



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

Childcare Inspection Report on

Gower Day Nursery

**Unit 2, Station Road
Penclawdd
Swansea
SA4 3XN**



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Description of the service

Gower Day Nursery Limited has been registered with the Care and Social Services Inspectorate (CSSIW) since 2002 and provides a full day care service for a maximum of 37 children. The hours of operation are 7:15am to 6:00pm, Monday to Friday. The responsible individuals are Verity Bambridge and Kacie Miller who are also the persons in charge along with Catherine Williams.

Summary of our findings

1. Overall assessment

The nursery offers a safe, stimulating environment for children. Children attending Gower Day Nursery are happy, enthused and inspired by their learning experiences. They have a wide variety of appropriate resources and toys and the children have fun in their learning by participation in play both indoors and outdoors. They are cared for by knowledgeable, nurturing, motivated and committed staff who are dedicated to meeting the children's individual needs and learning. Children benefit from a thoughtfully planned, child-centred service. Leadership is consistent and there are good partnerships with parents and carers who are happy with their children's progress and the service that is provided.

2. Improvements

The nursery had made a number of improvements since the last inspection, including:

- the introduction of a closed face book site for parents and/or carers to access information about the nursery which has enhanced communication with parents;
- the promotion of healthy eating and introduction of a tooth brushing initiative for children and
- individual reports which focus on the 'Foundation Phase' targets have been developed and in place for each child in attendance which are shared with parents and carers on a regular basis.

3. Requirements and recommendations

No requirements or recommendations were made at this inspection.

1. Well-being

Summary

Children thoroughly enjoy their play and learning at this nursery and interact in a highly positive manner. They are confident in communicating their experiences and their choices and they are fully valued and secure. The children develop emotionally, physically, socially, creatively, linguistically and intellectually and thrive through their play and learning experiences.

Our findings

1.1 To what extent do children have a voice?

Children have plenty of choice, know their communication is valued and influence their play.

Children were listened to and their wishes and requests were respected. For example, after lunch some children rested and had a sleep whilst we saw other children accessing activities and engaging in play of their choice outdoors. We saw that children ate their lunch at their own pace and if they chose not to eat something, their wishes were respected. Children were also given a choice as to whether they wished to have second helpings and were seen tucking in wholeheartedly to eating their lunch of home made soup and freshly baked banquettes. We saw that the children's ideas were listened to and formed part of the planning of the theme that they followed namely 'Star Light Star Bright, for example, designing, drawing and cutting and decorating stars and helping with the creations of wall friezes. Babies were inspired by a rotation of toys regularly throughout the day that gave them choice and stimulation and their smiles and giggles confirmed that they were happy and contented during their chosen play.

Children have a choice of activities and their voice is heard at this nursery.

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

Children are settled and have formed positive bonds with each other and staff.

The 'tweenies' and 'schoolies' children talked confidently with each other and with the staff members and laughed as they all played games together. We saw that the children were happy, settled and relaxed during our visit and that they had formed a positive bond with staff members and other children and throughout the day were given cuddles, hugs and respect from staff. The children knew the routine well and eagerly helped to tidy up for which they received praise for from staff. We saw that the children understood that they had to wash their hands before snack and lunch time and after messy play which many independently did.

Children are fully valued, safe and happy.

1.3 How well do children interact?

Children are sensitive to the emotions of others and co-operate and share with each other.

We saw children being thoughtful to each other and taking turns. For example, during a cooking activity where they helped to weigh and mix ingredients to make biscuits and during a sensory activity when a younger child was a little nervous about touching the flour to make finger shapes in. We saw another child who a staff member reassured and within a short time was confidently participated in the activity laughing at putting flour on himself and other children's faces where they all joined in having fun together. We saw that the children understood right from wrong and were learning to manage their behaviour appropriately by saying please and thank you to each other and by taking turns for example when playing outdoors with the toys, including ride on toys and the pretend kitchen. We saw that children were thoughtful and sensitive towards each other with respect for each others feelings. We saw that they co-operated with each other and displayed socially acceptable behaviour and manners. We saw that some of the children played closely with each other and were seen to be forming friendships. They shared toys with each other, negotiated taking turns in activities for example playing with flour to make finger shapes in and when painting.

