



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

Childcare Inspection Report on

Once Upon a Time Day Nursery

**The Party Place
56 Railway Terrace
Llanelli
SA15 2RH**



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Description of the service

Once Upon A Time Day Nursery provides a full day care service for a maximum of 27 children aged from three months to 12 years. The setting operates from a two-storey detached house in Llanelli and is open between the hours of 8am until 6pm. Monday – Friday. The service is provided through the medium of English and is working towards providing an ‘Active Offer’ of the Welsh language as it demonstrates a significant effort to promoting the Welsh language and culture. The registered person is Beverley Alldridge and there are three persons in charge: Rachel Jones, Rebecca Bello and Ashleigh Broom. The service provides 18 childcare places as part of the Flying Start initiative.

Summary of our findings

1. Overall assessment

We, the Care and Social Services Inspectorate Wales (CSSIW) found that children are safe, happy and well cared for at the service. The premises are arranged to provide a stimulating and welcoming environment, in which children can play, learn and develop. Staff know the children very well and are able to meet their needs. Children benefit from warm and caring relationships.

2. Improvements

Following the previous inspection visit of the nursery in August 2015 lots of improvements have been made, including: purchasing new equipment and resources, such as new storage units, flooring and rugs, role play equipment, an outside shed, grass laid in the baby area outside, a fish tank and fish for the investigation area. The service is also piloting a speech and language programme, has introduced Jabadao (a movement development project) and is introducing the ‘Foundation Phase Profile – Compact’ and additional records of children’s development. All staff have continued to attend a wide range of training. One member of staff has started studying for Level Five Management in Children’s Care, Learning and Development. The registered person and two members of staff are also studying for Level 3 Play-work qualifications.

Following our recommendations leaders have made reference to their emergency procedures within the statement of purpose, have updated their fire records to reflect the children and staff present during fire drills and added their ‘What’s new!’ leaflet to their annual Quality of Care report.

3. Requirements and recommendations

During our inspection feedback we recommended that the service:

- Ensures that children can easily access a range of books within the preschool room and
- include in the Quality of Care Report, how any improvements made or planned for the next year, benefit the children in their service.

1. Well-being

Summary

Overall, we, CSSIW, found that children attending Once Upon a Time Day Nursery experience very good care and warmth in a nurturing environment, which is stimulating and appropriate for their needs and ages.

Our findings

1.1 To what extent do children have a voice?

Children make choices and express themselves.

We observed children confidently choosing activities and toys to play with, such as puzzles and small world play. Children made requests to the staff to play with certain toys, for example, role-play activities and outdoor toys. Children independently chose to play alone, with friends or with staff. We saw children choosing and discussing which activities they wanted to play with and which fruit they wanted to eat at snack time. We saw that children received a choice of water or milk to drink at snack times and that they had access to water throughout the session.

Children are confident that they have a voice.

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

Children are content in the company of the staff and receive warm praise for their efforts.

We saw children arriving happily at the nursery. They were warmly welcomed by staff members and immediately settled to play with toys of their own choosing. Throughout our inspection visits, we heard children being warmly praised and saw that this raised their self-esteem. Children confidently approached adults for comfort and support and we saw children being cuddled and reassured.

Children feel very safe and are happy and valued.

1.3 How well do children interact?

Children are able to participate in small group activities in a cooperative way. They are developing a sense of right and wrong and manage their feelings well. They display appropriate behaviour, with dedicated staff support where necessary.

Children were interacting well with one another; they took turns and shared well. Children made good eye contact with each other and were seen smiling and gurgling or chatting

together. Children were well behaved throughout the visits. During free play, we saw some children interacting well with their peers for example in role play, and others played happily alongside their friends, for example with jigsaw puzzles, drawing and with outdoor toys, such as cars, which was appropriate for their stage of development. Older children enjoyed a game of dominoes with the support of a staff member who played with them, explaining the rules and helping as they played. Children enjoyed the game so much that they asked to play it again, which they did.

