



Childcare Inspection Report on

Norfolk House Nursery

**9 Caerau Crescent
Newport
NP20 4HG**



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Description of the service

Norfolk House Nursery is located in a residential area within close proximity to the centre of Newport. It is operated from two large, traditional three storey properties which have been converted into one building. The service is registered with Care Inspectorate Wales (CIW) to care for a maximum of 68 children under the age of 12 years. The registered provider is Norfolk House Nursery Ltd. The nominated Responsible Individual (RI), is Yatin Mianger and a day to day Person in Charge (PiC), is employed to run the nursery. Operational hours are Monday to Friday 8am to 6pm throughout the year, excluding bank holidays and some periods over Christmas.

Summary of our findings

1. Overall assessment

Overall we found that children are well settled at the nursery and enjoy their time there. Parents told us that they are happy with the service and that their children have developed as a result of attending. Staff have a good understanding of the individual needs of children they care for and there are caring and affectionate interactions between the staff and the children. The environment is clean and homely, although the toilet accommodation across the nursery needs improvement to ensure children's privacy and dignity is promoted. The registered person and the management team including the PiC have a strong working relationship and communicate well with each other and their staff team.

2. Improvements

Since the last inspection the nursery has met all the non compliances raised: Regulation 27 (a) the nursery was fully staffed and most members of staff were qualified to level 2,3 and above to level 5; Regulation 30(1)(a) Schedule 3.6 the registers clearly identify the correct numbers of children and staff present on site; Regulation 16(2)(a) and Regulation 16(3)(d) a Quality of Care Review was completed annually and we saw copies of each year completed since the last inspection; Regulation 38(e) fire drills are practised more frequently to ensure all children have an opportunity to take part in the process. Recommendations raised at the last inspection in relation to risk assessments, including observations and planning, improving staff files to include staff supervision and improving the use of the Welsh language have been suitably met. The service has developed a strong management team that work well together and are committed to improving the care provided to children and families.

3. Requirements and recommendations

There were no non-compliance issues identified at this inspection. Recommendations mainly relate to care and development, the environment and leadership of the service. These are outlined in the body of the report and summarised at the end.

1. Well-being

Summary

Children make choices and are encouraged to express themselves. They are happy and enjoy their play. Children are provided with good opportunities to develop their skills and knowledge and experience a sense of achievement. They have access to a good variety of resources and activities that support their all-round development.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak out and make their needs known. They were able to self direct their play and choose their preferred resources. We saw examples of pre-toddler group children picking out toys which they were interested in and we heard staff asking children if they would like to take part in specific activities. For example a member of staff asked *'Do you want to come and build a tower?'* and a child answered *'Yeah.'* Children on all floors are cared for in base rooms depending on their age and stage of development and have access to other parts of the nursery when their group moves to different areas. Children are able to move from one activity to another within base rooms during free play activities, and ask for and are given support when needed. Arts and crafts/messy play rooms are available on each floor, and time for outdoor play is flexibly timetabled into the daily routine. We saw evidence of older children being involved in planning. They were able to influence the activities provided and what the theme of the holiday club would be. Older children told us that they liked attending the club and some children had attended the nursery since they were babies. We observed the older children fully engaged in their activities and freely choosing their arts and craft activities. Younger children in the toddler and baby rooms looked happy and excited to see visitors. The older toddlers were happy to say *'Hiya'* and beamed with smiles.

Children have a voice in the service. They are listened to and their requests are respected.

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

Children are forming stable relationships with their key workers and the wider team and are comfortable and at ease in the nursery. We noted that children were happy and relaxed and each child had their own peg with their name on it, adding to their sense of belonging. They were confident to pick out toys of their choice and played happily with other children, either in pairs or in groups. A younger child who was fairly new to the service was struggling to settle. We observed staff do everything they could to comfort the child and ease their upset, taking the child's individual needs into account. Babies moved around their base room exploring their environment and were happy crawling. We also noted that children were happy for staff to sit and play alongside them and we heard an older child say to a member of staff *"Come and sit by me."* Parents we spoke to during the inspection were very happy to send their child to the nursery. One parent told us that their child *'loves it here and has made good friends'*.

