging politeness.

Practitioners supervised the children in all situations, for example, sitting with them to engage with activities, playing with them outside and sitting and chatting to them around tables. We saw a practitioner distracted a toddler and helped them not to disrupt the play of an older child. A child shared toys outside when asked by practitioners and children co-operated by tidying up at the request of practitioners.

Practitioners manage children's interactions promptly and successfully.

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

Practitioners promote children's development through a planned programme of play and learning activities.

Planning in the babies' room and their daily diaries evidenced that they enjoy regular walks, for example to the library, shops and the park and healthy meals were offered. Also a practitioner told us messy play is provided and finger painting pictures were displayed.

Weekly planning was seen for older children, which included all the areas of play and learning within the Foundation Phase for Wales. Physical skills were practiced outside as children played with larger equipment developing skills such as balancing and climbing under the supervision of practitioners.

The Welsh language was promoted throughout the nursery, for example, the toddlers and pre-school children sang Welsh songs and practitioners regularly used Welsh words and phrases.

Practitioners encouraged children to try new experiences as was seen when a toddler was prepared to try drinking milk.

Practitioners provide a programme of experiences to support the overall development of the children.

3. Environment

Summary

Leaders provide safe and secure surroundings both indoors and outside. The environment is child friendly and rich play conditions are provided. The quality of resources is good and practitioners make good use of them.

Our findings

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

Leaders ensure the environment is safe and secure for children and practitioners. The entrance was locked and a record was kept of all visitors. Fire doors were clear of obstructions. Outdoor areas were secure with rubberised flooring in the outside play area containing large equipment. Comprehensive risk assessments were inspected which had recently been reviewed. These evidenced the person in charge and practitioners were aware of the hazards and how to manage them. The Food Standards Agency has awarded a Level 5 (the highest) rating for safe food preparation.

Leaders give priority to the safety of the environment which ensures the practitioners and children can engage with activities in a relaxed atmosphere.

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

Leaders ensure a suitable and child friendly environment both indoors and outside. There was sufficient space for children of all ages and toys and games were placed at their height in all rooms so they could easily access the equipment. Practitioners used music to good effect especially in the baby room and the sleep room to help create a soothing atmosphere. Outside there was ample space with shaded patios and a large play equipment area. A practitioner told us the grassed area is used on sunny days. Storage boxes in the toddler room were labelled with words. It is recommended that pictures are added so that the children can see what is available and help themselves to toys and tidy away independently.

Leaders ensure the environment is very suitable and stimulating for the children.

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

Leaders ensure the quality of resources is very good.

Indoors, the furniture was child sized and the toilets were low, enabling children to be independent. All the toys and equipment were clean and in good condition, which included the resources used outside. A daily rota was in operation ensuring all areas were kept

clean. A practitioner told us that toys which have been in children's mouths are put aside and sterilised daily.

Plenty of resources for various activities were seen, for example craft, role play, books, painting and water play items.

Leaders ensure that there are plenty of clean, good quality resources to care for children.

4. Leadership and Management

Summary

Leadership is effective, knowledgeable and supportive of a well qualified and capable team of practitioners. There are effective systems for evaluation and planning for improvement. Leaders ensure that practitioners and resources are managed successfully. Partnerships with parents and local professionals benefit the children and their families.

Our findings

4.1 How effective is leadership?

Leadership is effective for the benefit of the children and their families.

Leaders ensured there was an up to date statement of purpose available, which reflected the child care provided. Legal requirements including public liability insurance were in place and we have been notified of changes. Both the registered person and the person in charge are qualified to Level 5 in child care and development and keep abreast with any new initiatives as they are involved with the National Day Nurseries Association. Leaders promote safety in many ways such as ensuring there is a comprehensive Health and Safety induction for all new staff and trainees on placement. Practitioners told us they feel valued and have access to relevant training keeping them motivated.

Leadership is knowledgeable, experienced, effective and successful.

4.2 How effective is self evaluation and planning for improvement?

Leaders ensure there are effective systems in place for evaluation and improvement.

Leaders conduct monthly reviews to evaluate activities, which take into consideration the children's reactions. They also seek the views of parents and practitioners and the results of the monthly reviews feed into the Annual Review of the Quality of Care report. A sample of parent questionnaires were read and all contained positive remarks. There was also written evidence that demonstrated that the leaders act upon the individual suggestions of parents. Recent improvements included creating a Frequently Asked Questions document for prospective parents.

Leaders have an effective system of monitoring the quality of care which results in on going improvements.

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

The management of practitioners and other resources is successful.

Leaders ensured practitioners received a formal appraisal at least once a year and the registered person, who led, knew the practitioners and their needs well, for example encouraging practitioners to excel at their strengths. A sample of staff files examined contained evidence of a robust and thorough process of recruitment and induction.

Practitioners were well qualified and accessed training such as First Aid and Food Hygiene. They were clear about their roles and worked well as a team. Leaders ensure there are finances available for purchasing additional resources as and when requested by practitioners.

Leaders make sure the practitioners are suitable and well supported. They ensure the service runs smoothly and is resourced sufficiently.

4.4 How effective are partnerships?

Leaders make certain that partnerships with parents and others work to good effect and for the benefit of children.

Parents are treated with respect and given a voice. They can communicate with practitioners informally and receive questionnaires regularly. Positive responses were read in returned questionnaires. Links with local teachers help a smooth transition into school for the pre school children.

Leaders successfully ensure partnerships with parents and other professionals work for the benefit of the children and their families.

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

It is recommended that:

- Key practitioners benefit from Child Protection training as it is more than three years since it was completed;
- adding a body outline to the accident forms will make the site of any injuries clearer for parents/ carers and
- adding pictures to boxes in the toddler room will help children identify where toys are kept when they help themselves or put away equipment.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 4 July 2017 for approximately four hours and 30 minutes.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, the registered person and four practitioners and
- inspected the areas used.

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
Registered Person	Charlotte Lloyd Jacqueline Ryan
Person in charge	Jacqueline Ryan
Registered maximum number of places	35
Age range of children	0 – 12 years
Opening hours	07.30am – 18.00pm Monday to Friday and holidays
Operating Language of the service	English
Date of previous CSSIW inspection	10 June 2015
Dates of this inspection visit(s)	4 July 2017
Is this a Flying Start service?	No
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?	No. This service does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	