



## Inspection Report

**Kate's Day Nursery**

**115 Mold Road  
Mynydd Isa  
Mold  
CH7 6TG**



**Date Inspection Completed**

14/07/2023

## About Kate's Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Kate Burke
Registered places	37
Language of the service	English
Previous Care Inspectorate Wales inspection	12 April 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children speak confidently or communicate non-verbally to make their needs known. Their preferences, and interests are considered. Nearly all are happy, active, and enjoy their play and learning because they are settled and have a sense of belonging. Children co-operate well with others and are familiar with routines. They have freedom to safely explore their indoor and outdoor play areas and are developing their independence skills well.

Staff have an appropriate understanding of their role and responsibilities to keep children safe and healthy. A core team of suitably well qualified staff are in management roles and room leader positions. They have completed all mandatory training. Recently recruited staff are enrolled on training programmes relevant to their needs. Staff have a warm and friendly approach and are responsive to all children's individual needs. They have embraced the new curriculum for Wales meaning most activities are child led.

The people running the setting ensure the environment is safe and clean and being routinely maintained as funds become available. They organise the environment well providing a interesting range of play opportunities for the age range cared for. The newly resourced outdoor play area offers children a variety of good quality experiences to actively develop their physical skills and to be imaginative and curious.

Those who run the setting strive to create better outcomes for children and to meet regulations and the National Minimum Standards for Regulated Childcare (NMS). They have built a strong core team of staff who are dedicated and hardworking and are good role models to those recently recruited. Staff turnover since the pandemic has been high and the recruitment of suitable staff has been challenging. Those who run the setting have themselves identified areas in need of improvement and have responded positively to recent feedback from parents, which informed this inspection.



Children's preferences and interests are considered by those who care for them. Children have good opportunities to follow their own interests and make decisions about what they want to play with. They are confident communicators and enjoy talking about what they like to do. When asked if they liked their lunch a young child replied, 'yes' and confidently added '*and we said thank you to the cook*'. Those who need a little support are positively encouraged '*to use their words*' to communicate their needs and wants. Babies are comfortable to make their needs known non-verbally and staff respond straight away. For example, they make choices about where they sleep, and willingly lie down on prepared mats or stretch out their arms to be placed in a cot, coracle or buggy. Parents have opportunities to ensure staff are aware of any individual preferences when their child is registered at the setting.

Children interact positively with their friends and those caring for them and are learning to consider the feelings of others. Babies are smiling when we arrived and must have felt happy and secure as they were not worried about us being there. They wave and smile and approach us confidently. Most parents confirm in their questionnaires that their children are happy, and they are sure they are safe and secure when attending the nursery. Toddlers show kindness towards one another when playing in their pretend car. Pre-school children share spades and buckets and co-operate well to build sandcastles and to fill buckets of water when outdoors.

Children are active and curious learners and fully engage in their play and activities led by adults, such as story times and art and craft. Children develop their imagination and physical skills well as they play creatively. For example, with large and small parts, dough, and natural objects. Children explore their play areas and direct their own play effectively, making choices and following their own interests positively. They talk about their ideas with staff who help them to find the resources they need.

Children learn to do things for themselves with positive encouragement from the staff. For example, children were asked to fill their water buckets by themselves. Staff tell them they do not know how to use the tap. In an encouraging voice they told them "*You show me how to do it*". Children in pre-school were capable of fetching glasses of water for themselves from a dispenser and to dress themselves appropriately for outdoor play.

## Care and Development

Good

Good quality policies and procedures are in place to safeguard children and promote healthy lifestyles well. A variety of useful direct links to other agencies and useful information to assist staff and parents are included. For example, Riddor, National Health Service injuries, car seat information and support agencies for staff and parents. The majority of staff have completed the required mandatory training in safeguarding, child protection and first aid training, this is suitable for the age of children cared for. Managers fully explain safeguarding procedures to new staff as part of their induction and probationary period, alongside regular training. Staff carry out regular fire drills and record outcomes to improve future practice. They record accidents and incidents, and parents sign these to evidence they are kept informed.

The nursery is part of the 'Healthy and Sustainable Pre-Schools Scheme'. The cook prepares healthy, freshly cooked meal and snacks which meet the needs of all children. Children help themselves to a glass of water from dispensing bottles in the pre-school room, and alternatively beakers and water bottles in the toddler and baby rooms. Staff implement effective infection control measures. They ensure children follow good personal hygiene practices and implement thorough nappy changing procedures. Staff record when children are sent home due to illness or are absent due to sickness, to help minimise the risks of cross infection. Most parents who provide online feedback are satisfied with the quality of care provided. However, some parents would like more feedback on their toddler and pre-school child's development, daily activities, meals, and snacks.

Staff follow the positive behaviour management policy well and encourage children to cooperate and to be kind to their friends. Staff provide a warm and welcoming environment and make sure children are provided with reassurance and comfort. This creates a calm and happy atmosphere.

Staff have embraced the new curriculum in Wales and changed to a responsive approach to activity planning which focuses on children directing their own play positively. Staff fully engage with children during activities, sometimes leading the play for example when singing 'five green bottles' whilst sat on the rim of a large tractor tyre and placing and removing bottles from a table whilst singing the song and using actions. Staff record observations of children's play and learning in their 'learning journey' scrapbooks. Most staff understand how to purposefully use this information to help plan for each child's progression. Staff encourage children to develop their physical skills in the fresh air. They are responsive to the individual needs of most children encouraging those with speech and language delay to "*use their words*" when upset to let others know what is wrong. Staff encourage children to celebrate their Welsh heritage, however very little Welsh was heard during our visit.

