



Childcare Inspection Report on

The Flowers Day Nursery

**145 St Helens Road
Swansea
Swansea
SA1 4DE**



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Description of the service

The Flowers Day Nursery was registered in December 2008 to care for up to 32 children. The responsible individual is Francesca Austin and the person in charge is Sara Blair. The service operates from a large multileveled terraced property located near to Swansea City Centre from Monday to Friday between the hours of 7.30am to 6.30pm. Care is offered through the medium of English.

Summary of our findings

1. Overall assessment

We the Care Inspectorate Wales (CIW) found that children are very well settled and comfortable at the service. Staff have warm and caring relationships with the children. Children are cared for in a safe, clean and child friendly environment. Children experience a very good range of educational activities and play opportunities. Leaders manage the business effectively.

2. Improvements

Following the inspection the person in charge confirmed the following improvements in respect of the service:

- all staff members sign in and out at the service to include break times;
- all paperwork is now completed in pen and not pencil;
- all staff members have been reminded of their job roles and responsibilities;
- the role of the supernumerary person in charge has been addressed with all staff members and an information board updated in the main reception area which clearly outlines the named person in charge for each day;
- all staff have received up dated training in relation to the confidentiality policy and procedure;
- all staff have received up dated training in relation to the maintaining privacy and dignity of all children attending the service and
- on-going staff development plan has been put in place.

3. Requirements and recommendations

No non-compliance was identified.

1. Well-being

Summary

Children feel safe and happy within their environment and with their carers. Children make good age appropriate choices and are developing their self help skills very well. They enjoy the play opportunities and experiences available and are becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children have a strong voice and they are listened to when they attempt to communicate.

Children are constantly able to make choices and decisions for themselves at the service. Children chose to play together or alone with table top activities with many children opting to choose to role play with dolls, prams, shopping, dressing up and playing hair dressers. We observed that children chose what colour cup they wanted at snack and lunch times. One child chose to make a card for a friend's birthday, as she "liked gymnastics". Children chose which colour paint they wanted to use during a painting activity with the orange paint being a popular choice. They also chose the cutters they wanted for play dough play. They helped themselves to a selection of matching, colour sorting games and favourite jigsaws. Children were able to freely move around the room and explore their surroundings.

Children have a very positive voice.

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

Children feel safe and happy and they have positive bonds with their carers and their peers.

Children arrived at the service happy and settled quickly into their routine. They had developed strong bonds of affection with the staff and we saw children having plenty of cuddles and reassurance. Children knew the routines well; they participated in tidy up time and knew where items were stored. For example, one child was keen to ensure that all the play dough cutters went back into the correct container. Several children helped one another tidy the home corner area whilst another collected and placed construction toys back into the relevant container. We also saw children enjoying the summer weather and having their lunch outside on small benches. This was a sociable time where children chatted and laughed together

Children feel settled, happy and comfortable and have very secure attachments at the service.

1.3 How well do children interact?

Children play well together, they co-operate and are beginning to be considerate to each other.

Children interacted very well with each other and they were beginning to take turns and share items. For example, they waited for their turn on the outdoor equipment and shared items during craft and play dough activities. The children engaged for appropriate amounts of time playing with small world toys, construction blocks, colouring and creating pictures. They presented as relaxed and happy and enjoyed their play very much. They moved from one activity to another to maintain their interests. Children's behaviour was good; we heard them say 'please' and 'thank you'. They confidently approached staff for comfort and support for example to roll up their sleeves, wear aprons for the various activities or to put on their coats.

Children interact well and effectively together.

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

Children enjoy experiencing free play and exploring. They are eager to learn.

Children enjoyed their play and learning. They had plenty of choice and freely moved around their play areas and activities. They thoroughly enjoyed their outdoor play sessions and taking part in physical play especially the sit on and ride on toys. Children had access to numerous play resources, such as craft activities, table top activities, role play, books and educational toys, sand, role play as well as arts and crafts. Children took part in circle time where we saw them animated and excited to join in story telling and the music and movement sessions. They eagerly participated in a colour matching game. They were confidently able to name, sound or sign the colours and counted to five with guidance. Children had plenty of opportunities provided for both structured and free play.

Children strongly enjoy their play and learning.

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

Children do things for themselves and they have opportunities to develop, learn and become increasingly independent.

