



Inspection Report

Sunray Day Care Ltd

**The Long Barn
Waen Farm
Nercwys
Mold
CH7 4EW**



Date Inspection Completed

28/02/2022

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About Sunray Day Care Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Sunray Day Care Nursery Ltd
Registered places	159
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 30 July 2019
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	No Rating required
<u>Care and Development</u>	No Rating required
<u>Environment</u>	No Rating required
<u>Leadership and Management</u>	No Rating required

For further information on ratings, please see the end of this report

Summary

Children have a voice and successfully use verbal and nonverbal forms of communication. Children are very settled and happy. They are familiar with the environment and explore it enthusiastically. Children learn to interact appropriately and develop a range of skills through play experiences they enjoy.

Staff understand their roles and responsibilities in keeping children safe and promoting a healthy lifestyle. They are warm and caring towards the children and provide appropriate care and support. Staff ensure they provide opportunities that effectively support the learning and development of the children and allow them to follow their interests.

The environment is safe and secure with effective regular checks and cleaning routines completed. People who run the setting have created a warm and welcoming atmosphere, with suitable space indoors and outside. Resources are of a good quality and the availability of toys and equipment made from sustainable materials enhance opportunities the children have.

People who run the setting manage it well. They are effective in evaluating and making improvements that benefit the children and the care they receive. People who run the setting have a team of staff who work together well and feel supported in their role. They have developed good relationships with parents and visitors and trips are organised to enrich the children's experiences.

Children have a voice and are listened and responded to well. They successfully use verbal and nonverbal forms of communication, helping them to develop their speech and language. Children have control over how they spend their time. They happily and enthusiastically explore the environment and follow their interests. For example, a child wanted to play with the sand and was able to access the messy play area. Children's individual needs are known and catered for well, such as being able to sleep or relax when they are tired.

Children are very settled and enjoy attending. They form friendships and get to know the staff well, helping them feel relaxed. For example, babies enjoyed receiving cuddles when having their bottle. Children approached us to talk and share what they were doing by inviting us into their play, evidencing they feel comfortable and happy in their surroundings. Children are familiar with the environment and routines, helping them to have a sense of belonging. For example, having displays of their families in their rooms.

Children interact well together, enjoying playing alongside each other appropriately for their age and stage of development. They respect the resources and environment, playing fittingly and putting them away when they have finished. Children learn to share and wait their turn. For example, when completing a pattern using the pegs and pegboard together.

Children enjoy their play and learning, as they are able to follow their interests. They are actively involved in activities they have freely chosen and show their enjoyment expressively. For example, children enjoy choosing different coloured pens to create a piece of artwork together. Children keenly share what they are doing with others, as they are proud and enjoy the experiences they have. For example, a child was eager to share the list they had written.

Children develop independence well and have extensive opportunities to develop a range of skills. For example, developing ICT and fine motor skills when independently choosing and using the mouse to complete a game on the computer. Children are encouraged to do things for themselves, such as putting their coats on. They freely access resources and choose what and where they want to play. For example, when accessing resources from the main playroom to take to the water in the messy play area. Children develop their language skills as they freely chat and play with each other and staff, helping extend their communication skills.

Care and Development

No Rating Required

Staff understand their roles and responsibilities and implement the settings policies and procedures effectively. This includes new policies and procedures in relation to the COVID 19 pandemic. For example, they have introduced more handwashing and effective cleaning routines. Safeguarding is a high priority and staff are able to explain the correct procedure they would follow if they had safeguarding concerns about a child. Staff regularly practise and record fire drills, evidencing they and the children are aware of the procedure to follow should they need to evacuate the premises in an emergency. Staff record accidents and incidents appropriately and these are shared with parents.

Staff encourage children to have a healthy lifestyle. Food and drink provided is nutritious and staff cater for children's individual dietary requirements effectively. Water is freely available in all rooms throughout the day and staff regularly remind and encourage children to have a drink to help them remain hydrated. Staff provide frequent outdoor physical play opportunities to help ensure children are active and get fresh air.

Staff are warm and caring, showing genuine affection and providing appropriate comfort and reassurance to the children. Staff interact with children in a way that supports their wellbeing and development. They implement consistent routines so children know what is happening, which helps them feel relaxed. However, sometimes at lunch they do not utilise the intercom system effectively to let staff know when the food is ready. This results in some children having to wait for longer than is suitable for their ages and stages of development.

Staff support and encourage the development of speech and language skills through interactions and responding well to children's attempts at communication. They use engaging tones when interacting with the children. For example, when sharing a story staff used an expressive voice to make it exciting and encourage the children to join in. Staff are consistent in their management of behaviour and use praise effectively to celebrate children's achievements. For example, sharing with others the piece of work a child had completed independently, making the child feel happy and proud.

