



Childcare Inspection Report on

Belle Vue Nursery Ltd

**Belle Vue Nursery
Belle Vue Road
Cwmbran
NP44 3LF**



Date of Publication

Wednesday, 4 July 2018

Welsh Government © Crown copyright 2018.

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

Belle Vue Nursery Limited is registered with Care Inspectorate Wales (CIW) to provide care for up to 72 children under the age of 12 years. The Responsible Individuals (RI) Elizabeth and Sean McNamara have overall responsibility for the service and have appointed Persons in Charge (PiC) to oversee the running of the service on a day to day basis. The nursery operates all year round with the exception of bank holidays and one week over the Christmas period. The opening hours are 7.30am and 6.00pm, Monday to Friday. It is an Early Years Education provider and operates through the medium of English with some incidental Welsh.

Summary of our findings

1. Overall assessment

Outcomes for children are good in relation to their well-being and the care they receive. Play opportunities are challenging, age appropriate and varied. Care is responsive, children's development needs are identified and effectively met and they experience a quality nurturing service which gives them a sound foundation for their learning and development. The environment is well maintained and resourced and benefits from enclosed, safe outdoor areas for play and learning activities. The service is effectively organised, with good processes in place for the evaluation and review of practitioners, procedures and documentation.

2. Improvements

A recommendation of the last inspection has been addressed in relation to the observation and assessment of children to plan for their next steps.

3. Requirements and recommendations

We have made recommendations in relation to the recording of medication and routines at lunch time. These matters are outlined in the body of the report and summarised at the end.

1. Well-being

Summary

Outcomes for children are positive. They are safe and well settled and benefit from a good selection of play and learning opportunities to promote their all round development. They are developing positive relationships with their peers and their carers.

Our findings

1.1 To what extent do children have a voice?

Children are able to express themselves and make their needs known. Play was predominately freely chosen which meant that children were able to make their own play choices. Their views were considered in relation to song choices and play activities and children were confident to speak out and say what they would like to do. There was flexibility in relation to sleep routines and play to cater for children's individual needs. For example, a child who did not want to sleep was given the choice to play and a child who was not particularly interested in a story time activity chose a colouring activity instead and their decision was supported.

Children have a voice and are confident to speak out and follow their interests.

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

Children are settled and familiar with the routines of the nursery. Babies were relaxed and we saw lots of smiles and engagement with their carers. Immediate support and reassurance was provided on the few occasions when children were unsettled. Praise and encouragement was evident and phrases such as *'Good boy.'* *'You're so clever,'* and *'Fabulous, I think mummy is going to love that'* were used to give children a sense of achievement and foster their self esteem and confidence. The nursery's settling process means that children can visit prior to starting full time which helps them become familiar with their carers and the environment. Parents we spoke to told us that their children had settled well and were content.

Children are valued and are given positive encouragement and praise to promote their self esteem.

1.3 How well do children interact?

Children are developing good social skills and learning the importance of sharing and considering the needs of others. Children were happy to sit together during circle time and at snack and lunch time. They engaged well in group activities and positive behaviour was observed with little adult intervention required. Children responded well to practitioners requests and respected resources and their environment.

Children are learning to share and consider others. They are building positive relationships with their peers and learning essential social skills through play.

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

Children have good play and learning experiences and this makes their time at the nursery interesting and enjoyable. A varied selection of different play opportunities was evident across all base rooms. There were frequent outdoor activities which included play with hoops, water play, and using the chalk boards. Children gained pleasure from the range of indoor activities which were predominately self - directed. This meant that they gravitated towards resources and activities which most interested them. Babies enjoyed singing and some mirrored practitioners gestures and they also enjoyed a table top sticking activity and play with musical instruments. Older children showed a similar interest and engagement in their play which included games, a colouring activity for the royal wedding, animated adult led story telling activities and imaginary play

Children enjoy a range of organised and free play experiences which are appropriate for their age and stage of development.

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

Children are learning important self help skills to develop their independence. We witnessed children feeding and serving themselves at snack and lunch time. Babies were encouraged to pick up resources without assistance and during a play activity they were supported in their independence with the practitioner encouraging them to pick up tissue paper and stick it on the paper which the babies enjoyed doing. Children were able to access resources independently and pick out toys they wanted to play with.

Children have regular opportunities to develop their self help skills and independence in readiness for more formal education.