## Environment

Good

The people who run the setting provide a safe and clean environment in which children can play and learn. They have risk assessments in place for the premises, activities and outings and a separate fire risk assessment. Management use calendar reminders to ensure regular fire drills are completed and smoke alarms are checked. Since the previous inspection it is apparent staff are more confident to report breakages and any hazards they identify to room leaders and managers. They ensure cleaning solutions are stored away safely when not in use. Those who run the setting identify future improvements needed to the premises to complete as funds become available. These include, relocating the office to improve storage space upstairs, replacing the hallway carpet, and ongoing maintenance of the building and perimeter fences. Significant improvements such as the erection of a large outdoor shelter, sand and water play stations, and the introduction of large loose parts are now in place.

The people who run the setting make sure the layout of the play areas and resources promote children's independence and curiosity well. Children freely explore their base room and age-appropriate interesting play areas outdoors. The storage of toys is within easy reach of children. However, children are not yet able to make choices for themselves about when they play outdoors, this is because rooms do not directly open onto outdoor play areas. Staff have a suitable room in which to eat and relax at lunchtime. However, the nursery office is also used as a storeroom, and is not suitable for meetings, training or for speaking to parents.

The people who run the setting make sure there are sufficient, interesting resources available to meet children's developmental needs and to facilitate staff in meeting the requirements of the new curriculum in Wales. Children have access to recycled, natural and sustainable resources to develop their sensory skills and curiosity. Outdoors a large sandpit, a water tray with pump and large loose parts excites children and facilitates child led play. Unique planters such as the rowing boat allow children to plant and watch things grow. However, more resources are required to support children in their learning about their wider society, and different cultures.

The people who run the setting make sure children have somewhere to store their personal belongings, and this creates a sense of belonging. They display children's artwork nicely and this shows children their efforts are valued. The equipment and resources are stored appropriately indoors and outdoors, to ensure they stay clean and in good condition.

## Leadership and Management

Good

The people who run the setting commit to making improvements as opportunities and funds become available. They manage the setting appropriately and notify Care Inspectorate Wales (CIW) of significant events and changes at the setting. The statement of purpose provides parents with the information about what the setting offers and policies and procedures in place are followed appropriately and regularly reviewed. There are links to the CIW website and feedback forms in the complaints policy and procedure. Meticulous records are kept of all significant events and concerns received. Those concerns received by CIW have been thoroughly investigated by the responsible individual and where needed any required changes in policy and procedures have been put in place. Referrals are forwarded to the local authority safeguarding team when it is appropriate to do so. Recent feedback from a few parents suggests they are sometimes reluctant to approach management or to contact the Flintshire Safeguarding team when they have concerns. The people who run the setting must encourage parents to follow the settings procedures. The people who run the setting have a suitable understanding of their responsibility to promote the Welsh language and are actively looking to recruit Welsh speaking staff.

The people who run the setting complete an annual quality of care review and report on their findings. The report highlights feedback from staff and parents and identifies what the nursery does well and any improvements to be considered in the future. Since the previous inspection, improvements have been made to the outdoor play provision. Rooms have been reorganised and equipped to promote children's curiosity and child-led learning. Staff now have a comfortable staff room. An administrative officer has been appointed and supervision and appraisal records are now up to date. New staff have been recruited to replace those who have left. Further improvements identified in the most recent quality of care report are still being addressed.

The people who run the setting have developed a strong and dedicated management team of four who work closely with room leaders to motivate, lead, and support new staff well. Staff files evidence that all new staff complete relevant suitability checks and enrol on relevant training. However, for one staff member, only one reference had been obtained. Staff feedback confirmed they felt supported in their role, received regular supervision and appraisal meetings, and enjoy working at the setting.

The people who run the setting have suitable relationships with parents and other agencies working with the setting. The nursery has funded places for children through 'Flying Start' and 'Early Entitlement' for those children who are aged three years. Those who run the setting have identified the need to hold parent evenings and to regularly invite parents back into the setting, following the pandemic. Some parents providing online feedback do not feel well informed of staff changes. They express concerns about the impact these changes are having on their children and their routines. They request more opportunities to discuss their child's development, progress, and daily feedback. Those who run the setting have already



discussed plans to use an '*application (App)*' to communicate information effectively with parents in the future, and to send out more regular newsletters.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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28	The responsible individual must ensure that when recruiting new staff members, at least two references are sought to confirm their suitability for the role. This will ensure a complete work history of the applicant is available, and can be checked to ensure there are no gaps.	New
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 6 - Working in partnership with parents	Ensure parents are informed of staff changes at the nursery, as this impacts on their child's care. That they are able to meet new staff, and have opportunities to discuss their child's day with them so as to develop a working relationship with them.
Standard 22 - Environment	Ensure there is adequate space for the storage of equipment and resources indoors. Provide an organised area where confidential information and the necessary records can be stored securely. and where staff may talk to parents confidentially.
Standard 22 - Environment	Ensure floor coverings are clean and well maintained.
Standard 23 - Equipment	Ensure there are resources available to promote children's awareness of different cultures and equal opportunities.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To use posters to signpost parents to the settings child protection policy and procedures at the nursery, and to encourage them to speak in confidence to the safeguarding officers at the nursery or the local authority safeguarding team, should they have concerns about a child who they consider to be at risk of harm, or they have witnessed an incident which they would like to discuss. If they are not happy with the response they receive, then they should contact CIW.

Ratings	What the ratings mean
<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.

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