



Childcare Inspection Report on

Nursery Plus Ysgol Pen Y Bryn

**Nursery Plus
Ysgol Pen Y Bryn
Wentworth Avenue
Colwyn Bay
LL29 6DD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/01/2020

Welsh Government © Crown copyright 2020.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk You must reproduce our material accurately and not use it in a misleading context.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Nursery Plus Ysgol Pen y Bryn, Colwyn Bay is registered to care for up to 19 children at any one time and offers places to children aged 3 and 4 years who attend Ysgol Pen y Bryn. The service is operated by the Governing Body of Ysgol Pen y Bryn who have nominated Tabitha Sawyer to act as the Responsible Individual on their behalf and who have appointed Andrea Baron as the Person in Charge of the day to day running of the service. The service is open from 08:00 – 15:30 Monday to Friday during school term time. The service does not provide an ‘active offer’ of the Welsh language; the operating language of the service is English.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children at this service are positively encouraged to make choices and decisions independently, they are settled, content and experience positive interactions. Staff promote children’s health and well-being well and understand how to meet their individual needs successfully. Leaders ensure children are cared for in an environment which is child centred, safe and well maintained. Leaders are well organised, have a clear vision for their service and its future and are committed to working effectively in partnership with parents and the school to achieve positive outcomes for children.

2. Improvements

Although this is the first inspection since registration, improvements to paperwork and the outdoor play provision have already been implemented and are benefitting children.

3. Requirements and recommendations

We made recommendations in relation to care and development and the further development of nutritious food options; infection control and enhancing current practice and leadership and management in relation to the intervals by which feedback is sought from parents to help inform the quality of care review.

1. Well-being

Good

Summary

Children are happy and settled. They openly express their choices and contribute their ideas for topics. They experience positive interactions from their friends and staff, developing positive self-esteem and confidence as a result. Children are active and curious. They play imaginatively, have fun and experience awe and wonder when presented with new and exciting experiences. They have ample opportunities to develop independence and apply their acquired skills.

Our findings

Children were continuously occupied with activities of their choosing throughout the session, each finding an area of play which captured and sustained their interest. The children knew which options were available to them and contentedly moved between each, some children choosing to play indoors whilst others played outside, moving freely between both areas. Children's voice is central to this service with the children's ideas being captured and made a reality in the role play area. They are listened to and express their opinions over what they would like to do well.

Children were familiar with the routine of the service which ensured they were settled, relaxed and had a sense of security. They were happy to approach staff and their friends, inviting them to join their play through discussions and play prompts. Children were heard to support each other to learn new skills and celebrated each other's achievements. For examples, when learning how to use new games on the interactive whiteboard.

Children listened and co-operated well with staff. They took appropriate care of equipment and resources and worked together to tidy up when a bell was rung to indicate the end of each play period. Children were skilful at being self-disciplined and took turns successfully without the need of guidance from staff. The children clearly enjoyed each other's company, chatting happily together as they played and interacting politely with us and the staff caring for them.

Children experienced opportunities to have extended periods of child initiated, uninterrupted play as well as frequent opportunities for adults to lead activities. Children expressed excitement when independently exploring the ice in the 'Winter Wonderland' themed discovery tray and their awe was apparent when they were led outside to see the shoots of the bulbs they had planted pushing up through the soil in the planter.

Children had ample opportunities to develop independence and apply their acquired skills, for example, when counting the cups out of the cupboard in preparation for snack time. They hung their coats up independently and collected their belongings at the end of the session. They were confident to follow their own interests and received regular praise and enthusiasm from staff when they succeeded with tasks independently.

2. Care and Development

Good

Summary

Staff are experienced and ensure procedures are followed to successfully keep children safe and healthy. They take time to listen to the children and interact positively with them, modelling positive behaviours and expectations. Staff plan for a range of exciting play based opportunities which encourage children's all-round development. Staff know the children in their care well and understand their individual needs.

Our findings

Staff were aware of their responsibilities to keep children safe and healthy. All had completed recent online training in relation to safeguarding and all had a current enhanced criminal record certificate evidencing their suitability to work with children. They suitably followed procedures to ensure the environment remained clean, hygienic and free from hazards. They promoted good hygiene practices with the children, ensuring they washed their hands before they ate and maintained a record of cleaning completed daily. It was noted however that leaders had not yet completed an audit of infection control procedures at the service to ensure best practice guidance was being followed. The staff member preparing the children's snack had completed their Level 2 food hygiene training and ensured that suitable procedures were followed to maintain hygiene for example, wearing an apron and cleaning down the tables after use. Staff were aware of the need to promote healthy lifestyles. Snack choices were nutritious and consisted of a variety of fruit pieces such as apple and banana with milk to drink. At present there is no snack menu in place. By placing activities outside staff encouraged children to spend time outdoors in the fresh air.

All staff had conducted fire safety and manual handling training and regular fire evacuations drills were conducted and recorded in detail. Fire safety equipment had been regularly serviced and was easily accessible.

Staff had been trained in first aid and were confident to administer first aid when it was needed. They recorded the accident and treatment given in detail and provided a copy to parents to ensure they were fully informed. It is policy of the service not to administer medication to children unless it is for a specific medical condition for example, allergies. There were no children at the service at the time of this inspection with any specific medical needs.

Staff understood and worked in line with the behaviour management policy. They successfully created a positive ethos where a sense of fun was instilled between them and the children. They modelled positive behaviours to the children, speaking quietly and calmly to them and smiling regularly. They took time to speak and listen to the children which encouraged trusting relationships to be formed. They respected children's choices, for example, when a child did not want to use the tablet to take a photo of their work this

was respected. They regularly praised children's efforts with 'wow' and 'well done!' and celebrated their achievements.

