

## Care and Social Services Inspectorate Wales

**Children and Families (Wales) Measure 2010**  
**Child Minding and Day Care (Inspection and Information for Local Authorities) (Wales) Regulations 2010**  
**The Child Minding and Day Care (Wales) Regulations 2010**

# Inspection Report

**Burleigh House**

**25 Bryngwyn Road**

**Newport**  
**NP20 4JS**

**Type of Inspection – Baseline**  
**Date(s) of inspection – Wednesday, 25 March 2015**  
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## Summary

### About the service

Burleigh House Nursery is a privately owned nursery that operates from a large converted house located in Newport. The nursery opened in 1992 and is registered with Care and Social Services Inspectorate Wales (CSSIW) to provide care for 44 children under eight years. Children are cared for in groups according to their age with the baby room and toddler rooms on the first floor and preschool room on the ground floor. There is a dedicated dining room, sleep room and several outdoor play areas providing different play experiences for all children. The preschool is registered to provide education and is subject to inspection with Estyn. The Registered Person employs a Person in Charge (PiC) to run the nursery on a daily basis. This is an English language nursery and Welsh is introduced consistently throughout the day.

### What type of inspection was carried out?

This was an unannounced, scheduled, baseline inspection that looked at all four quality themes. Evidence for this report was gathered through:

- a review of pre-inspection information held by CSSIW, including the last inspection report, notifications and Statement of Purpose
- observation of children in all groups, activities and child care practices
- observation of children using the Short Observational Framework for Inspection (SOFI) tool
- discussion with children, staff, parents and PiC
- examination of a sample of records including: policies; Quality of Care Review report; staff and children's files; registers and planning and assessments
- information that CSSIW received from parent and staff questionnaires and responses from the nursery's parent questionnaires.

### What does the service do well?

The nursery is extremely well run with highly efficient and supportive management creating a very enthusiastic and dedicated staff team.

The nursery provides a great menu, using fresh, quality produce at all times that is cooked on the premises daily by an experienced chef. Parent questionnaires rated the homemade meals as excellent and gave the food a score of 104 out of a possible 110 in the annual Quality of Care review.

### What has improved since the last inspection?

Developments in the garden, such as redecorating the walls in bright new colours, replacing the safety matting and grass, introducing astro turf and reconfiguring the layout of the main garden maximises the space available and provides children with a more

inviting and stimulating outdoor play area to support their development. The camera intercom door bell has been repaired, new cots purchased, display boards in communal areas have been refreshed and new bright sofas have been introduced in preschool to make the environment more inviting and comfortable for children.

### **What needs to be done to improve the service?**

There were no areas of non compliance identified at this inspection.

We (CSSIW) identified the following good practice recommendations to further improve outcomes for children:

- consider introducing hand washing after each nappy change to help younger children learn good hygiene practices from a young age
- refresh staff's knowledge of procedures to follow with any child welfare concerns to ensure consistency.

## Quality Of Life

Overall, we found children are healthy, very happy and engage enthusiastically in a wealth of stimulating activities that inspire their creativity and promote learning.

Children remain healthy because health and hygiene practices are effective. This is supported with the nursery achieving the Sure Start Healthy Award scheme and a Food Hygiene rating of 5. Practice is routinely reviewed and updated in line with current infection control guidance. Containers stored on shelves above changing mats, with children's nappies and personal things, now have lids to minimise the spread of germs. Staff wore specific aprons when handling food and changing children's nappies. We recommended introducing hand washing to children in babies and toddlers after each nappy change so that they learn, from a young age, good hand washing practices. Staff told us that children learn about good oral health through well planned activities and visits from a dentist.

Children's development is promoted effectively with strong focus on providing a healthy diet, regular drinks and encouraging regular exercise. The menu outlined a wide range of nutritious meals that were cooked on the premises using fresh ingredients. The toddlers enjoyed good quantities of 'eggy' bread, fresh fruit and yoghurts for their tea with a choice of milk or water to drink. Staff spoke about the importance of a healthy diet and how the fruits and vegetables they planted in the garden, helped them to grow. The babies stay active with daily fun in the ball pool and children enjoyed plenty of fresh air and exercise in the garden during the visit.

Children's choices and independence are nurtured well throughout the nursery. In preschool, children self-register on arrival and select where they play, utilising the free-flowing indoor and outdoor play at key times of the day. We watched as children confidently moved to activities of their choice in their different group rooms and when playing outside. We saw children manage their own personal care. Preschool children visited the toilet independently, toddler children washed their hands before having their tea and the babies learnt to clean their faces with individual flannels.