Children feel safe and are happy at this service which values and promotes them as individuals.

1.3 How well do children interact?

Children play well together and are learning to share and co-operate. There were a number of instances in the toddler and older aged groups when children waited their turn before using resources and equipment and we noted that children sat happily together at circle time and at song time and were nicely reminded by staff to use their manners and 'play nicely together'. Friendships were firmly formed as we saw children approach others and ask them if they would like to play. Where children were playing alone, they appeared content and were soon joined by other children in their games. Staff were on hand if children wanted their assistance. We heard one child ask a member of staff to watch her toy as she was going to the toilet and say "*I'll have it back in a minute*" which showed her confidence and trust in staff.

Children experience positive interactions with each other and there is a strong emphasis on friendship and co-operation.

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

Children are curious and engaged learners and enjoy the range of play opportunities available to them. We saw children showing adults what they had achieved, which was praised appropriately. Children show pleasure and interest in the range of suitably challenging and age appropriate play opportunities available to them. They have positive experiences in relation to their play and are active participants in their learning experiences. Across all base rooms we saw that children were engaged in their play and enjoyed the balance of free play and more structured adult led activities. They enjoyed messy play and imaginary play, as well as table top activities such as arts and crafts. There were outdoor play opportunities which promoted their physical skills. Children had the freedom to run around the designated areas outside and play games.

Children benefit from a good range of play and learning experiences to promote their all round development.

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

There are appropriate opportunities for all children to learn, develop and become independent. Children are well supervised within the setting and we observed that there is a good balance of appropriate risk taking in line with children's ages and stages of development, and older children's learning is progressing well. Children are encouraged to choose where they sit at mealtimes and older children, in particular, have opportunities to serve their own drinks. All children are able to ask for seconds or decide they do not want certain things on the menu. This means they can decide on what they prefer or the quantity they want. Older children were encouraged to use the toilet independently and were praised for washing and wiping their own hands. Children's language skills were also encouraged with all age ranges, particularly at

circle time and singing and we heard staff extend their language by asking them appropriate questions to develop their thinking during play. We heard lots of incidental Welsh language being used throughout the nursery and children and staff both seemed comfortable with the Welsh being used. Children's fine motor skills and social skills were also promoted through the creative opportunities available.

Children are developing their independence through play activities and as a result of the care and support given to them.

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2. Care and Development

Summary

Overall, we found that staff have a sound understanding of the children they care for and they are a happy, stable staff team who work well together. The service has procedures in place that enables staff to provide a good standard of care to children. However, we found some areas of improvement are required to ensure children's individual needs are met at all times and that the service operates in line with current guidance.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children's safety and well-being is prioritised at this service. We spoke to staff who had a sufficient working knowledge of the policies and procedures of the service. They also demonstrated a good working knowledge of safeguarding, the signs of abuse or neglect and the procedure to record and report any concerns.

We observed staff to be generally proactive in managing potential risks as they occur. For example, in the toddler group some toys were strewn across the floor and we saw a member of staff tidy them up in case a child slipped. In the pre school room a member of staff reminded children to help put away toys or take turns in the role play area in case they bumped into each other. Staff were consistent in knocking doors before entering rooms in case someone was behind the door. We saw staff record accident and incident issues appropriately and that existing injuries are also recorded as part of the safeguarding procedures. A sufficient number of staff are trained in first aid and are deployed effectively to maintain staffing ratios within the nursery. A sufficient number of staff also hold food hygiene certificates. The nursery offers children a healthy and varied menu prepared by a cook, details of which are displayed in the entrance for parents to see. However, we noted that staff consume foods that are not deemed healthy in sight of the children. For example we noted that fizzy drink carton was left on a window sill of the babies base room and an unfinished breakfast meal from a well known 'fast food' service was also abandoned in one of the dining areas. We highlighted this issue so all staff are consistent with good role modelling practices and are consistent with the ethos of the nursery. We saw that aprons and gloves were used during nappy changing. Information regarding individual dietary requirements and allergies is displayed in the kitchen and in each base room.