Children participated in both planned and free play opportunities. Children independently moved around all the activities on offer to them both indoors and outdoors. This included placing on and off their own aprons for indoor painting as well as accessing additional resources outdoors. For example, their learning and development was further enhanced during circle time when the children talked about animals. The children loved discussing the animals in the book and imitated the noises that various animals made. The key workers used a daily communication sheet to feedback to parents and carers and play plans were in place to support children's development.

Children are developing well and becoming independent.

2. Care and Development

Summary

Staff have extremely warm and caring relationships with the children. Staff provide a very good variety of stimulating play opportunities to the children to promote their all-round development. They know the children very well and overall meet their individual needs effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff know the children well and effectively promote children's health and safety.

Staff were aware of their duties and responsibilities in relation to safeguarding and staff gave satisfactory responses when discussing safeguarding scenarios. A child protection policy was in place and leaders had updated the policy to include the Radicalisation and Prevent Duty information. Staff identified on a daily basis any potential risks to children's health, safety and hygiene. They completed regular risk assessments in the form of daily opening and closing checks as well as weekly and monthly comprehensive assessments. Leaders promoted healthy eating at the service and we saw children thoroughly enjoy their lunch of cheese and potato pie with broccoli and water to drink. The Flowers day nursery have recently been awarded a healthy snack award by the City and County of Swansea.

Staff are effective at keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are good role models; they promote positive behaviour, and manage interactions very well.

Staff managed behavioural issues well and were consistent. Staff praised children for their efforts and good behaviour. For example, staff said, 'no throwing, no thank you' to a child who threw an item and said, 'thank you' when the child listened. Staff also ensured that the whole group had the same play opportunities. Staff acknowledged children's non-verbal actions. For example, they were very responsive when one child reached out for cuddles and when another shook their head and signed the relevant sign for finished when they had finished their snack.

Staff manage children's interactions effectively.

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

Staff know the children well and promote their play learning and development. Staff are effective at meeting individual needs.

Staff knew the children in their care well and were aware of the children's individual needs and preferences. Staff enthusiastically played with the children, sang songs, identified colours and counted numbers. Staff promoted children's language development by repeating words, numbers, and assisting children with difficulty in this area to sign in order to aid language development. Staff ensured that children were physically active by part taking in regular music and movement sessions. They also regularly asked children what they wanted to do next and offered numerous activities such as painting, water play or free play. Staff ensured that the children had the opportunity to promote their play, learning and development in line with the Foundation Phase seven areas of learning for early years. The staff implemented a key worker system and demonstrated that they completed assessments on a three monthly basis and that this in turn informed and outlined each child's individual development.

We observed that staff ensured that the children were able to fully enjoy the sunny weather by playing outdoors but also ensured that they met the children's individual needs by providing sun cream, hats and plenty to drink on a regular basis. In addition, staff were also effective at meeting the children's individual personal and toileting needs effectively. This was because staff provided the adequate privacy and dignity when children were being toileted or nappy changed.

Staff are effective at promoting the children's learning and development.

3 Environment

Summary

Leaders provide a suitable and safe environment for children. There is a stimulating supply of resources and equipment to meet the children's needs and leaders ensure that they check the environment and resources regularly.

Our findings

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

Leaders ensure that the environment is safe, clean and secure. Leaders identify any risks to children and as far as possible, eliminate or reduce them.

Leaders ensured that the environment was safe and secure at all times. A secure entry system was in place as well as a visitors' book. Leaders completed risk assessments and reviewed them regularly. Heating appliances and portable appliance tests had been undertaken and were up to date. Leaders had received a food hygiene rating of five in January 2017. Leaders practised and completed fire drills on a regular basis and records were in place.

Leaders ensure the safety of the environment is good.

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

Leaders provide suitable premises, which are child friendly and stimulating. The layout promotes children's independence and the ethos of the Foundation Phase of learning for early years.

Leaders ensured that the premises both indoors and outdoors were welcoming and friendly and that each area provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs. Leaders ensured that the premises promoted independence and allowed children to undertake suitable risks. For example, leaders confirmed that children had access to the enclosed and improved outdoor area which now contained a mud kitchen, music wall and story area. They used this area as an indoor/outdoor classroom for some craft and messy activities.

Leaders ensure the suitability of the premises effectively.

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

Leaders provide children with an extensive range of toys, equipment and furniture that are appropriate for their needs.

