



# Childcare Inspection Report on

**Archway Court Day Nursery**

**103-109 Caerleon Road  
Newport  
NP19 7BZ**



**Date Inspection Completed**

29/10/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Archway Court Day Nursery is registered with Care Inspectorate Wales (CIW) to care for up to 80 children aged from birth to 12 years. It is open from 8.00am to 6.00pm, Monday to Friday. The nursery is based in a building which has been converted into a nursery from three residential houses and is located near the centre of Newport. There are two Registered Persons (RP) who own the private nursery and they employ a Person in Charge (PiC) to manage the nursery on a day to day basis. The nursery undertakes school runs and offers a wraparound service for local primary schools. The nursery is also registered with Estyn as it is a non-statutory education provider for three to four years olds and is subject to inspections from that inspectorate. Care is provided through the medium of English with the use of incidental Welsh.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Adequate
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

The nursery is child centred and children's well-being, care, play and learning opportunities are promoted. Staff build warm and nurturing relationships with the children who are happy and settled. Significant alterations to the environment have been made which will enhance children's play opportunities in the future. At the point of inspection these alterations had restricted some pre-school play and access to outside, whilst work was being completed. Equipment, toys and resources are of a good quality. Leadership and management of the service is good with a clear understanding of National Minimum Standards and Regulations in order to meet its legal responsibilities.

### 2. Improvements

Recommendations from the last inspection have been implemented:

- Procedures for school runs and transport have been reviewed;
- Procedures for monitoring sleeping children have been updated and
- Staffing during lunch times has been increased.

### **3. Requirements and recommendations**

There was no non-compliance identified during this inspection. Recommendations relating mainly to the environment and care and development are referred to in the body of the report and summarised towards the end.

# 1. Well-being

Good

## Summary

Children are happy and settled at the service. They have formed good bonds with staff and are beginning to develop friendships with their peers. Children have plenty of opportunities to follow their own interests through free choice play and their independence is promoted.

## Our findings

Children are confident to communicate because they know they will be listened to. We saw that children happily approach staff to ask for help or just to chat. Babies and younger toddlers seek attention from familiar adults who recognise and respond to their non-verbal cues. There are plenty of resources that can be accessed independently by children. This allows them to follow their own interests and make choices about activities they want to take part in. Children contribute to ideas for activities and their ideas are recorded. We were told by staff that they observe younger children and take note of the activities they enjoy so these can be included in planning. During lunch time we saw that children who choose not to eat the food are offered an alternative.

Children are happy and settle quickly. They know the routines well and this helps to develop a sense of security. Children's achievements are recognised and they respond very well to praise from staff. Younger children and babies follow their own routines, for example, eating and sleeping.

Children interact well with staff and peers and older children are beginning to form friendships. They play happily together or alongside each other, appropriate to their age and stage of development and older children are becoming sensitive to the needs of others. For example, during lunch time, one pre-school child was very pleased to see that their friend was eating well. They drew the staff's attention to it saying *"Look, [they] like it. They're going to get big and strong"*, before telling the other child *"You can leave your peas if you don't like them"*.

Children enjoy their time at the service. They are suitably engaged in a good range of activities and persevere for appropriate lengths of time. We observed children following their own interests and leading their learning. For example, one child used a toy vacuum cleaner whilst singing 'Old McDonald' and another had a 'picnic' with a dinosaur. They responded very positively when staff joined in to play with them.

Children develop appropriate independence and self-help skills. Older children put their own coats on and hang them back up on their pegs. They use the toilet and wash their hands with minimal support. We heard one child coming out of the toilet announce *"I washed my hands"*. They were very proud of their achievements. This demonstrates that independence is promoted. However, children could be given more opportunities to develop independence during meal times, by pouring their own drinks and serving themselves.



## 2. Care and Development

Good

### Summary

Staff have good knowledge of child development and provide activities to meet individual needs. They are aware of key policies and these are consistently implemented. Staff understand the safeguarding process and are confident about how to report a concern. Safeguarding has a high priority within the service.