Children benefit from having confident staff who understand how to keep children safe and healthy. Some improvements are needed to further strengthen practices and remain consistent.

2.2 How well do practitioners manage interactions?

All staff treat children with care and respect. The nursery has a behaviour management policy and staff demonstrated a commitment to managing behaviour positively. They generally understand the importance of being good role models and we saw them sitting with the children at meal times. Older children were encouraged to be kind to each other and we saw that they had genuine affection for staff and

wanted to include them in their play. During the inspection all children were closely supervised by staff and they were encouraged to co-operate, share and to show respect to each other. Staff were approached by children throughout the sessions asking for support and children's individual needs were dealt with sensitively. A key worker system is in place as required by the National Minimum Standards, which was confirmed by the PiC. Children are developing a sense of what is right and wrong and staff are fair in their approach, promoting honesty and open discussion. Staff work closely with parents and share information about strategies used to manage interactions. Conflict issues between children were seen to be kept to a minimum due to the use of distraction techniques and because children had access to suitable experiences.

Staff show an appropriate understanding of how to support positive interactions between children; they are warm and praise consistently.

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

In general, staff provide care which is child centred and meets children's individual needs. They regularly inform parents about their child's progress and overall well-being. Staff provide a variety of enjoyable, stimulating play and learning opportunities. Planning is completed per room and room leader's oversee that planning is completed in a timely manner. Key workers in each base room complete observations on children's progress and take into account children's next steps in learning for group they are responsible for. However, they are currently not recording children's next steps in learning in their individual assessment or learning journals. We discussed this with staff, PiC and management team who agreed to make the improvements. Staff recognise when children may have additional needs and we were told that they liaise with external support services and prepare individual plans to support these children effectively, such as speech and language therapy. Planning and development tracking correspond with the Foundation Phase principles and comply with current guidelines and prepare pre-school children for more formal education. The care provided is responsive and children are treated with respect. We saw staff sit and participate in activities with children, for example, we saw the holiday club children making pin ball games using paper plates and decorating these in their individual style. Some pre-school children were observed reading and they seemed to enjoy a member of staff's involvement and support in their reading skills. We heard staff encourage children when they were colouring in, building towers with bricks, painting and singing. Our observations showed that the older children, at mealtimes in particular, were left waiting for a long period of time. Staff told us that there had been a delay in serving the meal but children were observed just sitting and waiting. We discussed this with the management team who agreed to review how staff should be notified in advance if meal times are delayed, so that they can allow children to remain in their base room engaged in play rather than sitting around waiting for their food.

We were told by the person in charge that children are supported to learn about the differences and similarities of individuals from different cultures and the nursery children have celebrated different cultural festivals. There are also some resources such as books and dolls that reflect difference cultures.

Staff are nurturing and responsive to children's needs, but action is needed to ensure that children's development is further promoted in line with the national minimum standards regarding children's next steps.

3. Environment

Summary

The nursery is welcoming and decorated to an appropriate standard. Although play areas are generally well maintained and resources are in good condition indoor, the outdoor equipment needs some minor attention. The service has some limitations due to the structure of the building in terms of providing privacy in the toilet areas for all ages.

Our findings

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

In general, leaders ensure the service is safe and secure. The premises and maintenance of the service are generally safe and testing of electronic equipment is maintained. The environment is clean and safety procedures are generally in place to ensure children are cared for safely. For example, we were asked for identification upon arrival and to sign a visitors' book in and out. The front door has a secure visual entry system which is monitored by staff and children were counted going in and out of the garden. Children and staff's attendance is recorded appropriately. We saw that fire evacuation drills have been undertaken. A gas safety check had been completed, portable appliance testing was carried out during the inspection and appropriate public liability insurance is held. Risk assessment checklists are completed by a designated member of staff from the management team. Whilst all staff observed were alert to risk management, we noted that blind cords to most windows were not secured appropriately. Most windows with the exception to the baby sleep room had restrictors fitted but most cords were not secured to the restrictors. This means that if children accessed the cords, this could be dangerous as strangulation could occur. We discussed this with the PiC and the management team who agreed to make the improvements immediately. All staff should be encouraged to take ownership of health and safety within the service.

