



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

Childcare Inspection Report on

Barkers Lane School Nursery Plus

**Barkers Lane School Nursery Plus
Barkers Lane School
Barkers Lane**

LL13 9TP



Date of Publication

27 July 2016

Welsh Government © Crown copyright 2016.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Barkers Lane Nursery Plus is registered to provide day care for up to 24 children at any one time. Sessions are held in the self contained building within the grounds of Barkers Lane School. The premises are also used by the out of school club. There are kitchen and toilet facilities for children and the staff and suitable storage areas. The service has the use of a secure outdoor play area directly outside the premises. The children can also use the extensive outdoor play areas of the school. The service operates between 11:25am and 3:00 pm each Monday to Friday during school term time. The registered person is Christine Ann Edwards and the person in charge is Claire Louise Robinson. Care is provided in through the medium of English with some Welsh words used.

Summary of our findings

1. Overall assessment

Children develop and thrive in the learning and caring environment created by qualified and experienced practitioners. The leaders provide support to enable practitioners to give individual care and the close links with the school ensure that children have a smooth transition into full time school life. The registered person is also the head teacher and arrangements made throughout the year enable children to become gradually accustomed to some elements of school life such as the lunch time routine and attending special school events.

2. Improvements

Practitioners have attended a range of relevant training including a Welsh course. This enables them to introduce Welsh words and phrases more confidently, enhancing the children's linguistic skills.

Opportunities to encourage the children's independence have been increased. This is because the main play room has been improved with pictorial representation on storage to help the children choose activities for themselves.

3. Requirements and recommendations

The requirement made at the end of the report is about information to be held in practitioner's files which does not impact upon the care of the children. Evidence was sent on 6th July that this has been completed.

1. Well-being

Summary

Children are settled and enjoy themselves at this setting because they are kept happy and busy with a range of activities.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and are able to choose what to play with during times of free play. During the inspection children chose from a range of table top activities including craft and drawing and small world play such as playing with cars and dressing up. Photos also show the children enjoying a variety of activities. Children come first as the environment and daily routines are arranged for their play and learning. Children are listened to and the practitioners know about each child as their parents have completed registration and contract forms noting their preferences/character. Samples of these forms were seen and they are regularly updated. Parents also have a voice through valuable exchanges of information on a daily basis. During the inspection children were able to express themselves and had an appropriate level of confidence. They were happy to speak with the inspector with support from the practitioners.

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

Children feel safe, relaxed and are valued. Children are familiar with the routine and are secure with the practitioners. Children are treated with equal dignity and respect and practitioners are gentle and kind in their responses and guidance of the children. Children experience warmth, attachment and belonging as practitioners are very understanding and patient with them. Children are happy to be left at the setting and have settled well. Two parents stated that their child often wants to stay rather than come home because they enjoy it so much.

1.3 How well do children interact?

Children interact well with each other and with practitioners. During the inspection the children were comfortable to go to the practitioners when they wanted something and the practitioners had a good rapport with the children. In a returned CSSIW questionnaire a parent stated that the practitioners are "friendly and always approachable." Practitioners interact effectively with small groups and individual children. This was especially evident at snack time when the practitioners happily chatted with the children in a sociable atmosphere. The children are developing friendships with each other and interact well with practitioners. Children are learning to respect others and the equipment around them and helped to tidy up during the inspection. Good manners were encouraged, such as saying thank you at snack time.

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

Children enjoy their play and learning. They have opportunities to learn, be active, and are positively occupied and stimulated at this setting. The 12 children had a choice of activities including being read a story and were happy to try new experiences such as going into the hall to watch a dress rehearsal of a concert given by the school children. There is a balance of child initiated and adult led activities with times of free play between structured routines such as snack time. Children benefit from fresh air as they play outdoors daily. On the afternoon of the inspection the children went to see

the concert instead of playing outside but there was photographic evidence of children enjoying themselves outside and the children were able to speak about where they played outside. In their returned CSSIW questionnaire a parent stated that there is a “fabulous outdoor space and my children love using it.”

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

Children develop, learn and become independent successfully. During the inspection the children were seen engrossed in and enjoying the activities that they chose independently during free play. Children’s profile folders reflect that practitioners are aware of how each child is progressing including how well they have settled and contain examples of evidence such as pencil skills. Children are encouraged to be independent as was demonstrated when the children poured their own drinks at snack time and they are also learning to use a knife and fork when they have a school lunch.

