



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Sunnybank Childrens Nursery Limited

**Sunnybank Nursery
3 Stow Park Avenue
Newport
NP20 4FH**



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Description of the service

Sunnybank Children's Nursery is situated close to Newport town centre. It is based in a large traditional house with an outdoor play area and parking space to the rear. The service has been registered since April 2003 to provide care for a maximum of 83 children under the age of twelve years. The nursery is owned by Jane and Graham Bateman, who are also the nominated Responsible Individuals (RIs). An experienced Person in Charge (PiC) is employed to manage the nursery on a daily basis. The service operates from 8:00am to 6:00pm, Monday to Friday and is open for 52 weeks of the year excluding bank holidays.

Summary of our findings

1. Overall assessment

Sunnybank is a well run service. Children are well cared for in a suitable environment by suitably qualified and experienced staff who know the children well. Children are happy, confident and make good progress in line with their age and stage of development. The nursery promotes the voice of the child and the older children are involved in the planning of activities. The PiC has been in post for a significant period of time and provides consistent management and direction. Paperwork is of a good standard and meets the requirements of The Child Minding and Day Care Regulations (Wales) 2010 and National Minimum Standards for Regulated Childcare for Children (2016) (NMS). The RI, PiC and staff team were fully engaged with the inspection process and were open and transparent throughout.

2. Improvements

There were no recommendations for improvement identified in the previous report.

3. Requirements and recommendations

There were no areas of no-compliance identified during this inspection. Good practice recommendations are referred to in the body of the report and are summarised at the end.

1. Well-being

Summary

Children are happy, confident and have formed good relationships with peers and staff. There are plenty of opportunities throughout the day for children to develop independence. Children are listened to and provided with activities which enable them to follow their interests and develop as individuals.

Our findings

1.1 To what extent do children have a voice?

Children are confident that they have a voice and will be listened to. We saw that during lunch time one child did not want to eat their food but wanted a glass of milk. Whilst they were encouraged to eat, they were also provided with the drink they had asked for. There were plenty of opportunities throughout the day for children to choose their own activities and follow their interests during free choice play. We noted that children made appropriate choices as they knew the options available to them. We saw that older children contribute to topic planning through circle time and mind mapping activities, demonstrating that their ideas and interests are valued.

Children at the service have a voice and are consulted appropriately according to their age and stage of development.

1.2 To what extent do children feel safe, happy and valued?

Children are settled and happy at the service. We saw that children were familiar with the daily routines and coped well with separation from parents. We saw that children's work is displayed which gives them a sense of pride and belonging. Children expressed enjoyment during the activities and older children were happy to chat to us about the different areas and activities available to them. Younger children and babies were confident to seek affection from familiar people. When one of the babies was upset the key worker responded quickly and warmly, giving them plenty of individual attention. The key worker was able to discuss individual needs with us and obviously had a good understanding of them. This demonstrates that children's needs are understood and valued. Older children attending the after school club told us that they enjoy attending and spending time with their friends. We recommended that a complaints policy for children over eight years is developed.

Parents can be confident that children feel safe and happy at the service.

1.3 How well do children interact?

Interactions at the service are good. Children interact well with staff and peers. We saw that children engage with activities and persevere for appropriate lengths of time. In the pre-school room we saw children taking part in circle time, talking about emotions and feelings. We heard children being encouraged by staff to be sensitive and positive interactions were supported. During circle time one child said *'I want to sit next to my friend'*. A member of staff responded with *'We are all friends in nursery'*

aren't we?' This prompted a discussion about how the children like to play nicely together and help each other, demonstrating that they are becoming sensitive to the needs of others. We saw that younger children and babies have formed good bonds of affection with key workers. Babies were content and we saw lots of lovely interactions and warmth. During story time, younger children joined in enthusiastically, supported well by staff to contribute in an appropriate way.

Children interact well and are becoming sensitive to the needs of others.

1.4 To what extent do children enjoy their play and learning?

Children are enthusiastic and enjoy their play and learning. We saw that there were many opportunities throughout the day for children to take part in free choice play. This was interspersed with adult led activities and quiet times when children could relax. During free choice, adults played alongside the children, supporting and facilitating appropriate play. Children were able to move around and explore the environment independently and were keen to share their favourite activities with us. We were told *'I like the home corner because I can dress up'* and *'I like the shop because I need money to buy things'*. On the day of our visit we saw children making salt dough Christmas decorations. They were able to talk about what they were doing and showed great excitement. Younger children had lots of opportunities for messy play and had produced some lovely craft activities.

Children are well motivated and clearly enjoy their play and learning.