Children interact well.

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

Children are fully engaged and interested in their play. They sustain interest for age appropriate amounts of time and are able to move freely between activities of their choosing.

We saw children totally engrossed in their play in all areas of the unit. During our first and second visits, we observed children playing with puzzles and toys, playing with small world toys, reading books, and playing outdoors with plastic stepping stones and cars. On our third visit, children enjoyed playing with a range of large outdoor apparatus and the water trough. We saw children having fun, listening to and joining in with songs in both Welsh and English. We noted that children moved to a new activity when they became restless and that there was an extensive range of resources to sustain their interest.

Children fully enjoy their play and learning.

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

Children develop and become independent in various areas of their nursery life.

We saw children becoming independent throughout the nursery. For example, they tidied away before snack, went to the toilet independently, and washed and dried their hands without being prompted. Children were seen eating independently at snack time, using metal cutlery or colourful plastic cutlery with age appropriate beakers or cups for drinks. Help was given where needed, depending upon their ages and abilities. All children moved around the nursery with confidence, having access to a wide range of resources when they wished. Children were reaching developmental milestones, which was evidenced in a sample of children's developmental records where we saw that their development and progress was clearly tracked.

Children are receiving very good levels of support to ensure their development and independence.

2. Care and Development

Summary

Practitioners follow policies and procedures to keep children safe and healthy. They manage children's interactions in a consistent and age appropriate way and show genuine care and affection for children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff ensure that children remain healthy by promoting healthy lifestyles.

Staff encouraged children to clean their teeth as part of the Welsh Governments Designed to Smile initiative. A full time cook was employed who prepared nutritious and healthy snacks daily, catering for allergies, special dietary requirements and preferences. Water and milk were available at snack times and additionally water was available to children throughout the day. Children were encouraged to eat five fruit and vegetables a day minimum and we saw them eating tomato, cucumber, sweetcorn and carrot during our third visit. Staff further encouraged the children's understanding of the importance of keeping healthy by reading them stories, such as, 'The Very Hungry Caterpillar' and by involving them in activities connected with healthy eating, such as making bread and role play activities in the role play area in the toddler room. Staff plan for children's daily outdoor play and they have recently introduced a movement development project called Jabadao.

Staff ensured that children were kept safe, in line with the nursery's child protection policy. Staff had updated their training in child protection and had a clear understanding of the processes and procedures, which they followed.

Staff are innovative and are motivated to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Practitioners work in line with the nursery's behaviour management policy and are consistent in their approach. They set clear boundaries for children and manage children's interactions well.

We observed staff talking to children about acceptable behaviour in an age appropriate way and using distraction techniques successfully. Staff used simple and clear language and encouraged children to say sorry to each other. Staff spoke to children in a reassuring way and we saw that children were rewarded with warm praise for good behaviour and for sharing and taking turns, for example, when sharing blocks and puzzles and playing a dominoes game.

Practitioners manage interactions very well.

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

Practitioners know the children in their care very well. They meet their needs and are aware of children's preferences. They plan developmentally appropriate activities to extend children's learning and provide suitable levels of support.

Staff at Once Upon A Time knew the children that they cared for, and provided care in line with children's individual needs. Staff encouraged children to feed themselves and offered help if children were struggling. However, they did not take over, or feed a child, if they were capable of feeding themselves. Staff kept detailed children's developmental records, which showed that the children's progress was tracked and that documents were updated regularly. Staff observed children daily and recorded their observations, which were used to plan the next day's activities in relation, to individual children's development. Staff had recently introduced a speech and language programme, which they were piloting, and children were seen to be enjoying the interactive table top activities during our visits. Staff used incidental words, phrases, songs and rhymes in Welsh, throughout our visits and they had put up displays and labels in both Welsh and English. Two members of staff spoke Welsh fluently. However, none of the children attending the service were fluent Welsh speakers.

Practitioners are keen to promote children's play, learning and development.

