Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rise and Shine Day Nursery- Mold

Brookvale
Wrexham Road
Mold
CH7 1HT



Date Inspection Completed

22/01/2024

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About Rise and Shine Day Nursery- Mold

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Rise and Shine Day Nursery Ltd
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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

Children express themselves confidently and communicate their needs in a variety of ways. Most children are settled and content. They interact well with staff and each other. They listen well for their age and stage of development and enjoy a good variety of activities which enable them to develop skills.

Staff follow effective policies and procedures which promote children's health, safety and well-being. Staff manage children's interactions well with an effective behaviour policy. They are caring, nurturing and respond to most children's individual needs. Staff create an exciting atmosphere by the way they engage with children and arrange varied activities.

Leaders have effective measures in place to ensure the environment is safe for children. They have created a well decorated and attractive environment using neutral colours and natural materials. Leaders have a passion for providing an environment linked to the curiosity approach which enables children to become inquisitive with the resources around them. Toys and equipment are in good, clean condition.

Leaders are knowledgeable, hard-working and have a vision which they share with others. The statement of purpose accurately reflects the setting and policies are followed and reviewed regularly. Leaders are reflective and have evaluative processes in place to ensure the setting makes continuous improvements as the business grows. However, not all required information is held within staff files and staff supervision does not happen as frequently as it should. Leaders have positive partnerships with parents.

Well-being — Good

Children express themselves confidently and communicate their needs in a variety of ways. For example, they approach staff when they want cuddles or reassurance. They tell staff how much food they want to eat, and this is respected. Children's ideas are listened to with staff planning future activities linked to children's interests. For example, a child wanted to make cakes in the mud kitchen, so the following week flour was added to the mud kitchen. The child made cakes which enabled the child to feel their ideas were acknowledged and acted upon.

Most children are settled and content. Children are eager to involve staff in their games and have developed bonds of affection. Babies smile and babble to those caring for them and enjoy toddling over to show them their toys. Children are becoming aware of the setting's routines such as knowing they wash their hands before lunch. Familiar routines give children a sense of security.

Children interact well with staff and each other. They follow the rules of the setting and listen well for their age and stage of development. Children make good eye contact and even the youngest children show an interest in engaging with others. With support, children are beginning to understand the needs of others. For example, they put toys away that are not being used, to stop their friends tripping over them. Children are friendly towards each other and are learning how to co-operate by sharing the vehicles and the wooden road.

Children fully engage in the activities on offer and concentrate for lengthening periods. Outside, they enjoy playing in the mud kitchen, smiling as they stir water, mud and flour. They laugh as they splash in muddy puddles and feel a sense of achievement when they scramble over the climbing wall. Babies thoroughly enjoy exploring shells in the sand and like to toddle up and down ramps with their friends.

Children have access to a good variety of self-directed experiences which enable them to gain a range of skills, be independent and promote their all-round development. They help themselves to resources and take their play in whichever direction they wish. Older children are improving their self-help skills by using the toilet more independently, wiping their own noses, serving themselves at lunchtime and tidying away resources.

Care and Development — Good

Staff follow effective policies and procedures which promote children's health, safety and well-being. Food and drink are mostly healthy and nutritious. Staff know the importance of providing children with regular opportunities to get fresh air and go outdoors. Staff follow good hygiene practices. For example, they wipe tables down before and after use, and ensure children wash hands before eating. Noses are mostly wiped in a timely manner, which minimises the spreading of germs. However, if children become unwell at the setting, positive steps are not always taken quickly enough to prevent possible infection of other children. The nappy changing policy is followed closely with staff changing nappies frequently. They chat to children as they change them, and parents are informed about nappy changes via the setting's online platform. Accident and incident forms are completed accurately and shared with parents. Staff spoken to have a sound understanding of safeguarding, including how to respond to child protection concerns. Registers show that children and staff arrival and departure times are recorded. At least one named person in charge works at the setting for the majority of the week. However, following the inspection, we received a notification informing us that another named person in charge has been employed. This ensures there is always at least one person in charge working at the setting every day.

Staff manage children's interactions well and follow an effective behaviour policy. They are good role models and show warmth and kindness to the children. Most staff use the correct grammar when talking to the children, but this is not consistent. They use a range of strategies to manage children's interactions. For example, they use empathy and distraction techniques when the youngest children are upset. Praise is used well to celebrate children's achievements which boosts their self-esteem and helps set high expectations.

