



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

Childcare Inspection Report on

Burleigh House

**25 Bryngwyn Road
Newport
NP20 4JS**



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Description of 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 up to the age of 5 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 extensive outdoor play areas providing different play experiences for all children. The preschool is registered to provide early years education and is subject to inspection with Estyn. The Registered Person (RP) employs a Person in Charge (PiC) to run the nursery on a daily basis. This is an English language nursery with use of incidental Welsh throughout the day.

Summary of our findings

1. Overall assessment

Burleigh House is a very well run service.

Overall we found that children are well cared for in a suitable environment with great emphasis placed on the use of the impressive outdoor play areas. Children are happy, confident and make good progress in line with their age and stage of development.

The nursery promotes the voice of the child and the older children are involved in the planning of activities. There is a consistent and stable staff team who are well qualified and are suitably experienced to undertake their roles with confidence. The PiC has been in post for a significant period of time and provides consistent management and direction. Paperwork is of a good standard and meets the requirements of The Child Minding and Day Care (Wales) 2010 and National Minimum Standards for Regulated Childcare for Children (2016) (NMS). The RI, PiC and staff team were fully engaged with the inspection process and were open and transparent throughout.

2. Improvements

Following an inspection in March 2015, we noted that improvements had been made:

- Hand washing after each nappy change has been introduced and
- safeguarding procedures have been discussed in staff meetings to ensure staff knowledge is up to date and there is consistency of approach .

3. Requirements and recommendations

There were no areas of no-compliance identified during this inspection. Good practice recommendations are referred to in the body of the report and are summarised at the end.

1. Well-being

Summary

Children are happy, confident and have formed good relationships with peers and staff. There are plenty of opportunities to develop independence. Children are listened to and provided with activities which enable them to follow their interests and develop as individuals.

Our findings

1.1 To what extent do children have a voice?

Children are confident that they have a voice and will be listened to. They are comfortable to approach staff and ask for help when needed knowing that their needs and preferences are taken into consideration. At lunch time we saw one child who was reluctant to eat the meal provided. Whilst she was encouraged to try it, when she didn't like it she was given an alternative. In the baby room staff were familiar with individual routines and these were followed as much as possible. We saw that children are involved in activity planning and evaluation. In the pre-school room children's ideas are gathered through mind mapping and circle time activities. We noted that in the toddler room children were involved in evaluating their favourite activities and resources by placing stickers on them. These were counted and recorded to inform planning. There were plenty of opportunities throughout the day for children to choose their own activities and follow their interests during free choice play. We noted that children made appropriate choices as they knew the options available to them.

Children at the service have a voice and are consulted appropriately according to their age and stage of development.

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

Children are settled and happy at the service. We saw that children were familiar with the daily routines and coped well with separation from parents. We saw that children's work is displayed, particularly in the pre-school room. This gives children a sense of belonging. Children expressed enjoyment during the activities. We were told by one child *"I like playing in the garden. We come out every day and I have lots of fun"*. Relationships at the service were seen to be very good. Children played happily together and with staff who obviously knew them well. We saw children interacting affectionately with their key worker. Younger children and babies were confident to seek affection from familiar people. When one of the babies was upset the key worker responded quickly, knowing that they had recently had vaccinations and were a bit unsettled. The key worker responded with affection and the baby settled quickly. This demonstrates that children's needs are understood and valued.

Parents can be confident that children feel safe and happy at the service.

1.3 How well do children interact?

Children interact well with staff and peers. We saw that children engage with activities and persevere for appropriate lengths of time. In the pre-school room we saw children taking part in circle time, talking about emotions and feelings. We noted that they were asked to say how they were feeling and why they were feeling that way. Younger children were encouraged to share and take turns. We saw toddlers waiting for their turn on bikes or cars, supported by staff. Positive interactions were praised and encouraged and children were encouraged to say thank you when resources were shared. Children are becoming self aware and know their own needs. We saw that when one child fell over a member of staff said *"Would you like a cuddle?"* The child got straight up and said *"No thanks, I'm ok"*. This shows that children at the service are resilient and are developing their own coping mechanisms. When talking to a group of pre-school children we saw that children were developing friendships and were sympathetic to different needs. One child explained to us that another child was *'a bit shy'* and that's why she wouldn't talk to us.