Overall, we found appropriate systems are in place to promote children's safety, although some aspects of safety need to be improved.

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

Children are provided with play space which is child centred, welcoming and homely. A member of staff described it as 'a home from home'. Facilities such as outdoor play are generally timetabled so that all groups have adequate opportunities to use the facility. The staff understand the importance of utilising the outdoor play space but we saw that some of the play areas were not correctly identified as ready for the children to use. For example we noted that a large trough had collected stagnant water. Staff told us that the trough should not have been in the play area as it was waiting to be discarded. Stagnant water may be contaminated by wild animals overnight and access to this can be a health issue for the children. We discussed this with the management team who agreed to review the visual checks to ensure they are more effective. Indoor, the nursery offers an engaging environment for children's play and learning for the age ranges looked after. All floors have a dedicated art room for messy/creative play; where children's curiosity and creative skills are encouraged. Although there is

ample space for children to spread out and play in their base rooms, the layout and design of the bathroom areas, does not fully promote children's privacy and dignity. We noted that currently, due to the restricted space, the nursery has installed curtains for children to use instead of doors. In addition the partitions in between cubicles are not high enough for children to have sufficient privacy. This is also evident with older children's holiday club facilities. Therefore children do not have privacy in the toileting areas. We discussed this with the PiC, the management team and the RI. The RI told us that this was an ongoing issue but that this will be given utmost priority. Before the report was completed the RI had sent CIW suggestions of how foldaway doors may be a better option than curtains.

The activities and space available provide children with suitable challenges and opportunities which benefit their development, but improvements to the toilet facilities would significantly enhance the service.

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

Children have access to a range of good quality, developmentally appropriate play and learning resources. Younger children sit in high or in lower chairs at meal times which encourages social interaction and older children eat in small social groups. Most resources are kept at a low level so that children can see what is available to them and others are rotated to offer choice. We saw that resources were clean and well maintained, children could choose items for themselves and they are familiar with the resources available. An example of this was where one child was looking for a particular dressing up costume in the pre-school group that they knew was available but could not initially find. On asking the staff they were reunited with the items of dressing up and the child looked very pleased. We saw a sufficient range of toys, games and dressing up materials which were well used by the children. Older children have timed access to a computer or their own electronic devices but these are all assessed for suitability and safety before being allowed to play with them. There were also lots of activities including puzzles, sensory toys, a designated sensory room which babies and toddlers generally use more than other groups, a home corner, construction toys and creative resources which the children were seen to enjoy using.

Children's learning experiences are enhanced by the range of resources and equipment available to them and activities are in line with the Foundation Phase principles.

4. Leadership and Management

Summary

Overall, the service has developed a number of policies, procedures and tools to help them manage their business and monitor quality, although some improvements are necessary to enhance outcomes for children. Our observations indicated that the service benefits from a close working relationship between the management team which includes the PiC. The RI is closely involved in the running of the nursery via online communications and staff told us that the RI visits often in person. Together, the team have the skills and ability to take the service forward.

Our findings

4.1 How effective is leadership?

The service operates appropriately. The management team and the RI share their vision for the service. The Statement of Purpose (SOP) ensures that everyone has a good understanding of the aims and objectives of the service. This includes a welcome pack for parents, face to face conversations, notice boards, daily diaries, monthly updates via e-mails, open evenings, fundraising events and exit meetings. Observations of staff are carried out regularly by managers which promotes good practice. A communications book is in place to ensure information is cascaded to all staff, for example, if a parent informs a member on staff that their child has not slept well the night before. The message is passed on in a timely manner to the room leader and key worker.