2. Care and Development

Summary

Practitioners are responsive to children's needs, extend their learning and support them effectively. They provide a warm and nurturing environment which encourages children's curiosity. There are good processes in place to ensure that children are safe and healthy and children's individual development is assessed and their next steps identified.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners ensure children's safety and health needs are met. Children's specific dietary requirements are recorded and this information is available to practitioners. The nursery strives to provide children with healthy food options and it is part of the Healthy and Sustainable Pre-School scheme. Infection control measures were evident in relation to hand washing and food preparation and the Public Health Wales Infection Control Audit Tool is used to ensure best practice in this area. Medication administered to children is recorded in paper format and then electronically stored for security. However, we noted that a parent had submitted a medication sheet which had not been completed correctly. It is important that practitioners check that forms are submitted with full details and in the correct place to ensure consistency and clarity when administering medication. Good processes have been developed for the review and auditing of accident and incident forms so that any issues or patterns can be identified quickly and addressed. Practitioners have completed safeguarding training and are aware of their child protection responsibilities. Relevant documentation is maintained with regard to safeguarding and these records are reviewed and monitored regularly to ensure that appropriate referrals are made to safeguarding agencies and vulnerable children are supported appropriately.

There are good processes in place to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Interactions are managed positively and effectively by practitioners. The behaviour management policy outlines the strategies used to support children's social behaviour with an emphasis on positive reinforcement and engagement with children. The 'Belle Vue' approach focuses on 'kind hands', 'kind words' and sharing and practitioners effectively promoted children's self esteem through praise and encouragement. They acted as good role models treating each other and children in their care respectfully. For older children 'points' are awarded for 'good walking feet' and when they have achieved a certain number of points they receive a certificate in recognition of their achievement. The nursery uses an application called 'Class Dojo' so that parents can have regular access via electronic devices for updates about their child's routines and progress.

Practitioners are consistent and supportive and effectively manage children's behaviour.

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

Children's development and learning needs are supported well by practitioners in the nursery. The range of play and learning opportunities are challenging and age appropriate. Practitioners are effectively deployed and work well together to support and provide young children with the care and support they require. In the Toddler room children had a good range of play experiences and were meaningfully occupied. However, over the lunch period the noise levels were quite high at a time when various activities were taking place, including children sleeping. A review of routines in this room should be considered to assess if the present system offers the most effective way of supporting children at this time.

Practitioners have a good understanding of children's specific needs, plan for their learning and assess and observe their play to identify the next stage in their development. Methods for capturing children's progress include child portfolios and Foundation Phase Profiles, although the nursery is currently reviewing the methods for assessing children's progress and Learning Journals have recently been introduced. Practitioners ensure that they communicate and provide relevant information when children are transferring to another base room so that there is continuity of care and a clear understanding of children's specific needs.

Practitioners are effective in supporting children's all round development and have a good understanding of children's individual needs.

3. Environment

Summary

The nursery provides a welcoming and well resourced environment. Children benefit from well maintained internal spaces and have access to a varied selection of learning materials and resources. Effective procedures have been implemented to ensure children's safety.

Our findings

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

Leaders have developed good processes and procedures to ensure that children are cared for in a safe environment. There is a CCTV system, intruder alarm system and entrances and exits were secure on the day of our inspection. Maintenance and safety checks were up to date for the premises. There is a dedicated fire warden and daily checks are conducted by the Manager. The reception area is staffed so that someone is readily available to invite visitors into the building and visitors sign in on arrival. Outside areas were secure on the day of our inspection to prevent children from leaving the premises unsupervised and there were risk assessments in place.

There are effective measures in place to ensure children's safety.

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

Children benefit from rooms which are well designed and regular cleaning and daily checks are undertaken. Babies are located on the first floor of the nursery so do not have free flow to the outside. Their room benefits from natural light, a small milk preparation area which allows practitioners to keep an eye on babies in the play room and a nappy changing area. The Tweenies (15 months to 2 years) Toddlers (2 - 3 years) and Pre-school rooms (3 – 5 years) are located on the ground floor of the nursery and some have free flow to the outside which gives children the ability to move freely between the inside and outdoors. The play rooms and kitchen presented as clean and well maintained. The cook told us that the Manager does spot checks to ensure that good standards are maintained and the nursery has employed a cleaner who works five days a week. Storage gives children easy access to resources and there are zoned areas for different play activities including quiet areas for children to sit and read, as well as messy areas for arts and craft activities.

The nursery is welcoming, inviting and well maintained.

