Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Springfield @ Abergele

Garth
Llanfair Road
Abergele
LL22 8DH



Date Inspection Completed

21/02/2023

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About Springfield @ Abergele

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Springfield Day Nurseries Ltd
Registered places	60
Language of the service	English
Previous Care Inspectorate Wales inspection	24 July 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	**Good**
Leadership and Management	**Adequate**

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

Summary

Children communicate effectively, can follow their own routines and have their needs met. They feel happy in the care of familiar staff and enjoy the friendships they make. Children interact well and play cooperatively together. They move around freely and utilise the space effectively to learn and develop. They enjoy the activities available and develop a range of skills, including independence.

Staff keep children safe by implementing the settings effective policies and procedures. A healthy lifestyle is promoted, with lots of opportunities for children to have fresh air and exercise. Staff are caring and understanding of the needs of the children. They plan effective opportunities that support children to develop well and enjoy their learning.

People who run the setting ensure effective risk assessments, daily checks and routines are in place to keep the environment safe and secure. The environment is an exciting and inviting space for children. The outdoors is a highlight of the setting and gives children a range of experiences. People who run the setting ensure children have access to a good range of resources that support their learning and development.

People who run the setting manage it well. Appropriate self-evaluation is conducted so improvements can be made. Staff are manged well. However, people who run the setting have not ensured a suitable number of staff have the required qualifications. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Good relationships are developed with parents and outside agencies and these benefit the children.

Well-being — Good

Children express themselves confidently. They use verbal and nonverbal cues effectively to communicate their needs and wants. For example, asking for a particular story they would like next. Children are involved in planning activities and older children are asked regularly about their interests and what they would like to do. Children happily move around the indoor and outdoor environments, accessing resources they want. During lunch time they ask for more food if they are still hungry and children can sleep when they are tired. This shows their needs are met effectively and take preference over routines.

Children have a good relationship with staff who know them well. They settle well and arrive happy and keen to join in the activities. Children develop friendships, which was apparent as they actively went to find who they wanted to play with, and children asked others to come and join their activity or game. For example, a child asked their friend to come and play doctors with them. Children are familiar with their surroundings, allowing them to feel confident and comfortable to move around freely.

Children learn to consider other people's feelings and needs. They develop their skills in sharing as they play cooperatively together. For example, when waiting to have a go on the steppingstones or when asking another child if they could have a turn with the sticks and tin they were using as a drum. Children treat resources and others with respect. They share the space cooperatively, returning items when they have finished with them and using them appropriately. Children show good manners as they say please and thank you regularly. For example, when staff give them their lunch or when they ask for a resource.

Children show enjoyment as they take part in an activity they have chosen. They concentrate on a task for an appropriate length of time, showing interest and having fun. For example, showing enjoyment as they kicked the ball to knock the skittles over and persevering as the wind kept blowing them before they had chance to kick the ball. Children are engaged and focused as they have choices and can follow their interests. For example, smiling and laughing as they squeeze the fruit in the water play tray, releasing the sweet smells. They are eager to share their experiences with others. For example, they regularly approached us as they were keen to share what they were doing or ask us to join in with their play.

Children feel confident to attempt things for themselves as they know they will be given support when needed. For example, accessing the storage to get resources they want to play with. Younger children who are learning to walk have the space to crawl and pull themselves up so they can reach items they want to play with if they are not available on the floor. Children who are able confidently feed themselves and access facilities, including toilets and hand washing.

Care and Development Good

Staff understand and implement the settings policies and procedures effectively. They know and understand the need to keep children safe. Staff have up to date safeguarding training and those we spoke with know the correct procedure to follow if they have concerns about a child. Regular fire drills are conducted, and consideration is given to ensuring they are conducted when new children or staff start at the setting. This helps ensure everyone is aware of the procedure to follow in an emergency.

Staff promote a healthy lifestyle. They make sure children have plenty of opportunities to access the outdoors so they can be active and get fresh air. Routines including appropriate procedures for nappy changing, regular handwashing and cleaning schedules help to prevent cross contamination and germs spreading. Staff ensure children's dietary and medical needs are known and met appropriately. Food choices are nutritious, and milk or water is offered for drinks.

Staff are positive role models and have a lovely manner with the children. They engage in an effective way, which helps make the setting feel a sociable place where children are confident to communicate. Staff actively get involved in children's play and routines to extend their learning and develop their speech and language. For example, talking to them about pancakes and the toppings they like during a craft activity, and sitting with them at lunchtime discussing their likes and experiences. Positive behaviour management strategies are implemented. Staff intervene quickly and appropriately when unwanted behaviour is seen, such as children wanting the same toy. This ensures the behaviour does not escalate and children are appropriately distracted so they can continue to enjoy their play. Praise is used to celebrate achievements including when children eat their food well, when they share or when they complete a task.