1.5 How well do children develop, learn and become independent?

Children are provided with a good range of opportunities that help them develop and become independent. Emphasis is placed upon developing children's self help skills. During lunch time we saw that children used age appropriate cutlery independently. We heard a member of staff teaching a child how to use their cutlery to cut the food. This was demonstrated and explained but it wasn't done for them. Older children helped themselves to extra food and served it, supported by staff, using the utensils. Older children used the toilet independently and were reminded of the importance of hand washing whilst younger children were supported sympathetically by staff. We saw that older children had opportunities to be physically active during outside play although on the day of our visit younger children and babies were not seen to use the outside play area and we recommended that this is an area that they should have access to daily if weather conditions are suitable.

Overall, children are provided with good opportunities to develop and become independent learners.

2. Care and Development

Summary

Staff demonstrated that they value relationships with the children. We found that staff are aware of key policies and procedures and these are followed consistently. Safeguarding has a high priority within the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are conscientious and have a good understanding of how to keep children safe and healthy. They were able to discuss key policies and how they are implemented. Conversations demonstrated that staff have a secure knowledge of safeguarding procedures and know the process for reporting concerns. A cook is employed and she ensures that meals and snacks are healthy and of a high standard. We saw that children enjoyed the food provided and children's needs and preferences were taken into account. Staff were aware of food allergies and intolerances and a vegetarian option was offered. The nursery is working towards the Healthy and Sustainable Pre-school Award. Routines such as hand washing after toileting and before meals were seen to be embedded and children take part in the Designed to Smile initiative which teaches the importance of teeth cleaning and dental hygiene. Sleeping babies are closely monitored and physical checks are carried out every ten minutes.

Overall, staff are committed to keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff effectively manage interactions. Adults are good role models, praising and modelling good behaviour. We saw that the behaviour policy was consistently implemented and that there were high expectations of behaviour. Children were praised for using good manners and staff treated children and each other with respect. In general, behaviour was very good but when children needed reminders we saw that it was done in a positive way. Children were aware of the rules and why they were important. One child told us *'We have to take our shoes off to go in the comfy corner. That's so we keep it nice'*. This demonstrates that staff explain why rules are needed.

Parents can be confident that interactions are well managed by staff.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Practitioners are caring and responsive to individual needs. We saw staff making best use of opportunities for language development in English and Welsh. During circle time in the toddler room we saw a big book being used to develop vocabulary and children chose items, which they were spoken to about, from a 'special box'. Planning in the pre-school room is topic based following the Foundation Phase principles and children's development records show that most children make good progress in line with their age and stage of development. We saw that there were effective procedures

for recording children's progress and planning for next steps. When next steps had not been achieved, practitioners were able to explain individual needs and what was being done to support them. There is a designated member of staff who oversees provision for children with additional needs and we saw that effective procedures are in place to ensure that their needs are met. Observations are carried out weekly and there is an effective system in place to ensure that these are consistently completed. However, we noted that this practice was not consistent throughout the nursery and planning for next steps was not as detailed for babies and toddlers. We recommended that this should be developed and more detailed planning and observations should be carried out for younger children.

Overall, staff promote children's development and meet their individual needs but some improvement is needed in the planning for younger children to ensure a consistent approach across the age range.

3. Environment

Summary

Children are cared for in a safe and secure environment. Base rooms are generally clean, tidy and well resourced. However we recommended that the storage of some resources in the dining room and after school club room should be reviewed.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that the premises are safe and comply with the National Minimum Standards for Regulated Childcare. Staff are aware of their responsibilities in relation to the safety and welfare of children and adhere to the service policies. Entrance is gained through a locked door and visitors are required to sign in. We noted that identification was checked upon arrival. Safety certificates for both electricity and gas were in date and insurance certificates were also seen to be up to date. Details of dealing with an emergency were visible throughout the building and detailed procedures for fire evacuations are in place. Evacuation drills are carried out regularly and details recorded. There are some areas of the outside play area that require some maintenance such as fencing and gates and removal of some unused or broken equipment is needed. This was discussed with the PiC and RI. We were told that the outside area is risk assessed regularly but we recommended that there is a clear process for reporting maintenance issues so they can be dealt with promptly. We also recommended that the outdoor play area to the front of the building needs to be made secure so children cannot leave and unwanted visitors cannot enter without being noticed.

Overall, leaders ensure that the environment is a safe place for children to play and learn.

3.2 How well do leaders ensure the suitability of the environment?

Leaders ensure that children are cared for in a warm and welcoming environment. The rooms are well decorated, bright and stimulating. Great care is taken to ensure that displays are well presented and children's work is celebrated. Rooms are generally well organised and tidy. However, the pre-school dining room, which is also used as the after school club room appeared somewhat cluttered due to the range of resources on view on shelving units. This was discussed with the PiC during feedback and we recommended that consideration should be given to providing additional storage within the nursery. The environment has a good number of areas that provide a wide range of play and learning opportunities. These include a soft play and ball pit room, although this was closed for cleaning on the day of our visit and we did not see it in use. In the base rooms resources were generally labelled with words and pictures and stored at low level, making them accessible to children at different stages of development. Furniture was of good quality and age appropriate.

