Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Redhill Montessori Nursery

Redhill Preparatory School
The Garth
St David`s Road
Haverfordwest
SA61 2UR



Date Inspection Completed

08/09/2022

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About Redhill Montessori Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Redhill (Haverfordwest) Limited
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	26 March 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are very confident communicators. They are happy and settled at the nursery. Interactions between children and adults are consistently stimulating and children cooperate enthusiastically well. Children are highly motivated, animated and engaged in their play and learning. They have excellent independence skills enabling them to do things for themselves successfully.

Staff fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety and well-being. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies with children. Staff have an excellent understanding and knowledge of child development. They fully promote children's independence and enhance children's needs.

People running the setting have comprehensive and very effective measures in place to ensure that everyone understands their responsibilities in relation to the safety and welfare of children. People running the setting are committed to providing a stimulating indoor and outdoor environment with resources to promote children's curiosity about the wider society, celebrating equality and cultural awareness.

People running the setting have an innovative vision for the future that they share effectively with parents. People running the setting ensure recruitment processes are robust. Self-evaluation is implemented and very effective. Partnerships with parents and the wider community are excellent.

Well-being Excellent

Children are very confident communicators as their needs are fully considered. They are continuously engaged with staff and confidently ask for more food at lunch time. Children choose to take part in activities that they are interested in doing, such as baking, exploring outdoors and sensory play. They have exciting opportunities to make choices and decisions. Children choose to take part in role play activities whilst others are happily playing ‘peek a boo’ with friends and staff. Younger children choose to explore colourful resources which make noises in the sensory area. Children’s opinions and interests are highly valued and acted upon. Children expressed their enjoyment of food, whilst a few children confidently explained to staff that they did not want to eat the curry and rice, which was appreciated by staff. Children felt happy that staff listened to them and were very happy with the alternative choice of foods.

Children are very happy and settled at the nursery. They clearly have a strong sense of belonging, forming strong relationships with staff and very familiar with their daily routines. They know that they needed to wash their hands before lunch, and they understand that they needed to tidy up after themselves from a young age. Children’s feelings, likes and dislikes are acknowledged and highly valued as they have strong bonds of attachment with all staff members caring for them. Young children comfortably engage with different members of staff for nappy changing, play and exploring experiences. Older children ask for toys and resources of personal choice and preference.

Interactions between children and adults are consistently stimulating and children cooperate enthusiastically and feel inspired with the resources available to them. Children proudly embrace the chance to answer questions about their knowledge and understanding of the world, such as sorting different animals to different continents of the world. Children express empathy and are very sensitive to the needs of other children. Children are very caring towards others at lunchtime. A good example of this was when children helped each other at lunchtime and placed their arm around them showing support and care. Children are fully engaged in activities, such as, story time and singing in English and Welsh. They consistently show respect for property, as they clean up water spills on the table and carefully place resources back on the shelves. Children actively follow rules which affect others. They share and show respect towards others whilst playing with small world toys and construction sets.

Children are highly motivated and engaged in their play and learning. They explore and discuss flowers and colours in the outdoor area as they go on nature walks. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors, where they play with outdoor resources and learn to catch and throw a ball. Children initiate their own play from a young age. They follow their own ideas and interests when playing freely with small world toys, role play and construction sets, making models of people, trains and animals. Children take part in activities resulting in a great feeling of achievement and high self-esteem. They

are enthusiastic to show or talk about what they have been doing. For example, children spoke about the ‘Around the World’ activities with joy recognising the different continents and the animals that live there. Children proudly show their finished creations and smile when praised for achieving their goals through play and learning experiences.

Children experience age/developmentally appropriate opportunities that fully promote opportunities that enhance their all-round development. They have excellent independence skills enabling them to do things for themselves successfully, for example, pour their own water, wear their own coats and shoes, and learn to use knives and forks at a young age. Their problem solving skills thrive through daily experiences to explore and learn about everyday tasks and real life situations. They use real life cutlery and crockery through role play and bake their own cakes as well as and growing their own garden produce and plants.

Care and Development — Excellent

Staff fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety and well-being. They identify and effectively manage potential risks. Safeguarding is prioritised and staff have updated training and a very good understanding of their responsibilities to protect children. Staff consistently implement robust cleaning and hygiene practices during lunchtimes and throughout the day. Staff implement Welsh Government's best practice guidance, food and nutrition for childcare settings. A varied healthy diet is provided with a choice of water and milk. Staff are aware of children's medical needs and follow careful risk assessments and care plans for children with allergies and intolerances. Nearly all staff have received paediatric first aid training. Medicines administered are signed and dated with previous and current dosages. Incidents and accidents are recorded and signed by staff and parents.

Staff engage with children exceptionally well as they provide meaningful interactions with children. During activities, such as discussions during story time, staff consistently engage with children about their feelings and recognition of names and colours. Children's home language is celebrated and promoted. There is a member of staff who is fully bilingual in Welsh and promotes Welsh throughout the nursery by singing, story time and using musical instruments. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies with children. Staff have an excellent understanding and knowledge of child development. They act as very good role models at all times. They consistently promote politeness and encourage kindness between children encouraging them to say 'please' and 'thank you'. Staff positively reward children's good behaviours through a celebration of their weekly achievements.

