Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Berse Church Hall Nursery

Berse Church Hall
Berse Road
Caego
Wrexham
LL11 6TP



Date Inspection Completed

15/11/2022

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About Berse Church Hall Nursery

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Margaret Hosie Rebecca Hosie
Registered places	78
Language of the service	English
Previous Care Inspectorate Wales inspection	6 August 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Excellent**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children speak and express themselves well. They have good opportunities to make decisions and are valued. They have good relationships with staff, cope well with daily transitions and are happy and relaxed. Children interact well, are learning to co-operate and are highly motivated.

Staff understand and implement robust policies and procedures to promote healthy lifestyles. Safeguarding children is prioritised and staff consistently implement positive behaviour management strategies. Staff plan a good variety of play and learning experiences. They know children's next steps in learning, regularly review their progress and confidently access additional support where required.

Leaders have comprehensive and very effective measures / policies in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. The environment is welcoming, extremely well-maintained and creatively set out. Toys and equipment are of excellent quality, extensive variety and provide highly engaging learning opportunities.

Leaders are knowledgeable, hard-working and manage the setting well. They ensure current best practice is implemented and adhere to all relevant regulations and National Minimum Standards. Leaders actively self-evaluate and make regular improvements. They have good links with a range of professionals and have positive relationships with parents.

Well-being Good

Children speak and express themselves well. They have good opportunities to make choices and decisions and their opinions are valued and always acted upon. Children choose when and what they would like to eat and drink, and they are listened to if they tell staff they are full. Children move around freely, choosing where and what they want to play with. They are encouraged to join in with a range of activities but are respected if they are tired and choose to relax in areas such as the cosy tipi.

Children are supported well when they are dropped off and collected from the setting. They are familiar with routines, such as finding their peg and hanging their coat up before going off to play. This consistent daily transition results in children happily entering the building and coping well as they say goodbye to their parents/carers. Children enjoy playing with the staff. They lean in for cuddles and have positive bonds of affection. This helps develop their confidence and self-esteem and results in children feeling secure, happy and relaxed.

Interactions between children and staff are consistently good. Children can be regularly seen smiling at staff and are proud to show them their creations and involve them in their play. Children are learning to co-operate well for their age and stage of development and, with a little help, can share toys such as their favourite books and the sand toys. Children are polite and with gentle reminders, most listen and look after the setting's toys and resources well.

Most children are highly motivated and incredibly engaged in their play. Toddlers babble and chatter with delight, whilst safely exploring their environment and leading their own play. They become excited when collecting rocks and enjoy the sounds they make as they drop them into metal bowls. Children show pride in their work whilst doing large-scale mark making activities with their 'rainbow colours'. Older children smile and focus intently whilst listening to favourite stories such as 'Supertato' and work together well as they investigate which cars will travel the furthest down the ramp.

Children have good opportunities to develop their independence skills enabling them to successfully do things for themselves, problem solve, develop creatively and experiment. For example, children choose milk or water before carefully pouring their own drinks. They select fillings and make their own wraps and some of the youngest children have a go at putting on their own wellies, before playing outside.

Care and Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, and well-being. For example, well-balanced food and drinks are offered in line with the Welsh Government's best practice guidance. Staff encourage children to brush their teeth at the setting and they offer children plenty of opportunities to play outdoors. Robust cleaning and good hygiene practices are implemented such as cleaning tables and floors after use, regular handwashing and noses are wiped in a timely, sensitive manner. Accident and incident records are completed accurately and shared with parents. A record of children's and staff attendance is kept, and staff complete these records with diligence. Safeguarding is prioritised and all staff have a good understanding of their responsibilities to protect children.

Staff understand the setting's behaviour management policy and consistently implement positive behaviour management strategies. They give children praise for being kind, for good listening and for doing great work. They keep children safe by regularly 'counting heads' when walking to the setting's field. Staff continually make their expectations of standards of behaviour clear by speaking to the children clearly and using short concise sentences. This enables children to listen, follow instructions well and carry out tasks with a clear understanding of what is expected of them. Staff act as good role models at all times.

Staff are skilled, experienced and meet children's individual needs well. They carefully watch and tune in to children's cues to work out what children want and respond to them in a sensitive way. For example, if staff notice children have a particular interest in remote controls, they bring 'real life' remote controls in from home for them to play with. Staff recognise children's feelings and emerging needs and take appropriate action by adapting to situations. For example, they provide lunch earlier if children are hungry and tired, change resources or adapt the layout of the room if it meets children's needs more effectively. Staff plan a good variety of play and learning experiences for the children and are developing their understanding of 'planning in the moment'. Staff develop children's language and social skills well by spending lots of time talking (in both English and Welsh) and listening to children during nappy changes, meal times and during their play. Good use of questioning such as 'how are you going to fill that up?' and 'what can you do to make that easier?' is used to develop children's problem solving skills. Staff know children's next steps in learning and regularly review progress. They recognise when children may have additional needs, take appropriate action and make good use of support services. When appropriate, staff meet with parents to share information which ensures they work together enabling children to achieve their full potential.