### Our findings

There are good systems in place to ensure that children are kept safe and healthy. We saw that there was a detailed training matrix for staff which ensured that all required training such as paediatric first aid, safeguarding and food hygiene is updated in a timely manner. There is a detailed safeguarding policy and staff we spoke to were confident about the process for reporting concerns. Record keeping relating to safeguarding concerns is very detailed and includes any follow up action taken to keep children safe. This is a strength of the service. However, we noted that not all staff have undertaken training on 'Prevent', which is a government strategy to help recognise signs of extremism and radicalisation. Medication records were seen to be kept and included all necessary details. We saw that accident and incident records were of the usual nature for the age and developmental stages of the children and gave no cause for concern. Fire evacuation drills are carried out regularly and detailed records are kept. Sleeping babies are closely monitored and staff stay with them until they are asleep. However, some babies sleep in bouncers and this is not in line with the most up to date safety advice. Activities are risk assessed and staff generally supervise children well. However, we observed children taking part in an activity using hammer and small nails. Although this was supervised by a member of staff, they were also supervising children using scissors at a different table and this practice should be reviewed to ensure risky activities are closely supervised.

Interactions are generally well managed by staff. The service has a behaviour management policy which promotes positive behaviour management strategies. We saw that this was consistently implemented by staff. On the day of our visit, there was a happy and relaxed atmosphere. When reminders were needed, staff did this in a calm and sympathetic manner. Children responded well to requests from staff and followed instructions well. However, lunch times are quite noisy and children are excitable whilst eating. This was discussed with the PiC during feedback and she agreed to review the lunch time arrangements.

Staff know the children well and meet individual needs effectively. All children have a key worker, however, this system needs to be developed further to ensure staff are confident about their roles. Activities are thoughtfully planned and appeal to the varying interests of

the children. For example, children had a particular interest in Paw Patrol so activities were planned on the theme. Children visited a dog groomers, did face painting and had dogs visit the setting for children to walk around the garden. The PiC told us that they try to start each topic with a 'real' experience to stimulate children's interest. In the pre-school area we saw planning for a good range of adult led activities and free choice provision following the principles of the Foundation Phase. We saw records of observations outlining children's progress and achievements and identifying next steps in learning.

### **3. Environment**

**Adequate**

#### **Summary**

There have been significant structural improvements to the pre-school and Tweenies base rooms since the previous inspection. Overall, appropriate risk assessments are in place and children are kept safe within their play environment and during outings. A woodwork shed outside was well resourced with appropriate risk assessments so that children could use tools safely. Resources are plentiful and of a good quality. However, due to building alterations some play spaces being used by children need much more attention to ensure they are fully functioning and properly set up to support children's play and learning.

#### **Our findings**

Leaders ensure children are cared for in a safe and secure environment. We found that the service is secure with entry via a secured main entrance monitored by staff. Visitors are required to sign in and out of the service. Records examined included a register of children's attendance and arrival and departure times were recorded. We found risk assessments had been completed and updated regularly to identify risks to children's safety. Whilst most risks had been identified and eliminated we found, for example, that a door within the Tweenies room was not secured when open and this was discussed with the PIC who assured us they would address this promptly reviewing risk assessments. Necessary insurance and building maintenance certificates are in place.

The environment is spacious and divided into play areas for children to explore. Most areas are interesting and stimulating and children were able to move between these freely. Quiet spaces had books and good use of comfortable seating. Tables and chairs were appropriately sized as were toilets and wash hand basins. Children's coat hooks were available at child height to support independence. Welsh signage was seen throughout the nursery. However, the pre-school base room had not been fully completed and therefore the play space was not fully functioning and temperatures fluctuated. The PIC assured us that this area was in the process of improvement and this would be completed immediately. We noted that staff were mindful in cleaning and ensuring areas were clutter free. Facilities within the cot room are kept clean and are of a good quality. However, this room felt crowded as there are a large number of cots close together although some, we were told, are not currently used.