Staff understand children's development needs. They successfully use their knowledge of the children to plan suitable activities and provide appropriate resources to support children to develop a range of skills. Staff have been effective in introducing, in the moment planning. This focuses on children's interests and allows them to have spontaneous learning alongside planned activities. Staff support and encourage children to develop a range of skills through the support they provide, including effective questioning. For example, staff allowed children to move the tablecloth from the home corner and use it as a picnic blanket. Staff then extended the children's thinking and learning by asking them what else, they needed for their picnic.

Environment

No Rating Required

People who run the setting ensure everyone understands their responsibilities in relation to the safety and welfare of children. The premises are secure, clean and in good repair. All doors leading to the outside are locked and the outdoor play areas are enclosed with suitable fencing. People who run the setting complete checks and risk assessments on the environment to ensure hazards are well managed and eliminated where possible. Daily checks and cleaning routines are also conducted so new hazards can be identified.

People who run the setting provide a well-maintained environment. Children have access to child friendly spaces that are welcoming. People who run the setting ensure space is available so children can be grouped according to their age and stage of development. The environment provides ample space for children to learn and grow and extra space and rooms available for all age groups to use are utilised effectively. These include a sensory room and area with larger equipment such as rocking horse and ball pit. Most rooms are well organised. However, the nappy changing area in the baby room is located in the same area where children sleep, which sometimes leads to children being woken up when staff are changing other children. The environment is light and bright and some rooms have low-level windows, which allow children to see outside. The environment is decorated in calm, relaxing shades, with children's work displayed throughout giving them a sense of belonging. Some displays are created using natural materials, including sticks, hessian and recycled paper, giving them a warm feel. People who run the setting ensure children have regular access to suitable outdoor spaces. These provide space for children to be active and get fresh air in areas that are inviting, safe and secure.

People who run the setting provide a good choice of clean and well-maintained resources, which promote children's curiosity and interests. For example, enjoying adding water to a tray of powdered jelly. Lots of the resources and equipment available are made from sustainable materials. These include wooden toys, real utensils in the home corner, such as pans and spoons and wooden pallets and cable reels used for tables and chairs. People who run the setting provide resources that allow children to follow their interests. For example, children had showed an interest in the colour green, so food colouring was added to the water tray. Children then enjoyed adding different creatures to the water and using a net to catch them. People who run the setting ensure outdoors is equipped with appropriate resources. As a result children enjoy practising a range of skills from climbing, balancing, using ride on toys and exploring the natural world around them.

Leadership and Management

No Rating Required

People who run the setting manage it well. The statement of purpose contains all the information parents need to make an informed decision about the care their child receives. All paperwork seen was very well organised, which made it easy to find information. People who run the setting and staff understand their roles and responsibilities. Policies and procedures reflect the current setting and care provided and dates show regular reviews take place. These are shared effectively with staff at regular intervals so they are kept up to date.

There is an effective system in place to evaluate the setting and care provided. People who run the setting consider the views of children, staff and parents as part of their regular review of the care they provide. They make appropriate changes and improvements that benefit the children. For example, implementing new planning that focuses more on the interests of the children and employing a cleaner to lessen the burden on staff.

People who run the setting have developed a team of staff who work together well and support each other in providing effective care for children. Staff confirmed they receive regular supervisions and appraisals, which allows them to share information and identify any potential training. The recruitment procedure in place is robust and ensures all required information is available to evidence the suitability of staff to care for children. Staff we spoke with said they felt supported in their role and confident they could approach people who run the setting at any time if they needed any help or support. Comments made by staff included “they felt privileged to work at the setting” and “definitely felt supported as they could approach managers at any time”.

People who run the setting have a good relationship with parents. They have made changes to how they communicate with parents by introducing a new online system to share children’s daily experiences and development. This helps to ensure they frequently update parents, especially during the COVID 19 pandemic, as there is less opportunity for face-to-face interactions.

People who run the setting and staff organise effective opportunities for children to take trips to local places of interest and for visitors to attend the setting. These enhance children’s learning and gives them opportunities to take part in exciting activities. For example, a local police officer attending the setting to talk to children and a trip to the local farm, where the children enjoyed a guided tour and milkshake.

Recommendations to meet with the National Minimum Standards

R1: To use the intercom system effectively to inform staff when lunch is ready to prevent children waiting for long periods of time.

R2: To consider moving the changing facilities from the sleep room to help ensure children are not woken up when others are having their nappies changed.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

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Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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.

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