Childcare Inspection Report on

Sandy Feet Day Nursery

Dew Road
Port Talbot
SA12 7HE

Date Inspection Completed

01/04/2019
Description of the service

Sandy Feet Day Nursery Ltd was registered from the current premises in May 2018 to provide care for up to 27 children. The responsible individual (RI) for the service is Jodie Rheann Rees and the person in charge (PIC) on a day-to-day basis is Olivia Stone. The service is based in a detached, one-storey building located in the Baglan area of Port Talbot. Opening hours are between 6am to 7pm, Monday to Friday and between 6.30am and 7.30pm, Saturday on a needs basis. It caters for children from birth until 12 years of age. The service does not currently offer the ‘Active Offer’ in relation to the Welsh language.

Summary

1. Overall assessment

Children who attend Sandy Feet Day Nursery are happy, settled and stimulated. They have a strong voice and are becoming increasingly independent. They benefit from taking part in a range of interesting activities that supports their all-round development and as a result children make good progress. Staff provide good care; they are suitably qualified and are positive role models for children. The nursery is based in a detached building that is safe, secure and well maintained. Leaders have provided suitable toys, resources and equipment for the children to use. On the whole, leadership at this service is strong, although leaders need to ensure a more robust recruitment process.

2. Improvements

This was the service’s first inspection following re-registration as a limited company. However, leaders had made a number of improvements to the service during this time including adding a new patio in the garden, the purchase of additional toys, equipment and materials such as additional tables and craft materials.

Following the inspection the RI confirmed that the incomplete staff files had been updated to include two references, two forms of identification and the DBS details. A copy of a staff member’s current motor insurance had also been obtained.

3. Requirements and recommendations

We notified the provider that they were not complaint with regulations relating to staff files. This is because checks that are required as part of the recruitment process had not been completed prior to staff starting work. We have not issued a notice on this occasion as there was no impact on children. We will check compliance at the next inspection.
We made recommendations in relation to hand washing of younger children, resources and children’s independence. These are detailed at the back of the report.
1. Well-being

Summary
Overall, children feel very comfortable at the service and so they are relaxed and happy. Each child is able to make choices and decisions and therefore feel included and valued. They very much enjoy their play and learning which is evident by how engrossed and engaged they are with the varied range of activities that they take part in. Children interact positively with others and form friendships.

Our findings
Children have opportunities to make choices and decisions throughout their day as their individual voice is valued. As a result, children have a very strong voice. For example, children chose from a good selection the fruit they wanted to eat such as orange, raspberries, grapefruit and peaches. A few children confidently expressed when they would like more to drink and their requests were immediately met. Children voiced what colour items they wanted to play with, the stories they’d like to listen to and the activities that they would like to participate in.

All children were settled and relaxed showing that they felt comfortable in their surroundings and had learned to deal with separation from their parents well. Children feel very safe and happy as their individual needs are met and they are engaged and interested in the play opportunities available to them. For instance, the toddlers explored the toys and activities in the room they were in. Some undertook a painting activity with different fruit which included pomegranate, orange and sponge shapes whilst others ran cars down the ramp together or played in the home corner.

Children interacted well with others as they were well behaved and listened to staff and were respectful of the toys and resources they used. Many helped to tidy away toys when they had finished playing with them. Children sustained interest for a good length of time as they were engrossed in their play. They benefitted from a good mix of free play and planned activities which were based on topics they were interested in and their personal interests.

Children showed that they very much enjoyed their play as they giggled and smiled to show the pleasure that they felt, such as when a group took part in a ribbon waving activity. Children chatted animatedly as they played and engaged with staff. They thoroughly enjoyed the time that they spent in the garden racing around on trikes and climbing on the structures on the grass, making the most of the spring sunshine.

Children are becoming increasingly independent as they are supported to do things for themselves. For example, older children brushed their teeth independently then took their brushes to the bathroom, rinsed them and then returned them to storage. Children collected their bowl of fruit from the trolley, fed themselves using spoons and helped to pour their
own drink. One child commented, “I can do it myself!” showing that they were proud of their achievements.
2. Care and Development

Summary

Staff are warm and nurturing towards the children in their care. They manage interactions positively and engage with the children in their play to enhance their experience and further their learning. Staff provide a good mix of free play and planned activities that keep children occupied and stimulated.