Children interact well and are sympathetic to the feelings of others.

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

Children are enthusiastic and enjoy their play and learning. We saw that there were many opportunities throughout the day for children to take part in free choice play. This was interspersed with adult led activities and quiet times when children could relax. During free choice, adults played alongside the children, supporting and facilitating appropriate play. Children were able to move around and explore the environment independently. We saw that a group of children wanted to slide down a bank on cardboard boxes. Staff helped them to gather the boxes and played alongside them, ensuring that they were playing safely. Children and members of staff laughed and played together, showing great enjoyment. During adult led activities we observed children concentrating for appropriate lengths of time. Carpet time was limited to short periods before children were able to choose their own activity. However, we noted that in the toddler room there were less free choice activities available and that small play resources were limited in areas such as the home corner. This was discussed with the PiC during feedback and should be taken into consideration when planning activities for this age group.

Overall, children are well motivated and enjoy their play and learning.

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

Children are provided with a good range of opportunities that help them develop and become independent. Emphasis is placed upon developing children's self help skills. We were told that children serve their own breakfast from a breakfast bar and at lunch time we saw children using appropriate cutlery independently. Older children were using a knife and fork with support when needed, while toddlers were provided with a spoon. We heard a member of staff teaching a child how to use their cutlery to cut the food. This was demonstrated and explained but it wasn't done for them. Older children

use the toilet independently and are reminded of the importance of hand washing. There are plenty of opportunities for children to be physically active through the day. Very good use is made of the outside areas where we saw children running, riding bikes and playing on the climbing frame. We saw that children were reminded of safety. We heard a member of staff saying *“Do you remember why we said we shouldn’t run on the steps?”* The child responded with *“Because we might fall”*. This shows that children are developing an understanding of personal safety.

Children generally develop well and are becoming independent learners.

2. Care and Development

Summary

Staff demonstrated that they value relationships with the children. We found that staff are aware of key policies and procedures and these are followed consistently. Safeguarding has a high priority within the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners are conscientious and have a good understanding of how to keep children safe and healthy. We spoke to practitioners who were able to discuss key policies and how they are implemented. Roles and responsibilities are clearly defined. A cook is employed and she ensures that meals and snacks are healthy and of a high standard. We saw that children enjoyed the food provided. On the day of the visit children were served home made meatballs on a bed of couscous with a vegetable sauce. The service has the healthy snack award and has achieved a food hygiene rating of 5. Safeguarding is given a high priority and understanding is refreshed regularly during staff meetings. Conversations with practitioners demonstrated that they have a secure knowledge of safeguarding procedures and know the process for reporting concerns. Practitioners ensure that children are given opportunities to be physically active. Good use is made of the outdoor areas on a daily basis. Routines such as hand washing after toileting and before meals were seen to be embedded. Sleeping babies are monitored and physical checks are carried out every ten minutes. These are currently recorded on a wipe clean board and we recommended that a permanent written record should be kept. Daily registers are kept of children attending. We recommended that times are recorded of when children arrive and leave.

Overall, practitioners are committed to keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Practitioners effectively manage interactions. Adults are good role models, praising and modelling good behaviour. We saw that the behaviour policy was implemented and that expectations of acceptable behaviour were consistent. Children were praised for using good manners and staff treated children and each other with respect. In general, behaviour was very good but when children needed reminders we saw that it was done in a positive way. We heard staff saying *“Remember what we said about running with the brush. Shall I hold it for you?”* and *“Remember to keep the stick low so it doesn’t hurt anyone”*. This was seen to be done without interrupting children’s play and learning.

Parents can be confident that interactions are well managed by practitioners.