Staff implement the principles of the curriculum for early years as well as the Montessori principles throughout the nursery. Staff are consistently responsive; they genuinely listen and respect children's views. The interactions are very positive, demonstrating warmth and kindness, and are sensitive to the needs and experiences of individual children. Staff are committed to providing an excellent range of play and learning activities for children and provide careful and detailed planning. They plan comprehensively for the next steps and consistently review progress, keeping parents fully informed through reports and parents' meetings as well as the family app which is updated daily providing information about younger children's needs. Staff actively contribute to planning that shows progression, which significantly supports the individual needs of all ages. Staff understand the ALN policy and understand what steps they need to take to provide support for individual children if needed. Staff effectively praise children as they succeed to listen to instructions, eat well, being kind or being helpful. Staff enhance children's understanding of cultures and diversity by inviting people from the community, such as parents to share their cultural experiences with children, encouraging them to be effective global citizens.

Environment Excellent

There are comprehensive and very effective measures in place to ensure that everyone fully understands their responsibilities in relation to the safety and welfare of children. There is a robust security system in place where visitors are ID checked and asked to sign in the visitors' book. However, exact times of those visiting the setting are not recorded. The environment is safe, secure and extremely well maintained indoors and outdoors. There are effective and organised consistent cleaning routines that reflect excellent hygiene practices. The highly effective infection control practices successfully minimise any risks to children's health and safety, including sanitisers in all areas and liquid soap and paper towels for all toilets. People running the setting complete effective and comprehensive general and fire risk assessments, which are reviewed and acted upon. Emergency procedures are clearly communicated to all relevant people accessing the environment and fire drills are conducted regularly. General risk assessments are robust. Staff supervise children well and understand the difference between acceptable and unacceptable risks.

People running the setting ensure the environment always meets the needs of nearly all children and enables them to reach to their full potential. People who run the setting ensure that any outdoor play space is used as often as possible and is an extension to the indoor learning environment. They extend children's knowledge and development of the outdoors by offering an extensive range of resources which challenges and continuously stimulates their curiosity and interests. The premises is very welcoming, warm, and very well maintained with consistent and effective heating and ventilation dependent on the temperatures indoors. People ensure that all children can easily access excellent quality and an extensive variety of age-appropriate furniture, toys and equipment both indoors and outdoors to stimulate the children's interest and imagination.

People running the setting are committed to providing stimulating resources to promote children's curiosity about the wider society, celebrating equality and cultural awareness through dollies, activities, puzzles, puppets, clothing and books. There is a large, interesting and exciting outdoor play area which is very well maintained and presents excellent and challenging opportunities for the children. These include a woodland area, opportunities for climbing, exploring and investigating in a large green open space as well as opportunities to feed ducks, grow fruit, vegetables and plants as well as physical exercise. They arrange excellent and innovative experiences for children outdoors which are based on forest school activities.

Leadership and Management — Excellent

People running the setting have an innovative vision for the future, that they share effectively with parents. They maintain and share an up-to-date statement of purpose and fully comply with regulations and exceed NMS. People running the setting regularly review and update individual policies, and these are fully implemented in practice. Records are maintained and kept up to date, and there is a record of those looking after children at all times, therefore ratios and children's needs are fully met.

People running the setting ensure recruitment processes are robust and there are very good systems in place to ensure that suitability checks are made in a timely manner with an effective induction process for new staff. People running the setting set a high expectation for their staff. They inspire and lead their teams effectively and challenge performance and drive improvement through regular supervisions and appraisals, and regular weekly staff meetings. People running the setting create a positive ethos and working environment for staff. They feel fully supported and feel as part of a team and family as there is always an open door for them by those running the setting. They have a very good understanding of their responsibilities to promote the Welsh language and are working towards the Welsh Language 'active offer'.

People running the setting keep Care Inspectorate Wales fully informed about significant events, such as changes to statement of purpose, staffing changes, outbreaks of illnesses and the Self-Assessment of Service Statement (SASS) was completed in a timely manner. People running the setting ensure there are processes for dealing with complaints and concerns.

Self-evaluation is implemented and meaningful. It is clear to see between the two last quality of care reports that people running the setting listen to parents' and children's views. There is currently a very detailed and informative quality of care report which provides an excellent overview of the setting, its priorities and includes the views of parents, staff and children. Targets for future improvement of the setting are outlined in the report.

Partnerships with parents are excellent. People running the setting engage with parents through social media platforms and parents are informed of their children's developmental progress through reports and parents' consultations. People running the setting inform parents of changes and future activities and changes through informative newsletters and emails. Those running the setting include parents in sessions of baby yoga, wriggle and rhyme. There are strong links with parents, the local and wider communities Those running the setting arrange visits to Slebech Park Estate where children learn about gardening. Families and the local community are invited to open days and produce grown by children at the setting are sold to parents by children; money raised is therefore spent accordingly following children's choices of new resources for the setting. Local community group have been involved in helping with gardening at the setting and they have also been invited to attend the setting for an afternoon tea arranged by staff and children.

Recommendations to meet with the National Minimum Standards

R1. To record exact times that visitors are present at the setting.

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
27	There were not the sufficient number of staff caring for the children at all times and	Achieved
30	There were not full and accurate records of who was looking after the children at all times.	Achieved

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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