Our findings

Staff are aware of their roles and responsibilities in terms of health and safety and, on the whole, effectively follow the service’s policies and procedures. Staff demonstrated a good knowledge of infection control procedures as they wiped the tables with anti-bacterial spray before they were used for meals and snacks, wore gloves and apron when changing children which they then disposed of after each child’s change. Staff also washed their hands before assisting with the feeding of the babies, although babies’ hands were not washed or wiped before they ate.

Staff provided a very good selection of fruit at snack time and water or milk. They also actively promoted healthy eating and an active lifestyle with children and their parents to encourage good health. Due to this the service had been awarded with ‘Gold Healthy Snack Award’ status. Overall, the service’s two week menu was varied and balanced although for lunch the children were served chicken nuggets and beans for lunch and pizza and a biscuit for tea, which is not included in the new Welsh Government’s healthy eating guidelines. A number of staff had attended training on the guidelines and leaders were reviewing the menu to implement the recommendations. In the main, staff supported children’s independence well. However, staff used large jugs to pour drinks from and because of this children were not able to do so independently and required help.

Staff help to keep children safe as the majority of staff have attended paediatric first aid training and child protection training. Staff are alert to child protection issues and are largely aware of the safeguarding procedures to follow if they have any concerns.

Staff are positive role models for children as they are calm, nurturing and show interest in the children they are caring for. For instance, they gave spontaneous hugs given when children needed comfort or reassurance and constantly talked to the children as they played.

Staff create a fun, positive environment for children as they plan activities that children will enjoy and which support their learning and development. Children therefore are stimulated and make good progress. Staff have a good knowledge of child development as they mainly hold a level 3 childcare qualification or above. Staff said that they work collectively to plan themed activities based on the season and the topic they are following. Over the Christmas period, for example, staff had provided malleable foam for children to make
winter snowballs and wooden blocks to practise stacking ‘Santa’s presents’. Staff had noted the area of learning that the activity related to although, in relation to some activities, the learning intentions could have been clearer. Staff showed a very good awareness of children’s individual needs and routines through discussion which ensured that children received attentive care.
3. Environment

Summary

The nursery is located in a detached, single story premises with a large garden. The premises are well maintained and nicely decorated. Leaders successfully provide furniture and equipment that is suitable for children’s needs and supports their developing independence. In the main, there are a good range of toys and resources available for children to play with.

Our findings

Children are cared for in a secure, safe and clean environment as leaders undertake regular maintenance and risk assess to minimise potential risks. The main door was kept locked and staff answered the door bell. A visitors’ record was in place in reception, which was routinely used to record the times of their arrival and departure. The garden boundary was securely fenced to prevent unauthorised access to the premises.

The premises were clean and tidy. Leaders asked staff to perform regular cleaning duties as part of their role. They placed cleaning rotas on the wall of each room for them to follow. Staff completed the list of tasks daily, such as wiping sills, doors and sweeping the floors.

Staff undertook risk assessments of the garden before the children went out to play. They record their initials and the time on a sheet by the door. Leaders had undertaken sound risk assessments of the building, the various areas and activities that children participated in. Staff had signed to acknowledge that they had read them. As a result, staff were aware of potential risks, how to manage them and any action that they needed to take to ensure children remained safe and secure. Records had been kept to show that fire evacuations had been practised so that children and staff knew what to do in the event of an emergency. Leaders had ensured that fire extinguishers had been checked and maintained, along with the gas boiler and electrics.

Leaders competently ensure that the environment is suitable for a range of uses as the rooms the children use are sufficiently spacious to provide room for a variety of activities. Rooms had been brightly decorated and were visually appealing. Wall displays included Welsh vocabulary and reflected some of the themes that children had followed. Suitable age appropriate furniture was available for use. For example, babies used low bumbo seats to sit in whilst eating their meals and older children used small chairs and tables.

Toys and resources are in sufficient supply and are of good quality. The different rooms contained a suitable range of age and stage appropriate toys and resources. However, we did not see any resources of natural materials for the children to explore. The toddler and
pre-school room had been loosely zoned according to the principles of the foundation phase as there were different areas to allow for different forms of play, such as a dressing-up and role-play area and a cosy ready corner. Children benefitted from having access to a large garden which had a hard surface patio and grassed lawn to allow for different forms of play. A planter had been installed to grow potatoes and strawberries and natural areas had been created to allow children to explore the natural world.
4. Leadership and Management

Summary

In the main, leadership at this service is good as it meets most of the regulations and exceeds many of the national minimum standards. Leaders set high expectations for staff and have developed a positive work ethos. Staff benefit from training that enables them to develop professionally. Strong partnerships with parents and external agencies have been developed.