Staff are caring, nurturing and respond to most children's individual needs. Staff enjoy spending time with the children and create an atmosphere of fun and excitement. However, outside in cold weather, staff do not always encourage pre-school children to wear warm enough clothes. Leaders arrange engaging activities to celebrate themes such as Halloween, Bonfire Night and Christmas with a wealth of activities shown on the setting's online platform which is shared with parents. For example, at Christmas time, staff encourage children to explore snowmen through shaving foam, they decorate biscuits and paint gingerbread men. A 'Polar Express' day is planned for older children, where they drink hot chocolate, wear pyjamas and watch part of the film. Staff are familiar with responsive planning and are embedding this into their practice. They tune in to, support and extend children's learning. Children's milestones are captured on the setting's online portal and are shared with parents. Leaders are experienced and can discuss the actions they take to support children with additional needs, including liaising with parents and utilising support services.

Environment — Good

Leaders have effective measures in place to ensure the environment is safe for children. The setting is secure with external doors locked and a secure garden area. Visitors are asked to sign the visitor book upon arrival and departure which means all adults in the building are accounted for. Leaders successfully complete risk assessments. They include suitable control measures which reduce or eliminate risk and are followed by all staff. Fire drill practices are carried out and relevant information is recorded appropriately. Leaders ensure staff carry out effective cleaning routines across the setting.

Staff care for the children in a well decorated and attractive environment. The use of neutral colours and natural materials create tranquil, homely spaces. There are cosy areas for children to enjoy quieter activities such as reading books, and resources are well chosen and organised so that children can lead their own play. However, the temperature of some rooms does not always feel warm enough. Staff are committed to using the outdoor play space daily and provide the children with engaging toys and resources which promote learning. For example, physical development is encouraged as children use their feet and hands to clamber over the climbing wall. Imagination, communication and problem-solving skills are enhanced in the mud kitchen as staff provide children with enough time to mix their ingredients, talk about their creations and take their play in whichever direction they wish.

Leaders have designed a positive environment following the curiosity approach where staff encourage children to learn through the use of authentic resources, recycled materials and loose parts. Toys and equipment are in good condition and encourage children to become inquisitive. For example, the wooden play kitchen helps children understand the world we live in as they take on different household roles whilst handling ‘real’ resources such as metal jugs, spatulas, trays, pots and pans. Resources such as wooden curtain rings, tree slices, pebbles, shells and corks intrigue children. Staff provide some opportunities to develop cultural awareness through books and dolls, which help demonstrate the diverse society we live in. They also celebrate various cultural events throughout the year.

Leadership and Management — Good

Leaders are knowledgeable, hard-working and have a clear vision, which they share with others. The statement of purpose is a comprehensive, up-to-date document which accurately reflects the setting. It provides parents with enough information to make an informed choice about whether to choose the setting for their child. Effective policies and procedures are followed and reviewed routinely. Staff feel valued, enjoy their work and feel leaders are approachable. Leaders hold regular staff meetings to share information and reflect on any issues arising which positively impacts the overall running of the setting.

Leaders are willing to try new approaches. They seek suggestions from others such as staff at the setting. Leaders can articulate improvements that have been made since re-registration such as the implementation of the curiosity approach and future plans to enhance the outdoor area. Leaders are reflective and have addressed the registration report recommendations.

Leaders follow satisfactory recruitment processes to ensure the most suitable people are employed for the role. They have good systems in place to update disclosure and barring service checks and mandatory training is kept up-to-date. However, not all required information is held on record and staff supervision is not consistently carried out. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders are developing positive partnerships with parents. They invite parents to attend ‘Stay and Play’ sessions and ‘Afternoon Tea with Santa’ which give parents the opportunity to see their child interact with other children and learn through play in a relaxed environment. We read testimonials from parents speaking positively about the setting. Leaders keep parents informed about their child’s day and their progress, through regular photographs, which are sent via an online platform, as well as daily verbal feedback at collection time. Leaders arrange regular fundraising events where they raise money for charities such as Nightingale House and Children in Need, which encourages children to learn about what they can do to help others.

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

28	Ensure all required documentation is available to demonstrate the suitability of workers.	New

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 10 - Healthcare	To review the medication policy and ensure children who become unwell during their time at the service are sent home as soon as possible, to prevent possible infection of other children.
Standard 22 - Environment	To ensure all rooms have working thermometers and that rooms are maintained to at least 18 degrees Centigrade.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Encourage children to wear warm clothes when playing outside in cold weather and staff to provide extra layers if children do not have warm clothes with them that day.

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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