Overall, play areas are set up in order to support children's play and learning and there is easy access to all play spaces. There has been considerable development and reorganisation of the base rooms and the quality of resources is good. We saw that multi ethnic resources were available to reflect wider society and that natural resources the

children had been encouraged to collect such as leaves and sticks were used in play. Toys and equipment are checked and cleaned regularly and we saw staff unobtrusively cleaning areas after play and meal times. Daily checks ensure that equipment is in good working order and we were told that any broken toys are removed immediately. A strength of the service is their eco awareness and encouraging children to recycle and we were told the nursery aims to recycle 80% of waste materials.

## 4. Leadership and Management

**Good**

### Summary

The RP and PIC have developed effective systems so that there is good oversight of the service and the nursery operates in line with Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards (NMS). There is a strong management structure which works well and is effective in supporting staff in their roles and professional development. There are systems in place to ensure that the service is reviewed and developed to benefit children. Partnerships with parents, the community and school are strong.

### Our findings

There is a clear statement of purpose in place which provides an accurate picture of the service. The PIC and deputies provide regular guidance and support to the staff group. They are each clear about their areas of responsibility and work very well as a management team. This ensures the service operates as smoothly as possible. Staff files and safety checks are thorough and very well organised. We reviewed a sample of policies and procedures which we found to be very comprehensive and staff we spoke who knew how to implement them. Children's records were completed and maintained appropriately and documentation was stored securely.

Good procedures are in place to assist managers to evaluate and plan for improvements to the service. Staff reported that their feedback at team meetings was valued and that they are also consulted formally via electronic questionnaires. Staff, parents and children are consulted in the annual quality care review and this feedback helps inform improvements to the nursery. Significant improvements have been made within the nursery environment and there is a strong vision regarding future developments. These are shared with staff who, for example, told us that improving Welsh had been an objective which they felt they carried forward within their base rooms and interactions with children. We saw that daily records, such as accident and incident forms, are evaluated monthly to check and address any emerging issues.

The management of staff and resources is effective and supported by good induction, supervision and appraisal. New staff confirmed they had received good induction and that managers and colleagues were approachable and supportive. The PIC explained that they were embedding a new approach regarding supervision and that supervision training and leadership training would be given to those new to these role. Supervisions and annual appraisals were seen to be detailed and focused on child care issues and the development of staff. Staff confirmed that they were supported to attend a wide range of training and to share new knowledge with colleagues. For example, some staff had recently attended

behaviour management training and said 'golden rules' would be shared during the next team meeting.

Staff build good relationships with parents and professionals. They communicate effectively with parents verbally and via resources such as 'Class dojo', a secure app that parents can log into for an update on their child's progress. Further parent feedback is encouraged via 'Survey Monkey'. There is a large notice board in the reception area which provides parents with a range of information, including policies and procedures and staff information. Strong links with the community are fostered, for example, the police and fire brigade have visited the nursery. We saw photographs of children at a local dog groomers and the recycling centre. Such experiences enhance children's learning.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Continue to develop the key worker system;
- continue to develop lunchtime routines;
- ensure baby rockers/bouncers are only used in accordance with manufacturers guidance
- monitor the temperature in rooms;
- all staff should complete Prevent training;
- ensure that risky activities are suitably supervised;
- ensure that the school run policy includes children's information and details of staff paediatric first aid training and
- remove unused cots from the sleep room.

## 6. How we undertook this inspection

This was an unannounced full inspection of the service as part of our normal schedule of inspections. Two inspectors undertook the inspection over the course of two days and spent approximately 11 hours at the service. We used the following methodology to gather evidence for this report:

- Observations of care routines and practices;
- discussions with the management team and individual staff members;
- talking with some older children;
- we looked at a wide range of records including staff files, training and supervision records, risk assessments, children's records and a sample of other records maintained at the setting including registers, Statement of Purpose, policies and procedures and quality of care report and
- visual inspection of the environment.

The RP was unavailable for feedback but agreed that feedback could be given to the PIC at the end of the second day.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gillian Jones Geoffrey Jones
Person in charge	Chloe Yates Philippa Evans
Registered maximum number of places	80
Age range of children	Birth to 12 years
Opening hours	8.00am to 6.00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	06 November 2018
Dates of this inspection visit(s)	28 and 29 October 2019
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 "More Than just Words follow on strategic guidance for Welsh language in social care."
Additional Information: None	

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