Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

ChildsPlay Private Nursery

89 - 90 Commercial Street
Newport
NP20 1LS



Date Inspection Completed

26/09/2022

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About ChildsPlay Private Nursery

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Childsplay Private - Nursery Ltd
Registered places	43
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert]
Is this a Flying Start service?	
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	**GOOD**
Leadership and Management	**GOOD**

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

Summary

The nursery is child centred with a good emphasis upon children directing their own play and learning. Children feel settled and confident at the nursery. They interact positively with those around them and experience good opportunities to play and explore their environment. Children have good opportunities to develop their independent skills. They form close bonds with each other and staff, which helps them to feel safe with a sense of belonging.

Overall, a good range of toys, resources and equipment promote learning and development. The environment is attractive, clean, secure and staff follow procedures to monitor its suitability, completing risk assessments and daily checks.

The management of the service is well organised and people who run the service understand the need to maintain information to demonstrate staff suitability. Staff receive regular developmental opportunities to keep their skills and knowledge up to date. The provider is proactive in monitoring the quality of the service and there is a commitment to ongoing improvements to ensure the safe care of all children.

Well-being GOOD

Children are confident communicators as their wants, needs and feelings are considered by staff who look after them. Children have good opportunities to make decisions and choices about what they want to play with. For example, across all age ranges, they had good opportunities to choose activities and toys in their playrooms and when playing out in the garden.

Children are happy and settled. We saw children smiling and laughing during their play. They are familiar with the routines and have developed good relationships with staff and other children. Children approach their carers for reassurance and are responded to in a warm and sensitive manner. For example, young toddlers in the baby group helped staff to set out beds in the playroom for sleep time after lunch. Staff acknowledged their attempts with smiles and saying, “Thank you, that’s so nicely draped”. This allows children to feel included and a part of their own environment.

Children interact well with each other, sharing and inviting others in their play. For example, a small group of older children in the pre-school group invited us to join them in their play by asking “*What’s your name and what are doing*?” another child said “*I’ve made a tower with bricks. Can you see which one is mine?* All the children happily showed off the towers they had built and confidently identified the colours and patterns they had used to make their towers. In the garden, older children showed us the sunflowers they had grown as they gauged their heights against the flowers, saying to each other “You’re taller” or “You’re shorter”.

Children are confident to move around their environment making independent choices as to what they want to play with. They told us that they enjoy playing in their outside space, growing flowers and vegetables, and doing craft activities. They also said they enjoy coming to the service and they feel staff listen to them. Most children are learning to use appropriate utensils at mealtimes. They put on their coats when going outside and enjoy the sense of achievement from completing these tasks. Children value regular opportunities to play outside. Incidental Welsh is used consistently during the sessions, which encourages the children who do not speak Welsh at home to become confident with the language.

Care and Development GOOD

Staff work well together to implement hygiene practices and cleaning routines which help ensure children are safe and healthy, especially during the Covid-19 pandemic. These include thorough cleaning routines throughout the day. Children are encouraged to clean their hands regularly. However, both toddler and babies' groups use wipes for hand cleaning before mealtimes. We observed some children playfully wiping the table area in front of themselves before using the same wipes to clean their hands and face. This can cause cross contamination. All meals are cooked and prepared on site with careful consideration given to those who may have food allergies. The nursery cook is confident about what foods need to be avoided for specific children with allergies. Further improvements have been made with regards to identifying the crockery allocated to children with allergic reactions, using colour coding.

There are effective systems in place to monitor the health and safety of children. All accidents and incidents are recorded and evaluated by the nursery manager and are signed by parents. Good safeguarding procedures promote the welfare of children. Staff understand their responsibilities to be vigilant and are clear about the processes to follow to deal with any concerns. Staff receive regular safeguarding training and keep up to date with all relevant information. Recently all staff have taken part in additional training regarding supporting children with food allergies. Planned fire drill practices ensure that staff and children are aware of how to evacuate the premises safely. All staff are required to have First Aid training and the manager has good oversight of mandatory training for all staff. Therefore, staff are able to deal with any minor first aid situations.

Staff interact in a kind and caring manner with the children, supporting their learning and development effectively. They are consistent in their approach and mindful of the age and stage of development of the children when managing behaviour issues. Staff use soft tones to distract children who may become frustrated or upset and praise children for all their efforts.