3. Environment

Summary

Children benefit from a premise, which has been designed to fully meet their needs. The building and outdoor area are safe, secure and provide a wide range of opportunities for children.

Our findings

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

Leaders identify and so far as possible, eliminate risks to children's safety and children are cared for in a safe, clean and secure environment.

Leaders ensured that the door to the nursery was kept locked at all times and visitors had to ring a bell to gain entry and sign a visitor's book. High fences and two locked gates secured the outdoor area. Leaders had installed CCTV cameras both inside and outside of the nursery, one of which was indoors facing the main entrance door. Leaders ensured that the staff followed good hygiene practices with regards to nappy changes and food preparation and the service had recently been inspected by the Food Standards Agency and had continued to receive a rating of 5. We saw that leaders maintained comprehensive risk assessments, which had been completed regularly and any possible risks had been identified and addressed.

Leaders consistently ensure the safety of the environment.

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

The premises as a whole are welcoming, stimulating and spacious. The layout promotes children's independence and the building is decorated and maintained to a high standard.

Leaders ensured that the nursery was furnished throughout with child sized, furniture, enabling children to access toys and equipment and carry out tasks independently. Leaders stored resources in low level, units to allow children to choose them independently. An assortment of books was not easily accessible to children in the pre school room. However, leaders told us that they had purchased an air conditioning unit, which had been placed in the reading corner and plans were in place to purchase more books and rearrange the furniture so that children could have easy access to them. They had ensured that rooms were painted in light colours with display boards showing the children's work, which reflected the current themes and stories. Leaders had set up the rooms of the building into clear areas, which were labelled and resourced to reflect the areas and principles of the Foundation Phase. General maintenance to the building was carried out to a high standard.

Leaders fully ensure the suitability of the premises.

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

There is a large range of resources and equipment for the age range and abilities of the children at this service.

Leaders had ensured that the nursery had good quality, suitable furniture and a large range of toys and games, both indoors and outdoors. The resources that we saw were in good condition and were kept clean. Leaders had ensured that children had access to equipment and materials appropriate for their Welsh language needs. For example, storybooks, posters, displays and labelling, and that they had a range of multicultural resources, such as dolls and storybooks. Leaders told us that they celebrated festivals from around the world.

Leaders ensure that the resources and equipment are suitable and of good quality.

4. Leadership and Management

Summary

Leaders at Once upon A Time Day Nursery ensure that the service is well run and correctly staffed so that the children's needs are met. Leaders are continually improving the service, with numerous improvements having been made since the last inspection and the persons in charge have a clear vision for future developments. Leaders are self-motivated and have successfully developed partnerships with parents and outside agencies. They are resourceful and cascade their good practice throughout the service, leading by example.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service remains compliant with regulations and National Minimum Standards. There is an ethos, which values staff and children and children's needs are at the centre of the provision.

Leaders showed us a statement of purpose, which contained the relevant information for parents and accurately reflected the service that was provided. However, there was not reference made to the emergency procedures of the nursery, although these were referred to in the nursery's health and safety policy and fire policy. Leaders have since added this information. All staff spoken to during the inspection told us that they were well supported by the registered person and the persons in charge. Leaders and staff discussed the children in their care and their needs to be met daily. They recorded when child was unwell or was in need of a sleep, and kept daily records of observations, which, fed into their daily plans. Leaders met regularly to ensure that the service ran smoothly, to discuss developments to be made or resources needed. Leaders told us that most staff had worked at the service since it had opened six years ago. More staff had recently been appointed on a part time basis as numbers of children attending the nursery had grown and for contingency measures. Staff told us that they received support from each other and from their leaders and that they were '*like a family*'.

Leaders have effective leadership, which they are continually building upon.

4.2 How effective is self- evaluation and planning for improvement?

Leaders have a clear vision for the future of the service based on previous achievements and areas for development. The views of staff, parents, children and outside agencies are taken into account when looking at development planning.