Children interact in a highly positive manner.

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

Children are interested and excited in their play and learning.

We saw that children, across the age range, were fully engaged in free and structured play. We observed the younger children enjoying free play in the indoor soft play area where they rolled over and on top of equipment and tumble tossed on to the mats, and slid down a slide. Story time was exciting and the children choose their favourite story of 'we're going on a bear hunt' most children knew what was going to happen next in the story and joined in enthusiastically and with delight when carrying through the actions to the story. We saw planned activities included children in learning about mathematics counting, shapes, colours, and that the staff embraced the Foundation Phase with an emphasis placed on children learning by doing and giving them opportunities to gain first hand experiences.. We saw children enjoyed the variety of activities which kept them interested and motivated. We saw that children had made valentine cards out of their hand prints and experienced sensory play for example hiding objects in foam. Some children played with dolls, construction toys, water play and a number and shape recognition activity where they confidently named them bilingually.

Children thoroughly enjoy their play and learning.

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

Children are confident and motivated and are developing their independence through their involvement in activities and routines.

Children were confident in developing their play independently for example, when children were engaged in making and decorating stars which were displayed in the nursery. We saw that the activity included them asking each other questions about the colour of the stars and they also created them out of play dough. Children told us about the activity they had done

which included sticking and pasting glitter onto their stars to make them shiny and sparkly. Many children were excited to show us their photos of activities that they had been involved in which were also displayed in the nursery. Photographs and developmental progress records of children were also regularly shared with each child's parents and/or carers which also provided evidence of how children had met developmental milestones. We saw that some children used either a spoon or a fork which encouraged their independence to feed themselves. We saw children putting on their own coats, socks and shoes and some younger children were given a wet wipe for them to independently wipe their own face. Parents we spoke to confirmed that children were developing independence skills well at this nursery as well as developing their speech and language skills, socialising skills, personal development and use of Welsh. We saw planned activities that promoted children's curiosity for example the tweenies played a game of 'tap tap the box' whereby flash cards were placed into a box with a lid on. Children took turns to tap the lid of the box and were seen to be very curious and excited as to what would come out of the box. When a flash card appeared they named the picture on it bilingually and followed it through by singing a song about it in both Welsh and English.

Children flourish, develop and learn independence skills very well.

2. Care and Development

Summary

Practitioners are motivated and enthusiastic. They are consistent and thorough in supporting children's development. Practitioners have an in-depth understanding of the children's individual needs and work effectively to meet these needs. They understand the safeguarding policy and their practices promote children's health and safety. They know the children well and they are caring and responsive towards them and manage behaviour in line with the service's policy.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners implement a comprehensive range of policies and procedures in order to keep children safe and healthy.

Practitioners promoted healthy lifestyles and provided a menu of home cooked meals for children in their care. The service had a Food Hygiene rating of 5. All practitioners took personal responsibility for knowing the children's allergies, which were recorded on each child's personal file, and they responded appropriately to them. Practitioners provided children with water to drink with their main meals and snacks, and babies and some younger children were given milk. There was a clear safeguarding policy in place and practitioners were familiar with how to implement this and were able to tell us about their responsibilities regarding safeguarding and who to report any concerns to. All staff had attended a relevant child protection training course. We saw that staff had fully completed records for any child who was administered medication and that permissions from the child's parent or carer had been received. All staff had attended a first aid training course and there was a timely procedure in place that ensured that training was re-booked prior to the expiry date. Children brushed their teeth at the nursery as part of the designed to smile dental hygiene initiative.

Practitioners consistently keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Practitioners work in line with the nursery's behaviour management policy. They are consistent in their approach and have regard to the children's individual stage of development and understanding when managing interactions.

Practitioners implemented a comprehensive positive behaviour policy which encouraged them to think about the reasons behind children's behaviour with consideration given for each child's age and stage of development. Most staff had attended a behaviour management training course. We saw that all staff were role models of good behaviour and saw many examples of staff implementing this effectively throughout the nursery daily routine. For example, being respectful, encouraging children to share toys and take turns

and say please and thank you. We were told by the responsible individuals that if repeated unwanted behavioural issues had arisen with a child, management and staff members would gain an understanding of the reasons behind the behaviours and would work in partnership with parents and/or carers to resolve the issues.