Staff plan for a variety of fun and interesting play based activities which help the children develop. They understand the children's development needs and provide them with suitable opportunities to succeed. For example, they recognised children enjoyed the cars and trains and introduced road tracks in the formation of numerals to encourage children to recognise the number and the formation as they played. Staff ensure that activity planning is flexible and understand the value in children leading their learning. Staff record children's progress through photographs and work co-operatively with the nursery class teacher to evidence their development.

3. Environment

Good

Summary

Children are cared for in an environment which is safe, secure and which suitably meets their needs as, overall, it is child centred. There are up to date policies and procedures in place which are implemented well by staff to ensure that unnecessary risks are identified and as far as possible eliminated. Leaders and staff supply a range of well-maintained, age appropriate resources and equipment.

Our findings

The environment was secure, clean and well maintained. The main door in to the service was secure from unauthorised access and the enclosed outdoor space enabled children to play outdoors safely. Risk assessments were in place and were updated regularly. Additional daily safety checks were carried out by staff and any findings were recorded in the daily diary, for example, 'broken rake removed from the sand tray'. Children had limited opportunities within the service to take acceptable risks however, the Person in Charge did tell us that they had access to and utilised other areas of the school grounds which provided the children with these opportunities. For example, the loose parts play areas adjacent to the service. The premises was well maintained and feedback from parents as part of the quality of care review was positive in relation to the day to day cleanliness of the premises. The walls of the service were decorated with colourful displays which made the environment welcoming. Each child had their individual coat hook which was identifiable by their photograph and finger print artwork, this encouraged the children's independence as they were seen collecting their belongings independently at the end the session and gave them a sense of belonging within the environment.

Children have ample play space which offers a positive balance of open floor spaces, which the children utilised well building a long train track, and tables and chairs suited to the children's size for table top activities. Low level storage throughout made the environment inviting to the children and offered them a variety of play opportunities. A door directly from the main playroom to the outdoor area ensured that children could access all areas independently and with ease. Leaders provided children with a range of sensory experiences, with foam pieces, satin and shredded paper offering different textures to the discovery tray, ice and water offering a variety in temperature and within the outdoor area musical instruments were freely available to the children. All resources used by the children were in good condition and were in suitable quantity to enable the children to play together should they choose to.

4. Leadership and Management

Good

Summary

Leaders understand their role and responsibilities and are effective in ensuring the service is compliant and meets regulatory requirements. They have a clear vision for their service which is shared successfully with staff. There are appropriate procedures in place for assessing the quality of the service delivered. Paperwork is organised and evidences that safe recruitment processes are in place. Leaders have developed positive partnerships with the school, the children's class teachers and parents.

Our findings

Leaders have a clear vision for their service and share this effectively with others through their statement of purpose. The statement of purpose is kept up to date with relevant changes to the service noted accurately. Leaders are pro-active in securing future improvements and have been successful in obtaining grant funding.

Leaders ensure that staff receive regular opportunities for training and development. Annual appraisals had been conducted to give staff an opportunity to talk to leaders about their work and to identify their training needs. The person in charge was yet to have an annual appraisal for this year however, this had been discussed with the responsible individual and was being planned. The person in charge told us they felt well supported by the responsible individual and the class teachers and were able to access guidance and advice if needed. Leaders and staff knew each other well and worked seamlessly together to ensure the session ran smoothly and that safe practices were maintained.

Effective systems were in place to capture parents' views of the service, these included an annual questionnaire and feedback slips on the end of year children's progress reports. However, we noted that both documents were issued to parents in July and therefore did not capture the parents' views and opinions throughout the year. Capturing parents' opinions mid-year may be beneficial to driving further improvements to the service throughout the year.

Leaders ensured that there was a suitable number of qualified and experienced staff caring for the children throughout the week. Staff files evidenced that safeguarding was at the heart of the practitioner recruitment process and that safe recruitment processes were in place.

Children's records showed that leaders had worked with parents to identify children's individual needs before starting at the service, with all required documentation being up to date and complete. Leaders worked collaboratively with school staff to ensure that positive partnerships were formed to benefit the children's all-round development. Parents were kept well informed of events and activities at the service through a variety of methods including, a notice board, home-service communication books and via the services' page on

the school website. Thank you cards and letters from parents expressing their thanks to the staff evidenced that many parents were happy with the care their child had received.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended leaders could:

- obtain a copy of the Welsh Government's Food and Nutrition guidance for childcare settings to further enhance children's snack options;
- obtain a copy of Public Health Wales' Infection Prevention and Control Quality Improvement (Audit) Tool For Childcare and Education Settings in Wales (2019) to further enhance current infection control procedures and,
- consider revising when parents views of the service are sought to include some mid-year feedback.

6. How we undertook this inspection

This was an unannounced full post registration inspection undertaken as part of our schedule of inspections. One inspector visited the service on 08 January 2020 from 09:05 to 13:30.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, three staff files and four children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and the responsible individual;
- inspected areas used by the children, and
- gave feedback to the responsible individual, person in charge and staff member on the day.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Tabitha Sawyer
Person in charge	Andrea Baron
Registered maximum number of places	19
Age range of children	3 – 4 years old
Opening hours	08:00 – 15:30 Monday to Friday during school term time.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration.
Dates of this inspection visit	08 January 2020
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

Date Published 30/07/2020