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

Practitioners are caring and responsive to individual needs. Children's development records show that most children make good progress in line with their age and stage of development. We saw that there were effective procedures for recording children's progress and planning for next steps. When next steps had not been achieved, practitioners were able to explain individual needs and what was being done to support them. This was consistent with our observations of the children.

Conversations with staff showed that they had a good knowledge of child development and how to support children and babies to achieve their developmental goals. We observed practitioners making best use of opportunities for language development in English and Welsh. During circle time in the toddler room we saw a big book being used to develop vocabulary and children chose items from a 'special box'. When an item was chosen, it was followed by a song about the item. Activities for older children are planned following the principles of the Foundation Phase Curriculum. We discussed with the PiC the possibility of re-organising the toddler room so that free choice activities are further developed and support the Foundation Phase areas of learning. This would enhance the choice offered to children and support their independence.

Overall, practitioners promote children's development well and meet their individual needs.

Environment

Summary

Children are cared for in a safe and secure environment. Base rooms are generally clean, tidy and well resourced. However, we discussed the possibility of de-cluttering some areas of the pre-school room.

Our findings

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

Leaders ensure that the premises are safe and comply with the National Minimum Standards for Regulated Childcare. Practitioners are aware of their responsibilities in relations to the safety and welfare of children and adhere to the service policies. Entrance is gained through a locked door and visitors are required to sign in. We noted that identification was checked. Outside areas were secure and free from hazards. Daily risk assessment checklists for the all play areas are completed by staff. Safety certificates for both electricity and gas were in date and the insurance certificates seen were also up to date. We noted that staff positioned themselves well throughout the setting. This helped to ensure that they could monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needed. We heard lots of communication between staff and they worked well together. This ensured that all areas of the service were suitably supervised and supported children to play and explore in a safe and engaging manner. Details of dealing with an emergency were visible throughout the building and detailed procedures for fire evacuations are in place.

Leaders ensure that the environment is safe and secure.

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

Leaders ensure that children are cared for in a warm and welcoming environment. The rooms are generally well decorated and are bright and stimulating. There are some areas such as the toilets in the pre-school room and the dining room that are in need of redecoration and the pre-school room appeared somewhat cluttered due to the range of items on view. This was discussed with the PiC during feedback so consideration can be given to providing additional storage within the nursery. The environment has a good number of areas that provide a wide range of play and learning opportunities. The outside play space is a particular strength and is very well utilised. It has been well thought out and provides opportunities for children to explore and take risks as well as providing space for quiet activities such as reading. Very good use is made of banks and grassy areas. We saw that children have planted fruit and vegetables and were proud of what they had grown. In the base rooms we saw that there was suitable furniture for the age of the children and resources could be accessed independently. Resources were generally labelled with words and pictures making them accessible to children at different stages of development.

Leaders ensure that the environment is a suitable space in which children can learn.

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

Resources and equipment are plentiful and of good quality. Equipment and toys are well maintained and clean. Resources are easily accessible and allow children to follow their interest and choices of activities. We saw a good range of natural and re-usable materials being used such as cardboard boxes and household items. Water and sand was available inside and outside. The outside play area is very well resourced with bikes, cars, climbing frames and messy play. The wild garden also provides a mud kitchen and bug house with areas for planting. We noted that there were limited multi-cultural resources on display and this is an area which should be developed.

Overall, resources are of good quality and suitable for the age and development of the children.

3. Leadership and Management

Summary

Leadership and management of the service is good. There are clear roles and responsibilities for all staff and information is shared effectively. Staff and leaders are committed to the on-going improvement of the service and are open to good practice recommendations.

Our findings

4.1 How effective is leadership?

Leadership of the service is good. The PiC has been in place for a considerable time and is committed to providing a quality service. A comprehensive and up to date Statement of Purpose is in place and provides an accurate picture of what the service offers. Leaders ensure that the service complies with the National Minimum Standards for Regulated Childcare and regularly exceeds them. A good range of policies and procedures ensure that the service operates smoothly on a day to day basis. Staff are well qualified and leaders ensure that training such as safeguarding and paediatric first aid is relevant and up to date. The staff team works effectively and staff reported that they felt well supported and knew who to go to if they had concerns. The nursery is not able to provide an "Active Offer" of the Welsh language, although we heard lots of incidental Welsh being used throughout the service.