Staff are effective at managing children's interactions and behaviours.

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

Practitioners know, understand and meet children's individual needs and plan for the next steps in their play and learning.

Practitioners knew the children in their care well through regular observations and an understanding of each child's developmental progress. We saw a sample of the development records for children and found that practitioners had consistently identified the next steps in the children's development and planned activities to develop these. Practitioners told us that they encouraged children's ideas and suggestions which formed part of the planning of themes and activities. We saw that staff had completed additional training by attendance on a Welsh language course, level 1 sign language, and behaviour management course. All were qualified to a level 3 or a higher child care qualification. Parents were very complimentary about the practitioners at the nursery, describing them as fabulous, informative, dedicated caring and kind. Welsh was introduced to children through activities, use of books and verbally and we saw examples of this throughout our visit, such as bilingual displays. Therefore, practitioners were working towards the provision of the 'active offer' in relation to the Welsh language.

Practitioners are dedicated and enthusiastic in promoting children's play, learning and development and meet children's needs.

3. Environment

Summary

The leaders ensure that children are cared for in a safe and stimulating, rich learning environment and that the premises are safe, clean and well organised. The leaders provide good quality toys and resources which reflect diversity. Policies and procedures promote safe practices and records show that these are followed by the staff.

Our findings

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

The leader ensures that children are cared for in a safe, clean and secure environment.

We saw that risk assessments were in place for all areas of the nursery, for activities and particular aspects of the care, such as babies sleeping in cots and for the checking of toys and equipment and these were also conducted when taking children on outings and walks. We saw that staff watched over sleeping children. A staff member was delegated as the cook who maintained cleanliness and good hygiene practices in this area. We saw good hygiene practices with regards to nappy changing and that there was a comprehensive nappy changing policy and procedure which all staff followed for example by wearing gloves and aprons when changing nappies. We observed staff encouraging children to learn about good personal hygiene and practise through their daily routine for example washing their hands before snack and lunch time and after toileting. The entrance to the nursery was locked. We saw that all visitors signed the visitors' book. There was a close circuit TV camera system in use in the nursery which had an operational policy followed for its safe use. Staff were aware of the new car seat law and parents were responsible for the provision of a suitable car seat when nursery staff transported their child in the nursery vehicle.

The leader is competent at ensuring the safety of the environment.

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

Indoor and outdoor play areas are welcoming, friendly, well-decorated and provide a rich environment for learning and play. There is sufficient space and facilities to meet the needs of different age groups and individual children.

The leaders and staff had made the outdoor play area a suitable child friendly place which was an integral part of the learning and play environment. We saw staff provided opportunities for children to be involved in balancing, climbing, riding bikes, role play, construction play and exploration. Indoors we saw that the older children had access to an open plan area which was at times separated for the 'tweenies' and 'schoolies' children to be involved in age specific activities. We saw that the babies were cared for in a separate room all of which gave children access to a large variety of toys, resources and equipment and they had ample space to crawl in a comfortable environment. We saw that the

'tweenies' and 'schoolies' children met together for lunch and snacks in the main area of the nursery. All the rooms in the nursery gave sufficient space for various activities to be carried out by the children. The leaders and staff had ensured that the environment was bright and welcoming and that children's work and photographs were on display throughout the nursery which created a good sense of belonging.

The leader effectively ensures the suitability of the environment.

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

The leader ensures that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are purposeful wide ranging, clean and of good quality.

The leaders had ensured that children of different ages had access to toys that were suited to their age and interests. We saw for example, children under two years old playing with sensory musical toys. The older children enjoyed completing jigsaws, colouring in activities and construction play. The tables, chairs, high chairs and baby seats were suitable for the age of the children. Staff said that they had a good supply of the resources that they needed to meet the children's needs promptly, such as tissues and nappy-changing resources. Toys and materials promoted cultural awareness and equal opportunities with the celebration of cultural events for example St David's Day.

The leaders ensure that there are good quality resources, toys and equipment available to the children and staff.