2 Care and Development

Summary

Practitioners keep children safe, healthy and manage their behaviour using positive methods. Children's needs are met and they thrive at this service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy. Children's good health is promoted in a variety of ways. The premises are clean, tables wiped before snack and children are encouraged to wash their hands after going to the toilet. A healthy snack is offered with milk or water to drink. Fruit pieces were offered during the inspection. The food is prepared hygienically as practitioners have attended Level 2 Food Safety courses. A practitioner preparing the snack knew about any allergies that the children had and was aware of which foods to avoid. Children can be cared for appropriately in the event of an accident as all practitioners have current paediatric First Aid qualifications. A child who was unwell was given appropriate attention; the practitioners informed the parent who agreed to collect the child. This demonstrates that the practitioners know the individual children and what is uncharacteristic behaviour. The parent was happy to be notified. The building is safe from unauthorised access because there are locks on all entrances. Practitioners know what to do if they have any concerns as they have all received relevant training in safeguarding children. When asked they knew the processes to follow.

2.2 How well do practitioners manage interactions?

Practitioners manage children's behaviour and interactions in positive ways such as being good role models and explaining to children that there are consequences for their actions. Good manners are encouraged and children were heard to say please and thank you especially at snack time. Children's behaviour is managed consistently and in accordance with the stage of development of the children. They were valued and practitioners praised them often and recognised their achievements, for example a gluing activity, with reward stickers. Practitioners work closely with parents and guardians using special daily notes / forms if there are child behaviour issues to resolve.

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

The practitioners have a good understanding of child development. We observed them and speaking to the children at their individual level of understanding and respond to their needs in a timely manner. They encourage them to get the best out of each activity and supervise them appropriately. Practitioners respected the family backgrounds of the children in their care during the inspection and encouraged them to chat about family members by name. Children are cared for by practitioners who plan and work as a team to deliver effective care. They are suitably qualified and have relevant experience. Practitioners provide an environment which encourages children to listen and speak, encouraging language skills. The Welsh language is promoted through the introduction of Welsh words and phrases;

many of which were heard during the inspection. Planning was prepared by the practitioners which was thematic and covered a month or half term period. Practitioners meet the individual needs of the children as they link the planning to the children's profile folders and organise activities according to the areas of learning within the Foundation Phase. This encourages all round development. Children's scrap books also contained photographic evidence of the wide range of experiences which are contributing to the children's development such as baking, enjoying the nature trail and learning about a spring poem. A parent spoken to expressed their pleasure in how well their child had progressed since attending the service.

3 Environment

Summary

Children enjoy care in a suitable and safe building and appropriate use is made of all parts both inside and outdoors. It is particularly ideal as the premises is part of the school and enables the children to get accustomed to the school environment.

Our findings

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

Leaders ensure the safety of the environment successfully. Children and parents can be assured that they are safe from strangers entering the premises as there are coded locks on all entrances and children are supervised outside. A record is kept of all visitors. Personal information about the children is kept securely and during the inspection, all parts of the premises were safe. Written risk assessments are in place evidencing that the practitioners are aware of any hazards and know how to manage them. The last emergency evacuation drill was completed on 24th May 2016 and are carried out bi monthly. This ensures that children and especially practitioners know what to do in an emergency.

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

Leaders ensure the suitability of the environment very well. The rooms used are light, airy, fresh and clean and there is sufficient space for children's activities. The leaders have ensured that there are many suitable outdoor play areas. The environment provides a sense of reassurance and familiarity, whilst still being a stimulating place as the main room is set up for the children's play and interests, for example a role play area and appropriate sized table and chairs and a carpeted area for children's story time. Children can feel that they belong there as samples of their work are displayed on the walls. The outdoor area is suitable for play as there are items to climb on in some areas and a range of equipment for the children to use including balls and ride on toys. Although outdoor play was not observed, the areas available are a nature trail; maze; forest school; and outdoor classroom. The toilets and wash basins are especially designed for children, promoting independence as they can go to the toilet by themselves.