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

Children benefit from a good range of toys and equipment to promote their development and these resources are maintained to a good standard. Daily checks are completed to ensure that resources are in good working order. Some natural materials were evident and there were multi racial small world figures. There were construction toys, some robust wooden toys as well as sensory toys and musical instruments.

Leaders ensure that children have access to a good range of resources which are maintained to a good standard.

4. Leadership and Management

Summary

Leaders are committed to providing a consistent and reliable service and there is strong collaboration between the RI and Managers to ensure that procedures and processes are effectively implemented. Management of practitioners and staff is good and records and documents are well organised and reviewed and evaluated regularly.

Our findings

4.1 How effective is leadership?

The leaders have a clear vision for the service and convey this to parents and practitioners. The nursery had a very favourable Estyn inspection in October 2017 and this report has been made available to parents. The nursery participates in various schemes and is working towards gold accreditation in relation to the Small Business Awards and in 2017 was highly commended in the Welsh Pre-school Providers Association Quality for All awards. The Statement of Purpose details the services and facilities offered so parents can make an informed decision about its suitability for their child. There is a methodical and thorough approach to storing of and reviewing of documents and records and a significant amount of data is stored electronically with access to authorised personnel only. There are regular management meetings to review and evaluate records and processes and this is a strong aspect of the service. Contracts and relevant records on children were up to date and readily available for us to view on the day of the inspection.

Leaders run a well managed service for the benefit of parents and children.

4.2 How effective is self evaluation and planning for improvement?

Good quality assurance processes are in place. The Self Assessment for Service (SASS) document has been submitted to CIW as required. A detailed review of the service to plan for improvements has been completed outlining future initiatives. There is a development plan covering the period 2017 – 2018 which identifies areas for development, such as improvements to the outside to create a wildlife exploring area. Leaders spoke about initiatives including training in and awareness of the Montessori principles for practitioners, with a view to this approach being strongly embedded into care practice. They were receptive to feedback given at the end of the inspection process and keen to move their service forward.

There is effective evaluation and review of the service to plan for improvements.

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

There is robust management of practitioners and staff. Practitioners have clearly defined roles and responsibilities, for example, for daily checks of the premises, safeguarding and health and safety. An innovative process flow chart system has been devised so that practitioners can see what they need to do, and what process they need to follow in any given situation. There is an effective probationary process

for newly appointed practitioners and clear supervision provided during this initial period. Records relating to training and Disclosure and Barring Service (DBS) checks were very organised. The team is well qualified with the majority of practitioners holding a Level 3 to Level 5 child care qualification.

Leaders have implemented effective processes for the support and management of practitioners and staff.

4.4 How effective are partnerships?

Leaders maintain good links with parents and agencies. A detailed booklet has been produced which includes information on the staff structure, safeguarding, exclusion, admission as well as terms and conditions. Parents we spoke to were confident in the nursery's ability to care for their children and appreciative of the support offered. Comments included: '*very helpful with potty training*' and '*can't praise them enough.*' Parent questionnaires also indicated strong satisfaction with the service. Feedback included comments such as '*supportive and helpful staff team,*' and '*take an interest in each child.*' The nursery strives to maintain good communication with parents via face to face discussions, newsletters and scheduled parents evenings. Visits are made to a local OAP complex and other community settings and the nursery participates in fund raising events for charities. An Advisory Teacher visits the nursery once a term to offer advice and support, practitioners complete review reports for children who are transferring to full time education and the nursery welcomes visits from feeder schools.

There are good partnerships with parents and outside agencies to support children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure that parents complete medication forms fully and accurately and
- review lunch time routines in the Toddler room.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. Two inspectors visited the nursery over the course of one day totalling just over nine hours. As part of the inspection process we:

- spoke to the RI, Managers, practitioners, children and five parents;
- looked at service documents and records including the policy file, risk assessments and development records;
- completed a visual inspection of internal and outside spaces;
- observed care practice and interactions including use of the Short Observational Framework for Inspection (SOFI) Tool. This tool enables inspectors to capture children's engagement and the care being provided by practitioners and
- considered information held by CIW including the SASS and previous inspection reports.

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	Elizabeth McNamara Sean McNamara
Person in charge	Joanne Gill Nicola Geoghegan
Registered maximum number of places	72
Age range of children	6 weeks – 8 years
Opening hours	7.30am – 6.00pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30/09/2015
Dates of this inspection visit	17/05/2018
Is this a Flying Start service?	No
Is early years 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, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow up strategic guidance for Welsh language in social care.'</i>
Additional Information:	