Leaders ensure that the environment is suitable for the age range of the children, although, some consideration should be given to the storage of resources currently stored in the pre-school dining room.

3.3 How well do leaders ensure the quality of resources and equipment?

Resources and equipment are plentiful and of good quality. Equipment and toys are well maintained and clean. Resources are easily accessible and allow children to follow their interest and choices of activities. The outside play area well resourced with a large sand pit, bikes, scooters and a willow den area. There are also areas for planting and messy play. We saw that there was a very good range of art and craft material available and there was plenty of it to allow children to have choice of what they used. We saw that the after school club was well resourced for older children with age appropriate games and activities available to them.

Overall, resources are of good quality and suitable for the age and developmental stages of the children.

4. Leadership and Management

Summary

Leaders ensure that the service meets all of the requirements of the National Minimum Standards for Regulated Childcare. Policies are detailed and there is an effective system for self evaluation. Leaders are committed to the on-going improvement of the service.

Our findings

4.1 How effective is leadership?

The service benefits from a stable and well established leadership team. The PiC has been in place for a considerable time and works closely with the RI. A comprehensive and up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. Leaders ensure that the service complies with the National Minimum Standards for Regulated Childcare. A good range of policies and procedures ensure that the service operates smoothly on a day to day basis. Staff are suitably qualified and leaders ensure that training such as safeguarding and paediatric first aid is relevant and up to date, although we recommended that all staff should undertake Prevent training which is a government initiative to help recognise signs of extremism and radicalisation. The staff team works effectively and staff reported that they felt well supported and knew who to go to if they had concerns. The nursery is not able to provide an “Active Offer” of the Welsh language, although we heard lots of incidental Welsh being used throughout the service.

Leadership is effective and ensures that the service runs smoothly on a daily basis.

4.2 How effective is self evaluation and planning for improvement?

There are good systems in place for the self evaluation and improvement of the service. A comprehensive quality of care report has been produced and draws upon the views of children, parents and practitioners. Leaders ensure that good practice is highlighted and areas for development have been included in an action plan for improvement. During the inspection we noted that staff and leaders were fully engaged with the process, open to suggestions of how to improve the service and willing to try different ways of working.

The leadership team undertake effective self evaluation and planning for improvement.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that they follow a robust recruitment procedure and we saw that files for new members of staff had all of the required information and CSSIW have been informed of all new starters. We saw that new members of staff have an induction program and policies are shared and signed although this is a relatively new procedure and needs to be embedded. We noted that whilst files are held for students, not all of them contained evidence that leaders had sight of Disclosure and Barring Service (DBS) checks and this should be addressed to ensure that everybody

working with children is suitable to do so. Staff have defined roles and responsibilities which are outlined in job descriptions. Registers and observations showed that staff / child ratios meet the national minimum standards. There is an annual program of staff appraisal, although we recommended that one to one supervision should take place on a more regular basis to allow staff to review their own practice and discuss any issues or training needs. Staff meetings are held weekly in individual rooms and full staff meetings are held every six months. There is an ongoing program of staff training which ensures that all required training is kept up to date.

Effective management of staff ensures that the service is compliant with all necessary child care regulations and National Minimum Standards.

4.4 How effective are partnerships?

The service has established effective partnerships. Parents receive regular newsletters informing them of upcoming events and are invited to parents evenings when they can discuss their child's progress. Five parent questionnaires we received stated that they know who their child's key worker is and feel that the service keeps parents well informed. One parent commented *'The staff are friendly and supportive and keep me well informed of my child's progress and any issues they encounter'*. The service also has good links with local authority advisory services.

Partnerships are established and effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

- Ensure that daily safety checks of the outside area are carried out and any issues are reported and addressed promptly;
- develop planning and observations to include next steps for younger children;
- develop a complaints policy for children over the age of eight;
- consider the storage of resources in the pre-school dining room;
- ensure that the outdoor play area to the front of the building is secure,
- leaders should have sight of all student DBS checks and
- staff should have regular 1:1 supervision meetings.

6. How we undertook this inspection

Two inspectors undertook an unannounced inspection visit as part of our normal schedule of inspections. A total of eight hours by both inspectors was spent at the nursery. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the PiC and practitioners;
- consideration of questionnaires received;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CSSIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individuals	Graham Bateman Jane Bateman
Person in charge	Gemma Major
Registered maximum number of places	83
Age range of children	0 – 12 years
Opening hours	Monday – Friday 8:00am – 6:00pm
Operating Language of the service	English
Date of previous CSSIW inspection	2 February 2015
Dates of this inspection visit(s)	29 November 2017
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.
Additional Information: None	