There is a clear system for reporting accidents, incidents and existing injuries and staff are very proactive in ensuring all issues are appropriately recorded. We scrutinised accident and incident records. We concluded that staff are very proactive in recording accidents and incidents. Records seen were typical for the age and stage of development of the children and did not raise any concerns about levels of supervision or safety. Records were consistent, clear and reviewed regularly to monitor any trends that might need addressing. Staff we spoke to were complimentary of managers and said they felt supported and are kept well informed of any changes or updates to policies and procedures. The child protection policy was known to staff and during our discussions with staff they were confident where confidential information was stored and how they could access records if required.

Managers have a clear vision for the service and they share information effectively with others.

4.2 How effective is self evaluation and planning for improvement?

Managers have established effective systems to monitor the service and plan for improvements. They have completed their Self Assessment of Service Statement (SASS) as required by regulations and have consulted with parents, children and staff as part of their annual review process. A report has been produced and there was clear evidence of evaluation and action plans for improvement. We saw that questionnaires had been circulated to parents and feedback from them was very

positive. Comments included *'Very good staff,' 'I am very happy with the service,'* and *'I would recommend this nursery to everybody.'*

Management have implemented quality assurance processes to monitor their service and plan for improvements.

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

Management of staff and resources is sound. Staff employed are experienced and suitably qualified to work with children. This is because staff recruitment is thorough and an appropriate induction programme is in place. Staff files and information retained at the nursery show that suitability checks are undertaken prior to each staff starting employment. All staff members have current Disclosure and Barring Service (DBS) checks. A variety of training is available to all members of staff and they are encouraged to continue with their professional development. Annual appraisals monitor achievements and provide direction for individuals. Staff told us that they feel valued and were confident to ask for guidance. We observed that the team worked very well together, assisting each other to ensure the service ran smoothly and that children's needs were prioritised. We saw that staff supervision and meetings occur regularly and staff indicated that they feel they work well as a team, which our observations confirmed.

The management team ensure that good systems are in place for the staff team to be effective.

4.4 How effective are partnerships?

There are strong partnerships with parents within this service. Managers provide parents and carers with relevant information needed to make an informed choice about the care of their child. One parent told us that staff have been very supportive to her during settling in period for her child and they have provided a flexible service to meet their needs. A daily report sheet is completed for parents of younger children and verbal information is shared with the parents of older children to ensure they know about their day. The registered person told us that they have an open door policy for parents and staff to discuss any issues arising with managers. They also hold consultations to share information with parents. There is a notice board for parents at the entrance to the nursery, which provides appropriate notices such as their registration certificate, insurance details and examples of fundraising. We were also told that if necessary, staff work in partnership with other professionals such as social workers, special needs coordinators and local authority advisors.

The management team understand the importance of working in partnership to ensure that children and families experience the support required to meet their individual needs.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

In order to develop the service and improve outcomes for children we discussed the following matters with management team. The provision should:

- in respect of the building, give consideration to how children's privacy and dignity can be improved during toileting;
- ensure that blind cords in all rooms are out of reach of children and attached to safety restrictors;
- ensure that staff are good role models whilst consuming foods on site, in particular within sight of the children;
- improve meal times to ensure that children are not left waiting for longer periods of time if meals are delayed or not yet ready, and
- Improve observations and assessments records for each child to include their progress and next steps in learning;

6. How we undertook this inspection

We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including the report from the last inspection and notifications since the service was last inspected;
- the inspection was carried out by one inspector and took place over two visits;
- we observed activities and interactions between the staff and the children;
- we sampled documentation and records, which included the statement of purpose, policies and procedures, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of any medication administered and
- we viewed all parts of the premises, looked at maintenance records and other documentation relating to safety measures and took account of the security measures in place.

Our findings were fed back to the management team, including the RI via online methods and the PiC at the end of the inspection and all recommendations were discussed in full.

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	Yatin Mianger
Person in charge	Julia Walford
Registered maximum number of places	68
Age range of children	0 to 12 years old
Opening hours	Monday to Friday between 8am to 6pm throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 November 2015
Dates of this inspection visit(s)	15 and 16 August 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. 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: None	