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

Leaders ensure that the quality of resources are suitable. Children's needs are being met and they are able to thrive because there is a sufficient variety of toys, games and equipment to support them. Children and practitioners make good use of the equipment, which is in good condition and suitable for the ages of the children attending. There is sufficient storage for the resources and equipment which is easy to access.

4 Leadership and Management

Summary

The leadership of the service is effective and organised. The person in charge on a daily basis is supported by a registered person who, as the head teacher, has a daily presence. There is also a supportive management committee.

Our findings

4.1 How effective is the leadership?

Children and parents benefit from a service that is lead and managed well in order to meet the needs of the children attending. The leaders have a clear sense and vision of what the child care should comprise of and this is set out in the Statement of Purpose which is reader friendly. The document is comprehensive and observations during the inspection indicated that the service meets the needs of children and parents. Expectations of how the service is run is written in policies and procedures that are updated and shared with all the practitioners. Relationships with parents and other professionals are positive and contribute to the sense of community.

4.2 How effective is self evaluation and planning for improvement?

Leaders effectively monitor and evaluate the service constantly and a report is produced annually. The CSSIW SASS document is used to record this process. The person in charge also prepares a report for the management committee each half term. The views of parents, practitioners and children are taken seriously and feed into the annual report. Returned parent questionnaires were seen evidencing that they are happy with the service. Strengths and areas for improvement are identified. There are long term plans for improvement which include preparing an outdoor area for the exclusive use of the service.

4.3 How effective is the management of practitioners?

The recruitment of practitioners is robust. Staff files demonstrated that all the checks have been made to ensure the practitioners are suitable to work with children including current DBS checks. Ongoing supervision and annual practitioners' appraisals are also completed. This gives them a sense of value and indicates the way forward in relation to their professional development and training. There are completed induction sheets and practitioners know their roles and responsibilities. Regular training is also provided for the practitioners and the registered person stated that they are considered as part of the school staff team. The practitioners spoken to said they were involved in the running of the service. There are relief practitioners to cover occasional absences as was evident on the afternoon of the inspection as the regular person in charge was not present. The two returned CSSIW practitioner questionnaires both responded very positively to questions about how supportive and effective the leadership is.

4.4 How effective is the management of resources?

The leaders ensure that there are sufficient furniture, resources and equipment for the activities planned. New equipment is purchased or shared with the school as necessary.

The management committee accesses finances through the fees and raising funds. Practitioners indicated that they can request fresh resources when needed.

4.5 How effective are partnerships?

The leaders have effective communications with parents that reflect how important they consider partnership with the parents. Parents can speak with practitioners about the care of their child when they bring or collect them. Practitioners also have opportunities to speak with school staff to relay any information to parents about the morning nursery class session. This was observed during the inspection. Examples of exchanges with parents were also observed during the inspection and the parents who were collecting their children were given time to speak to practitioners and their conversations were amicable. One parent spoken to was very satisfied about the amount of information they receive about their child's day. The registered person also has links with a local playgroup that feeds into this group. It is the strong links with the school which is of particular benefit to the children as they become familiar with the premises, lunch time routines and other members of school staff. This helps to ensure a smooth transition into school life.

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

A statement from the registered person in each practitioner's file that they are satisfied as to the identity of the person and which personal documents have been seen to verify this. The registered person sent evidence that this has been completed on 7th July 2016.

6 How we undertook this inspection

This was a scheduled, unannounced inspection. It took place between 11.45 am and 04.25 pm.

This report is based upon;

- A knowledge and history of the provider including the previous inspection report
- Examination of records including registers, 4 staff files, a sample of three children's files and accident records
- Discussion with 2 practitioners and the registered person
- Observation of the 15 children and speaking with 2
- Speaking with 2 parents / carers
- Reading 2 returned practitioners CSSIW questionnaires and 3 parents questionnaires
- Examination of the areas used
- Observation of the children using the Short Observational Framework for Inspections (SOFI) tool

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 Sessional Day Care
Registered Person	Christine Edwards
Person in charge	Claire Robinson
Registered maximum number of places	24
Age range of children	3 – 4 years
Opening hours	11.25 – 15.00
Operating Language of the service	English
Date of previous CSSIW inspection	23/09/2013
Dates of this inspection visit(s)	09/06/2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	
Additional Information:	