4. Leadership and Management

Summary

The leadership at this nursery is highly effective. The leaders plan and review the service provision in partnership with parents and guardians, staff and children.

Our findings

4.1 How effective is leadership?

The leaders have a clear vision for the service and set clear and robust policies that are focused on children's needs. The leader creates a positive ethos whereby staff feel valued and supported.

There was a display in the nursery of information relevant to parents and carers including CSSIW's last report, the public liability insurance certificate, certificates of staff qualifications to name but a few. There was also a statement of purpose which met regulations and national minimum standards. Additional information was shared with parents via a nursery social media site, verbally, and in written daily sheets. We saw a comprehensive file which contained all relevant policies and procedures, which staff were familiar with, which were used as necessary for example, the settling in policy and procedure was followed when showing a prospective service user around the nursery. We saw from training records and certificates that the leaders kept abreast of developments in child care practice by attending relevant training courses and by ensuring that staff also attended relevant child care related courses. The leaders set and maintained high standards for their staff, which was evident as staff provided consistent care to children. The leaders thrived on giving staff credit for their work by thanking them verbally. Staff morale was high at this nursery and they said that they felt appreciated, supported and listened to by the leaders. Staff and children's registers were methodically and fully completed.

Leadership is extremely effective.

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

The leaders create a reflective culture of ongoing review of the quality of care of the service and involve staff, parents and children.

The leaders have a visible presence throughout the nursery which was evidently a normal part of daily life at the nursery. The leaders had established a system that kept track of the feedback from parents, staff and children by the use of questionnaires and discussion. We saw that a quality of care review was undertaken annually and a report completed which was made available to all. The feedback from parents was very complimentary about the staff and how their child/children enjoyed and flourished by attending the nursery. We spoke to several parents who said that all staff were approachable and kind and that their child had settled at the nursery without any distress or anxiety. They said that they were

listened to and that they could discuss their child's progress with them as and when was necessary. They said that they particularly liked the methods of communication with them about routines, events and themes being followed through the regular news letters, the social media site, and daily feedback forms and from chatting to staff which gave them a very clear understanding of what their child had been involved in. Parents were aware of who their child's key worker was.

The leaders implements systems that review the nursery's quality of care

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

The leader has a robust system of staff recruitment and induction in place. Staff are deployed appropriately and are clear about their roles and responsibilities.

We looked at a sample of staff files and found that all the relevant documentation and information was in place to demonstrate that there had been a thorough recruitment process which ensured that staff were fully prepared for their roles and responsibilities and that they had the experience and qualifications to undertake these. Staff held appropriate child care qualifications. The leaders ensured that staff received regular supervision and an appraisal and recognised staff's strengths and interests by giving them mutually agreed specific responsibilities. For example, one member of staff had been given responsibility for preparation and cooking of food.

The leaders manage staff effectively and successfully.

4.4 How effective are partnerships?

The leader's works with parents and carers to identify children's needs and to keep them informed about their children's progress and well-being. The leaders involve parents and carers in making decisions about their child/children's care and build effective partnerships with them.

The leaders obtained detailed information about children's needs and preferences by agreeing contracts with parents and/or carers and completing child record forms. We saw that all staff and the leaders thrived on giving verbal feedback to parents and carers when they collected their child/children from the nursery. When there was a proposal to change an aspect of a child's care, parents and/or carers were fully involved in the decisions and in the review of these decisions for example, when children were making a transition between rooms or when leaving to attend school. The leaders had also established a working partnership with the local schools, health care workers and outside support networks.

The leaders have established good partnerships with parents and other agencies.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

There were no areas of non compliance identified at the previous inspection.

5.2 Areas of non compliance identified at this inspection

No areas of non-compliance were identified at this inspection.

5.3 Recommendations for improvement

No recommendations for improvement were made

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	Kacie Miller Verity Bambridge
Person in charge	Catherine Williams Kacie Miller Verity Bambridge
Registered maximum number of places	37
Age range of children	3 months – 8 years
Opening hours	7:15am – 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	30June 2014
Dates of this inspection visit(s)	14 February 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The provider is working towards providing the 'Active Offer' in relation to the Welsh Language.
Additional Information:	