Environment — Excellent

Leaders have comprehensive measures in place to ensure the environment is safe for children. The setting is secure with doors locked and visitors are asked to sign the visitor book upon arrival and departure. Leaders complete effective and thorough risk assessments which are consistently reviewed and shared with all staff. Fire drills are carried out regularly and all relevant information is recorded. Leaders effectively organise consistent cleaning routines, which reflect robust hygiene practices.

Leaders ensure the environment is exceptionally welcoming and extremely well-maintained. The décor is natural with walls painted in soft, neutral colours and the glow from white fairy lights creates a calm, homely atmosphere. Recycled and reclaimed items have been skilfully changed into furniture such as tables. Rooms are spacious and mostly well-lit, with resources meticulously arranged so that children can help themselves and lead their own play. Children's work is attractively displayed including Autumn pictures, self-portraits and 'crafts of the week'. This creates a sense of belonging and encourages children to feel immensely proud. The outdoor areas are extensively resourced, highly engaging, and continually growing and developing, to try and provide the best outcomes for children. Strength and balance are enhanced as toddlers climb up steps and negotiate how to go down slides, some even having the control to land on their feet. Imagination is developed in the mud kitchen with enough time given to explore the vast area, allowing them to take their play in whichever direction they wish. The soft playroom is used flexibly. Besides being used as a soft play area, it is a quiet space for yoga and also used as a sleep room. This has a positive impact on children's development and well-being.

Leaders ensure all children can easily access an extensive variety, of excellent quality furniture, toys and equipment, both indoors and outside. The playrooms provide exceptional learning opportunities and are creatively set out, with leaders showing a strong commitment to the curiosity approach. An abundance of specially sourced (real-life) household items, recycled materials and loose parts, create buzzing hives of activity, where many awe and wonder moments happen. For example, children learn to pour tea very carefully, from the delicate ceramic tea-set with light shining from the antique table lamp. 'Tinker trays' contain loose parts such as pinecones, leaves, twigs and frogs, which spark children's interests and encourages them to explore their senses with excellent concentration. Everywhere you look, children are thoroughly engaged in purposeful play and have a natural curiosity to explore. Leaders provide good opportunities to promote the children's wider society and cultural awareness, through resources such as books and toys and when celebrating festivals.

Leadership and Management — Good

Leaders are knowledgeable, hard-working and have a strong vision, which they share with others. The statement of purpose is a comprehensive, up-to-date document which accurately reflects the setting and provides parents with enough information to make an informed choice. Leaders actively encourage their teams to carry out current best practice and they ensure all relevant regulations and National Minimum Standards are followed. Effective policies and procedures are implemented and reviewed regularly.

Leaders are willing to try new approaches. They seek suggestions from others such as parents, staff and the local authority and implement change, which enhances children's learning and promotes their well-being. Leaders have written an annual quality of care review but is not specific enough in parts and does not contain clear priorities for improvement. Despite this, leaders can articulate improvements that have been made such as the implementation of the curiosity approach and future plans to create a possible nature garden outside.

Leaders follow timely and robust recruitment processes to safeguard children. For example, they have good systems in place to update disclosure and barring service checks. Mandatory training is kept up-to-date and all required information is recorded diligently in staff files. This ensures the most suitable people are employed to work at the setting. Leaders implement good induction procedures for staff. The performance management process is effective, offering support and encouraging staff to attend a range of training. Annual appraisals are caried out and written down, and one to one supervision is discussed informally.

Leaders have developed positive partnerships. Parents we spoke to told us their children 'love' attending, 'the girls are lovely' and they 'recommend this nursery' to all their friends. Leaders ensure parents are kept well informed through verbal conversations at drop off time, daily diaries for the younger children and via their online platform. Staff work closely with their other setting which ensures children have a smooth transition when they start attending this setting. There are strong links with Flying Start and the local authority Early Entitlement team.

Recommendations to meet with the National Minimum Standards

R1 Ensure written records are kept of one to one supervision meetings, including what is discussed and any actions that need to be taken

R2 Ensure the Quality of Care Review contains a summary of what has gone well this year and includes clear priorities for the following year

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

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.

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