Leaders had produced a very comprehensive quality of care report for July 2017 to July 2018, following a review of their service. Leaders had written details about what had been achieved over the past year, taking into account the views of children, their parents, staff

and outside agencies. Leaders observed all children and babies and they asked older children to contribute their opinions and feelings verbally and via questionnaires. Leaders encouraged older children to express their views via a recorded tour of the nursery, using the nursery's tablet.

The leaders' ensured that the report contained information about their future plans for the service, for example: having more of a variety in snacks, which has now been changed to five different fruit and vegetables rotating morning and afternoon and two rotating weekly menus; training all staff to complete compact learning journals; decorating the nursery and buying more books. However, leaders had not made reference to how the improvements would benefit the children but told us that they would do this from now on.

Leaders have put effective self -evaluation and future planning systems in place.

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

Leaders ensure that the nursery is correctly staffed and that staff are appropriately deployed throughout the nursery.

During all our visits, there was an accurate number of suitably qualified staff on duty. We saw that there were suitable arrangements in place to cover staff illness and annual leave and that this included cover for the persons in charge. We looked at registers of children and staff and saw that ratios had been maintained correctly, in line with National Minimum Standards. Leaders encouraged staff development and the registered person told us that discussions had been held with staff about their future training and development plans. The registered person was keen to encourage her staff to maintain their enthusiasm, motivation and professionalism and lead by example by joining them in their training.

Leaders enthusiastically manage practitioners, staff and other resources.

4.4 How effective are partnerships?

The leaders enjoy very good relationships with parents and carers and they keep parents and carers informed about children's general wellbeing.

Leaders and staff involved parents in their children's wellbeing by recording information about each child on a parent contract, a care form and registration form. Leaders allocated the children key workers, suitable for the children's needs and abilities but all staff had a good knowledge of the children attending the service.

Two Welsh speaking staff were available as key workers for Welsh speaking children if the need arose. Various supporting documents were also available within children's individual performance review folders and daily communication books went home daily with the children for parents and or carers to read and comment in if they so wished.

We spoke to five parents who all gave very positive feedback about how their children were happy to attend the nursery. Parents spoke about how all the staff at the nursery were lovely with their children and that their children loved attending, as siblings had done before. Another parent commented on how well their child had settled into the nursery really quickly. Leaders and staff were approachable, friendly and kept parents informed about daily routines, themes and activities offered to the children.

The registered person explained that she and the staff supported not only the children but also their parents and families whenever possible and that they had developed excellent relationships with multi-agency partnerships.

The leaders encourage good partnerships with parents, carers, and outside agencies.

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

We recommended the following to the registered person;

- To ensure that children can easily access a range of books within the preschool room and
- that the Quality of Care Report includes how any improvements made or planned benefit the children in their service.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector spent a total of nine hours, inspecting the service over four visits to the service, on 20 and 25 July 2017 and fed back to the registered provider and a person in charge, during the fourth visit ;
- we inspected a sample of documentation and policies during the visits;
- we observed practice during our visits and completed observations on two children using the SOFI tool to capture evidence of the children's engagement and the care being provided by staff during the third visit and
- we spoke to the leaders, five parents, staff and children.

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

About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Beverley Alldridge
Person in charge	Rebecca Bello Ashleigh Broom Rachel Jones
Registered maximum number of places	27
Age range of children	3 months to 12 years
Opening hours	8am to 6pm Monday to Friday Additional hours from 7am until 7pm are available on request, subject to availability. Saturday mornings are available subject to demand.
Operating Language of the service	English but Welsh spoken daily.
Date of previous CSSIW inspection	03 August 2015
Dates of these inspection visits	20 and 25 July 2017 (Four visits over two days)
Is this a Flying Start service?	The service has 18 Flying Start places allocated to it.
Is early year's education for three and four year olds provided at the service?	The service follows the Foundation Phase but is not Estyn inspected.
Does this service provide the Welsh Language active offer?	This is a service, which is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	