Leaders ensured that children have access to furniture, equipment and toys that are appropriate for their age, needs and developmental stage both indoors and outdoors. This included books, dolls, cars, jigsaws, water play, sand play, table top play, craft, role play and dressing up, home corner, blocks, soft toys and educational toys. These were accessible to children. Leaders had created an outdoor area, which provided good opportunities for play in line with the Foundation Phase, including physical free play, mud kitchen, music wall, sit on and ride on toys, slide, play house as well as sand and water resources. Leaders implemented daily risk assessments, which included the checking of toys and resources. Leaders also ensured that there was extensive evidence of cultural awareness and celebration of various festivals, as well as the promotion of some basic Welsh language.

Leaders successfully ensure that there is a wide range of good quality toys, resources and equipment available.

4. Leadership and Management

Summary

Leaders have a clear vision for the service. Leaders are committed to monitoring and improving the service. There are effective partnerships in place with parents and the local community. Leaders manage the service well.

Our findings

4.1 How effective is leadership?

Leaders comply with the relevant regulations and national minimum standards. They maintain up to date policies, procedures and records.

Leaders had an informative statement of purpose, which was up to date and compliant with the regulations. There was a comprehensive range of policies and procedures, which leaders regularly reviewed and updated. This included several new policies such as the safeguarding policy, which leaders had updated to include Prevent Duty and radicalisation information. Leaders maintained the required records in relation to children's personal information, contracts, accidents, emergency medical consent, incidents and attendance. The standard of record keeping sampled was extremely good and very well organised.

Leadership is effective.

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

Leaders evaluate their service and plan for improvement. Leaders are keen to obtain feedback and to improve the service provided.

Leaders are in the process of developing a comprehensive self-evaluation system. This included acting upon feedback from parents and carers as well as identifying areas for improvement and implementing relevant action plans. Leaders had already identified the need to further develop the outdoor area and had set up a mud kitchen, music wall and were using an outdoor storage room as an indoor/outdoor classroom.

Leaders are planning for improvement effectively.

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

Leaders are organised in the management of the service. They follow an effective recruitment process and promote the development of staff.

Leaders followed an effective and robust recruitment process and ensured that staff had opportunities for further training and development. All staff had completed food hygiene training. Leaders had ensured that all staff files were fully compliant with regulations. Staff stated that they had sufficient opportunities to attend further training and felt well supported.

Leaders confirmed that they had a matrix in place to ensure ongoing staff training and the updating of Disclosure and Barring Service checks (DBS). During the course of the inspection, leaders instigated a system of recording on the information board in the main reception who the supernumerary person in charge was every day. Leaders had also reinvested into the service and purchased new toys, equipment and resources on a regular basis. .

Leaders manage the service very well.

4.4 How effective are partnerships?

Leaders have good relationships with the parents and external agencies. They share information with parents, and receive support from various agencies. Leaders promote children's experiences and learning via local community resources.

Leaders had effective partnerships with parents and carers. The service had a 'partners with parents' policy, and they invited parents to regular meetings as well as arranging open days and room transition meetings. Leaders had an effective working relationship with health visitors and close links with key tutors from a number of language schools in the city centre. Leaders updated parents verbally and via daily communication sheets.

Leaders have effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection, which was brought forward following receipt of a concern in relation to the care of the children and leadership and management at the service. Two inspectors undertook one unannounced inspection visit to the service on the 30 August 2018 for approximately 5 hours. Furthermore, two inspectors carried out a feedback visit on 13 November 2018 for approximately 2 hours. During the inspection we;

- observed the care provided;
- looked at a sample of children's and staff registers, staffing rotas, risk assessments and specific policies and procedures, inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and care being provided by the staff;
- spoke to children, the parents/carers, staff, person in charge; and
- read returned questionnaires from parents and carers received by the service as part of their quality assurance system.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

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| Type of care provided | Children's Day Care Full Day Care |
| Responsible Individual | Francesca Austin |
| Person in charge | Sara Blair |
| Registered maximum number of places | 32 |
| Age range of children | From 3 months to 8 years of age |
| Opening hours | From 7.30am to 6.30pm |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 23 and 27 June 2017 |
| Dates of this inspection visit(s) | 31 August and 13 November 2018 |
| 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. This is because the service is situated in a primarily English speaking area and there is no intention of becoming a bilingual service. Basic Welsh and signage is used. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service. |
| Additional Information: | |