Children have good opportunities to learn and develop skills because staff know the children in their group and have identified their development and individual learning needs well. We observed comprehensive planning and assessments in preschool that follow the Foundation Phase and the Birth to Three Matters is used well for the toddlers and babies. Any information gained from staff observations is used effectively to identify next steps and inform future planning. Throughout the nursery we saw a wealth of stimulating activities taking place inside and outside. These were age appropriate and maximised the skills and learning opportunities to help children flourish. In addition, staff in preschool told us that they had achieved the Basic Skills Quality Mark for maths, language and literacy, which staff use to help underpin children's learning.

Children are active and positively occupied. They help to plant and grow various fruits,

vegetables and flowers and chart their progress by routinely measuring and comparing size. We watched as a child in toddlers learnt to jump and two children in preschool gain confidence and skill in using a mouse to navigate a game on the computer. Circle time is used effectively to reinforce and encourage new learning with good emphasis on promoting the Welsh language. We saw children in toddlers count and preschool children sing songs and talk about how they feel, 'hapus'. Staff told us that the babies enjoyed exploring using their senses, such as shaving foam, spaghetti, ice and paint. We watched as they had great fun chasing the bubbles around the room, while gaining in confidence with their balance and walking.

## Quality Of Staffing

Overall, children thrive in the nursery because enthusiastic, well qualified and experienced staff, place children's needs at the centre of the service. Parents praise staff's commitment and their happy, nurturing demeanour.

Children benefit from competent, motivated staff that have up-to-date knowledge of child development and child care practices. Staff files and training logs confirmed that strong focus is given to staff's continuing professional development. 12 staff attended various training courses in 2014 to increase their knowledge and skills. Staff spoke confidently about the new skills they had gained and how these had been put into practice to enhance further children's care. Staff told us they felt valued and appreciated the support and training opportunities open to them. The PiC is currently working towards a Level 4 in Leadership and Management and many staff were up to date in first aid and child protection. We recommended that awareness of child protection issues be refreshed to ensure consistency in knowledge.

Children receive skilful, responsive care because staff work closely with parents when settling children to gain useful information about their routines, development and preferences. Staff spoke warmly about the children in their key groups and showed thorough knowledge of their specific needs. We saw that activities and support given by staff was tailored to each child's needs enabling them to realise their full potential. Staff told us they observed children's progress and reviewed their development each term to gain in-depth knowledge of their needs. Individual Development Plans, pictorial timetables and one-to-one support were in place for children with identified needs to support their inclusion in the nursery. The Special Needs Co-ordinator told us they attended multi agency meetings with parents to review and agree plans and goals every three months to ensure consistency of care.

Children's emotional needs are met because relationships between children and their key person are well established throughout the nursery. The SOFI observation in the baby room identified positive interaction and engagement and strong attachments with children. Staff showed warmth and genuine affection for a child when tired and we watched children seek out their 'special' person for cuddles and reassurance as required. Children's achievements were celebrated as they played with frequent praise and encouragement and lots of smiles and laughter. Staff in the baby and toddler groups recognised the importance of settling their own key children to sleep and undertaking intimate care routines. This helped the children to feel safe and reinforced the close bonds.

Children's self-esteem is promoted because a positive approach to managing behaviour is used. Frequent positive praise and reinforcement was observed throughout the nursery to recognise good behaviour and when learning new skills. Children in toddlers and preschool were proud to show us their drawings and spoke confidently about the models they had made. Staff told us that quieter or less confident children were

supported to express their emotions and manage their behaviour using puppets and discussion with their key person. We saw children in preschool being kind to their friends, *'I've left a space for you'* and supporting each other, which staff recognised with positive praise.

## Quality Of Leadership and Management

Overall, we found that strong leadership and dynamic management contribute to a well-run nursery with strong focus and drive to provide a quality, improving service.