Leadership is effective and ensures that the service is well run.

4.2 How effective is self evaluation and planning for improvement?

There are good systems in place for the self evaluation and improvement of the service. A comprehensive quality of care report has been produced and draws upon the views of children, parents and practitioners. Leaders ensure that good practice is highlighted and areas for development have been included in an action plan for improvement. There are systems in place for staff to evaluate their own work and one to one management notes and annual appraisals were well detailed. During the inspection we noted that staff and leaders were fully engaged with the process, open to suggestions of how to improve the service and willing to try different ways of working.

The leadership team undertake effective self evaluation and planning for improvement.

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

Management of staff and resources is effective. The recruitment process is robust and we saw that staff files contained all of the required information. We reminded the PiC of the need to inform us of all new starters. We saw that new members of staff

have an induction program and policies are shared and signed. All practitioners have defined roles and responsibilities which are outlined in job descriptions. Registers and observations showed that staff / child ratios meet the national minimum standards. Targets for staff are set during one to one supervision/meetings and are reviewed regularly. Staff training is discussed during supervision and the impact of training undertaken is evaluated by staff. There is an expectation from leaders that all staff undertake at least two training events a year. This demonstrates a commitment to the on-going professional development of staff and this is a strength of the leadership team. We saw detailed staff meeting minutes which evidence relevant agenda items and action points identified at the meetings.

The nursery is compliant with the necessary child care regulations and National Minimum Standards and in many cases exceeds these standards. Therefore management is very effective.

4.4 How effective are partnerships?

Partnerships at the service are well established. Detailed information is gathered about children's individual needs and preferences prior to children starting. Parent views are regularly gathered and used to inform the self evaluation process. We saw that newsletters are regularly produced and information is shared in a timely way. A suggestion box in the hallway enables parents to give ongoing feedback and offer suggestions for improvements. We noted that display boards in the entrance have relevant information including menus and insurance/registration certificates. A staff display offers details of training, qualifications and photographs of staff members. We noted that there were numerous cards from parents thanking staff for their hard work and parents we spoke to were very happy with the service. One parent stated, *"Staff are very friendly and approachable", "It's easy to raise issues", "Staff in the baby room are fab"* and *"There was lots of information on development and transition to the toddler room"*. We saw that parents are provided with development journals with photographs and observations of their children. These are sent home termly and parents are asked to comment before returning them. Comments we saw in the journals we looked at were very positive.

Partnerships at the service are well developed and effective.

4. 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

- Children and staff registers should include the time of arrival and departure;
- further develop the range of free choice activities in the toddler room;
- consider storage arrangements and de-clutter the pre-school room;
- develop the range of multi cultural resources throughout the nursery and
- maintain a permanent written record of the monitoring of sleeping babies.

5. How we undertook this inspection

Two inspectors undertook an unannounced inspection visit as part of our normal schedule of inspections. A total of eight hours by both inspectors was spent at the nursery. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the PiC and practitioners;
- discussion with one parent;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CSSIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

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

6. About the service

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| Type of care provided | Childrens Day Care Full Day Care |
| Registered Person | Sara Evans |
| Person in charge | Dawn Cromwell |
| Registered maximum number of places | 44 |
| Age range of children | 3 months – 5 years |
| Opening hours | Monday – Friday 8:00am – 5:30pm |
| Operating Language of the service | English |
| Date of previous CSSIW inspection | 25.03.2015 |
| Dates of this inspection visit(s) | 01/08/2017 |
| Is this a Flying Start service? | No |
| Is early year's education for three and four year olds provided at the service? | Yes |
| 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care. |
| Additional Information: | |