Our findings

Leaders have developed policies and procedures to promote good care and ensure that staff understand and implement them. As a result, staff provide good care because they are aware of the expectations upon them. Leaders had asked staff to read the policies and procedures and sign a sheet to acknowledge them. This was expected when a new staff member started work at the setting and if policies and procedures had been amended. Leaders also undertook regular quizzes with staff to test them on their understanding of the service’s policies and procedures and observed their practice. Leaders said that their findings fed into staff supervision and appraisal meetings which allowed them to identify training issues and enabled them to set high standards of care.

Leaders reflect upon and evaluate the service they provide on an annual basis. They successfully seek the views of others’ views to help identify any issues and to identify areas for improvement. The latest quality of care report included feedback from parents. The response that they received was positive. Comments or suggestions that parents had made had been responded to or addressed. For example, a parent said that they would like to see more treats, such as biscuits on the menu. Leaders had emphasised their commitment to provide healthy food and snacks but had made a concession to include this on the menu once a fortnight. Leaders had developed a clear action plan based on the findings of the review, although could have provided specific deadlines to work towards.

Leaders place a high value on staff training and development. However, they should ensure that the recruitment process is fully robust by ensuring that references are obtained prior to staff starting work. This is because staff were routinely encouraged to attend training courses on subjects that interest them and to meet business needs. Leaders made clear to staff that they would be expected to work towards obtaining additional qualifications. A number of staff were working towards obtaining play work qualification or a level 5 childcare qualification. Leaders had not met regulations in relation to the checks required on staff before they started work because leaders had only obtained one reference in respect of two new staff members and had not checked two forms of identification for another.
Leaders successfully ensure that children are well supervised and that their records accurately show the staff who care for them during the day. Staffing ratios were adhered to and so children received attentive care. The records clearly indicated children's time of arrival and departure. Other records reflected when staff were on school runs or were leaving their care duties to go on lunch.

Leaders appropriately provide staff with opportunities to reflect on their roles and their individual performance through the annual appraisal. They had discussed objectives, targets and had made general comments to summarise the staff member's performance.

Leaders have good partnerships with parents and external agencies, such as the health visitor and social services. This is because leaders encourage open communication and are flexible to meet their needs. For example, parents for children under 2 years were given a daily diary detailing information about their child's general well being and how they had spent their time. Parents were also provided with a 'parent pack' which included a statement of purpose that clearly outlined how the service operated. Parents were also encouraged to telephone to enquire how their child was and had an open-door policy in place. Leaders gave examples of how they tried to accommodate parents'/carers' requests to be as flexible as possible to their needs.
5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections
None

5.2 Recommendations for improvement
We recommended that:

- children are provided smaller jugs to allow them to pour drinks independently;
- babies’ hands are washed prior to them eating food to minimise the risk of cross infection; and
- resources made of natural materials are made available for children to explore and be creative with.
6. How we undertook this inspection

This inspection was undertaken by one inspector as part of the scheduled programme of inspections and took place on 1 April 2019. As part of this inspection:

• we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;

• we spoke to leaders and staff members working for the service and provided questionnaires for staff to complete, if they so wished;

• we viewed records and documents including: the attendance register, children’s contracts, policies and procedures, accident and incident records, medication records, the service’s statement of purpose; and

• we performed a visual inspection of the rooms of the areas used by the service.

Further information about what we do can be found on our website: www.careinspectorate.wales
7. About the service

| Type of care provided | Children’s Day Care  
| Full Day Care |
| Responsible Individual | Jodie Rees |
| Person in charge | Olivia Stone |
| Registered maximum number of places | 27 |
| Age range of children | Birth to 12 years |
| Opening hours | 6am to 7pm, Monday to Friday and between 6.30am and 7.30pm, Saturday on a needs basis. |
| Operating Language of the service | Both |
| Date of previous Care Inspectorate Wales inspection | This was the service’s first registration since re-registering. |
| Dates of this inspection visit(s) | 1 April 2019 |
| Is this a Flying Start service? | No |
| Is early years education for three and four year olds provided at the service? | No |
| Does this service provide the Welsh Language active offer? | This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government’s ‘More Than Just Words follow on strategic guidance for Welsh language in social care’. |

Additional Information:

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