Staff know children well and understand their individual needs and preferences. Observations and assessments currently on going are well written and organised. Staff are working together to produce a formal system to plan and monitor children's development and achievements for the new curriculum in Wales rolled out in 2022. Several team meetings have taken place in the nursery with all staff and with local authority to discuss how best to approach record keeping using the new the curriculum. This allows the whole team to actively participate in assessing and recoding what each child needs in order to progress to their next step. Although this system is in its infancy, the team of staff working across the age groups are enthusiastic and confident in sustaining this in the longer term.

Environment GOOD

The environment is safe and secure and provides ample space for children to play and learn. The manager completes daily safety checks in each area to identify, and where possible, eliminate any risks to children's safety. There is a rigorous risk assessment in place for all areas of the setting, which includes all activities. Records such as daily registers carefully record the times of children's arrivals and departures and are kept in the office in case of emergency evacuation. Fire drills are regularly conducted and logged. Regular and routine maintenance checks are completed in a timely manner.

Overall, the environment is clean and well maintained and reflects good hygiene procedures. It provides light, bright and spacious areas for children to explore. All children can access good quality resources and a broad variety of age-appropriate furniture, toys, and equipment to stimulate the children's interest and imagination. Each age group have separate areas to provide different play and learning experiences. For example, creative and messy play areas, dressing up and areas. Low level and open storage encourage children to access toys and resources independently. All look to be in good condition. Some resources which promote diversity and cultural awareness are also offered.

Children can access toys easily, which supports their independence. Their artwork is displayed on the walls and celebrates their achievements, enhancing their self-esteem. The outdoor play areas allocated separately for babies, toddlers and the pre-school children are safe and secure and offer plenty of opportunities for active play. Most equipment, toys and activities have an emphasis on natural or recycled resources.

Leadership and Management GOOD

Leadership and management of the service is good. Leadership of the service is good, the nursery owners Responsible Individuals (RI) and the PiC (person in charge) and deputies, all work well together and have a shared vision. The owners of the nursery have appointed room leaders and additional roles and responsibilities are given to staff in accordance with their strengths and particular areas of interest. These roles are clearly defined, and staff know who to go to for advice and support. A suitable up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. Registers and observations showed that staff/child ratios meet the required numbers.

A good range of policies and procedures ensure that the service operates smoothly on a day-to-day basis. Procedures for settling in new children have been adapted due to social distancing rules. Therefore, the use of records such as 'All about me' become pertinent in getting to know children well enough before they start their placement. However, the records were not detailed enough. For example, key workers need to use different strategies in helping individual children to settle when upset or falling off to sleep. Staff ratios show that staff are well qualified, and the management team have ensured that training such as safeguarding and paediatric first aid is relevant and up to date. Recently some changes have been made for children's placements during mealtimes due to sensitivity to certain foods. This procedure is in its infancy and should be regularly reviewed. In addition, staff have had additional food safety and handling training.

The management team are well respected by the staff, they tell us that they feel well supported and know who to go to if they have concerns. New members of staff undertake an induction programme, which includes reading and acknowledging that they understand nursery procedures. The nursery is not able to provide an "Active Offer" of the Welsh language, although there is suitable use of incidental Welsh. Managers produce a comprehensive quality of care report, drawing on views of children, staff and parents. An action plan for improvement highlights priorities for the coming year and timescales for completion. Time is set aside for staff to review training they attend, and this is discussed during individual Staff Appraisal sessions. The manager ensures that impact of training on the service is regularly evaluated.

Partnerships are well developed and established. Room leaders and the PiC told us that the service has good links with local authority advisory teachers who visit the setting. Partnerships with parents are good. One parent told us *"I'm round the corner from the nursery, so I feel better leaving my child here knowing she is close by*". A parent of a child who is new to the service told us *"I'm totally confident to leave my child here, I have heard good things".*

Recommendations to meet with the National Minimum Standards

R1. Incorporate more handwashing rather than using wipes during mealtimes.

R2. Regularly revise new procedures implemented at meals times to support children with severe allergic reaction.

R3. Broaden the settling in process to include more pertinent information for new starters to help them settle into the nursery.

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
29	The registered person must ensure that all staff receive appropriate training, supervision and appraisal.	Achieved

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
29 (3) (a)	The registered person must ensure that all staff receive appropriate training, supervision and appraisal.	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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