Children's needs are met by suitable staff because recruitment procedures are thorough. Policies and procedures, to assist the smooth running of the nursery, were detailed. Updates to the Complaints Policy and Statement of Purpose (SoP) are needed to reflect CSSIW's revised role and current telephone number. Observations and discussions with all staff showed that policies were well implemented, confirming that induction of new staff was suitable and policy reviews regular. When a child slipped playing outside, staff implemented the accident policy well, providing suitable first aid treatment and completing an accident form. Scrutiny of the accident file showed that accident forms were completed accurately and signed by parents and the PiC to confirm notification. The PiC is proactive in promoting staff's performance and confidence within the nursery. Appraisals and bi-monthly supervision meetings allow staff to routinely evaluate their own practice. As part of this, the PiC undertakes observations of practice within the different groups and discusses findings with staff.

Parents have most of the information they need and experience a good quality service. Feedback from questionnaires and parents we spoke to, praise the wealth of information they receive about the nursery and their children. A welcome pack, the SoP, newsletters, lending library scheme and development of a Home Link initiative are available for parents. These help promote parents continued involvement in the nursery and their children's care. Activity planning is sent to parents twice a month and includes songs, Welsh words, books and 'One Step' words of the week. Parents valued the feedback from staff, informative diaries used in the baby and toddler groups and regular updates about their children's progress and development. Staff told us that parent meetings were held twice a year to review children's development and a progress report compiled for preschool children going off to school. We learnt of plans to introduce a quarterly progress report, which may be rolled out across the nursery so all parents are kept updated about their children's ongoing progress.

Children and parents experience an improving service which they can rely upon. We saw evidence to confirm that thorough quality assurance measures were in place. The views and ideas of children, parents and staff are actively sought through a variety of methods, to help shape the service and inform future plans. These included: questionnaires; parent evenings and staff meetings. Methods to seek children's views were innovative and skilfully adapted to their age and needs. For example: charts detailing baby's reactions to various activities; puppets or stars for children to place on photographs of activities or toys they enjoy. Cameras and microphone recordings are also used to capture preschool children's opinions. The feedback gained was used well by management to inform the annual 2014 Quality of Care report. This clearly outlined an action plan of improvements with expected completion dates and the impact for children and parents. The PiC and staff team were enthusiastic about what they did and spoke confidently about practice they were looking to introduce. This shows their drive and commitment to continually improve outcomes for children.

## Quality Of The Environment

Overall, children enjoy an interesting and vibrant learning environment with a good range of toys and resources inside and outside that are safe and well maintained.

Children experience a light, clean and spacious environment. The entrance hall is busy with various notice boards, photographs, policies, posters and information for parents. An inviting display with annotated photographs about the Foundation Phase, outside the preschool room provides parents with a wealth of information about how their children learn. Staff indicated that they were responsible for cleaning their rooms at the end of the day and observations showed these were well maintained. We saw that staff paid good attention to cleaning the changing mat at nappy time and tables before and after serving food, with separate washable cloths. The babies' and toddlers' each boast a large base room with plenty of windows for natural light. The babies benefit from a calm, quiet room in which to sleep with each child having separate cots and clean bedding.

Parents can be confident that the premises are secure and their children's safety is promoted at all times. A visual intercom entry system and lobby area enables staff to monitor people entering the nursery closely. Safety gates were observed on the stairs to restrict children's access and high walls around the garden allow children privacy when playing outside. The toddlers' learn to use the stairs safely through daily practise and gentle reminders of how to walk up and down appropriately. New rubber matting and durable astro turf areas outside provide safe surfaces for children to play. A dedicated outside area for the babies enables them to play safely and allows the older children to move around freely.

Children find it easy to do things for themselves or with minimum support because toys and equipment are well organised and accessible inside and outside. Open shelving and low level storage units enable children to select toys they wish to play with. Staff positioned themselves appropriately in the garden. They praised the children's successes and were on hand to offer support for those less confident, by holding a hand and supporting them to repeat and keep practising. Plates of food and jugs of water on the table encouraged the children to serve themselves.

Children's wellbeing is promoted by their environment through access to a wealth of resources that meet their needs and promote new learning. Photographs show children using real food, such as hot cross buns and jam tarts when singing favourite songs to help engage them further. The Statement of Purpose, states that strong emphasis is given to 'outdoor play and exploration.' The garden is inviting with chalk boards, an allotment, flower garden and multi-sensory area. Preschool children benefit from direct access to the garden and we saw them move freely between the different areas. We watched children play with numbers and shapes, water plants and use hoops and climbing apparatus . Parents we spoke to praised the nursery environment and the huge range of toys and activities available to their children.

## How we inspect and report on services

We conduct two types of inspection; baseline and focused. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focused inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focused inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focused inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.