Staff know the children well and understand the different ages and stages of development. Children's ideas are collected and considered during planning so staff can provide suitable opportunities for children to follow their interests and have more enjoyment in the activities offered. Staff extend children's play effectively as they interact with them and add items to areas of learning. This allows children to extend their knowledge and learning opportunities and helps create curious children who enjoy learning. For example, adding fruit to the water play area and moving a tray so children can use it as a target for their water sprayers. Staff track children's development well and ensure next steps in their learning are identified so they can be planned for successfully. Staff allow children to be independent with tasks and feel confident to try things for themselves. For example, supporting children to pour their own drinks at lunchtime.

Environment — Good

The environment is safe and secure. External doors are kept locked and entrance is controlled by staff to ensure no unauthorised access. Visitors are recorded so this information can be referred to when needed. The outdoor environment is surrounded by appropriate fencing and gates are locked to prevent children from leaving unsupervised. The way risk assessments and daily checks are conducted has recently been reviewed. The new system is effective in managing hazards and eliminating them when possible. For example, locks on the kitchen cupboard doors so children are unable to access what is inside. The system ensures all areas are risk assessed and these records are available for staff to view so they are kept fully informed. Daily checks are also conducted effectively to ensure no new hazards have occurred before the children arrive.

People who run the setting have created an environment that is exciting and child friendly. The areas used by the different age ranges are spacious and allow children the room and opportunities they need to learn and develop. For example, the baby room has lots of floor space and soft play equipment so children can crawl and move around safely. The preschool has more areas of learning the children can access, including a craft area and home corner. People who run the setting and staff have created a warm atmosphere where children and visitors are made to feel welcome. All areas are well maintained, light and bright. The attractive displaying of children's work gives them a sense of belonging and celebrates their achievements. All areas have access to suitable facilities including nappy changing, toilets and kitchen areas.

The outdoor areas are a real positive of the setting. There are different spaces available to give children a range of experiences. It also allows all the children to access outdoors safely together. The mix of artificial grass and real grass gives children different experiences. The large outdoor classroom was seen being enjoyed by children who wanted to complete craft activities. Children also enjoyed developing their physical skills when playing on the fixed play equipment. The area set up with child sized picnic benches allows children to have social experiences such as snack and lunchtimes outside when the weather is nice.

The environment is equipped with an effective range of age-appropriate toys and resources. These are stored appropriately so they are accessible and kept clean. People who run the setting and staff ensure children have access to natural materials to extend their learning experiences. For example, a nature table in the preschool room and access to a messy play activity using spaghetti in the nursery room. The availability of loose parts such as planks of wood allow children to be creative and take measured risks as they balance and climb.

Leadership and Management — Adequate

People who run the setting have ensured they have a statement of purpose that provides parents with the information required for them to decide if it is the right care for them and their child. Policies and procedures reflect the care and service offered and are shared with staff regularly, so they are implemented appropriately. Up to date records are completed effectively so all the information required is available and can be shared when appropriate. For example, children's details and accident and incident records.

People who run the setting regularly review the setting and care they offer. They consider the children's needs and interests so improvements that benefit the children can be made. For example, purchasing new resources and improving the outdoor environment. People who run the setting complete a quality-of-care report and some views of parents, children and staff are considered.

People who run the setting manage staff effectively. They ensure they have regular supervisions and appraisals, so ideas, information and training needs are identified. People who run the setting ensure ratios are met so children are supervised appropriately. However, they have not ensured there is a suitable number of staff with the required qualifications. We did not see this was having a negative impact on the children, and people who run the setting are working hard to train and recruit appropriately qualified staff. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. There is a robust recruitment procedure in place and people who run the setting ensure appropriate checks and information are collected before staff are employed to care for children. Staff files meet regulations as they contain the required information.

People who run the setting and staff ensure they develop a good relationship with parents. The introduction of an app allows information and pictures to be shared. Parents who responded to questionnaires said they felt informed and liked the way information was shared. All parents who responded made positive comments about the care and service provided. People who run the setting seek advice from outside agencies when needed to help them support children and meet their individual needs. The local environment is used effectively to help children feel part of their community. For example, planned walks and visits to local places of interest.

Recommendations to meet with the National Minimum Standards

None

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

27	The Responsible Individuals have not ensured they have regard to the statement of purpose and the number and needs of the relevant children in relation to having a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children.	New

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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