



Inspection Report

Sunnybank Childrens Nursery Limited

**Sunnybank Nursery
3 Stow Park Avenue
Newport
NP20 4FH**



Date Inspection Completed

30/03/2023

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About Sunnybank Childrens Nursery Limited

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Sunnybank Childrens Nursery Ltd
Registered places	83
Language of the service	English
Previous Care Inspectorate Wales inspection	14 January 2020
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Poor
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children are happy and settled at the service. They develop trusting relationships with staff because they are listened to, and most children feel secure and safe. They enjoy the play and learning opportunities and develop good concentration and perseverance. All children have good opportunities to develop their independence.

Staff are suitably qualified and warm and nurturing towards the children. They know the children well and plan around their individual needs. Staff implement most of the nursery procedures effectively, but some do not understand all care procedures or how to identify and respond to emerging risks.

The nursery is well maintained and leaders ensure it is safe, clean and secure. It is a rich environment for play and learning, both inside and outside of the nursery, with sufficient space and facilities to meet children's needs well. Leaders produce risk assessments but these lack detail and range, and may not give enough support to staff.

There has been instability within the management team and this has impacted upon their oversight of the service. A priority action notice has been issued and two areas for improvement have been identified as they failed to meet their regulatory responsibilities. The management team has now stabilised and leaders are able to identify where the service needs to be strengthened, and have been able to discuss plans for improvement.

Children have good opportunities to make choices and decisions about what affects them. They move around their baserooms with confidence and ease deciding how they wish to play. During a singing session the older babies choose which songs they want to sing. When one child did not want to join in staff acknowledged and respected their decision.

Children are confident communicators as their wants, moods and needs are considered. Children of all ages confidently approach staff for help, reassurance and to invite staff into their play. Nearly all children are very settled and happy. They make friends and older children approach inspectors, instigate conversations and explain who their friends are and what interests them.

Interactions between children and adults are consistently good. Children co-operate well and are actively interested and engaged. They have a sense of belonging, forming relationships and are familiar with routines. Pre-school children show real enthusiasm in making playdough. We observed a group of children co-operating and patiently waiting in a circle as they observed, discussed and completed the task of making red dough, supported by staff.

Children are active and express enthusiasm and enjoyment in their play and learning. They are eager to show or talk about what they have been doing, for example explaining how they store their treasures and important things. At circle time nearly all children loved singing and completing the actions to songs. When asked if they would like to repeat the song but in Welsh the children eagerly attempted the song. One child spontaneously sang 'Baa Baa Blacksheep' on their own to the group and beamed with delight when their efforts were clapped and celebrated by children and staff. Children had obviously loved nature walks and we saw a checklist one child had completed ticking what they found i.e. conker/leaf/pinecone and sticks.

Children have good opportunities throughout their day to develop, learn and become independent through a good range of interesting activities, indoors and outdoors. They initiate their own play and influence tasks and activities because there is a good balance of child and adult-led experiences. Older children are encouraged to self-serve at meal-times, wash their hands and use the toilet independently, hang up their belongings and put their own coats and shoes on. Younger children help to tidy resources away, feed themselves and learn skills that support the development towards increased independence. For example, a toddler wanted their 'blankie' to hold, located it and used it to feel reassured during a singing session.

Care and Development

Poor

Most staff are able to keep children safe and promote healthy lifestyles. Nearly all staff have a very clear understanding of their responsibility to safeguard children and report any concerns to the relevant agency. They successfully implement procedures including safe administration of medication, appropriately respond and record accidents and incidents and promote good food hygiene and healthy eating. They effectively conduct fire safety drills, practice good infection control and monitor sleeping children. Many staff are starting to understand how to identify and manage risks however this is not consistent. They do not always implement nappy changing procedures consistently or risk assess some resources effectively. This is placing children's health and well-being at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address this issue.

Most staff understand the behaviour management policy and consistently implement positive behaviour management strategies, giving lots of praise and encouragement to children. Leaders oversee these procedures and ensure that staff know how to manage behaviours in line with children's age and stage of development. We heard staff telling children to use their '*walking feet*' inside rather than running, which may lead to accidents. Children respond well to these instructions as staff are consistent in their approach. Staff act as good role models, treating children with dignity and respect, displaying good manners and encouraging children to develop appropriate social skills.

Many staff contribute to planning that shows progression, which sufficiently supports children's needs of all ages. Leaders are able to discuss their plans to embed the new curriculum into the nursery's delivery of learning for all children. They have employed an experienced member of staff who will take on this role and mentor staff. Staff set up a broad range of play and learning activities that children really enjoy and engage with which helps promote their development. For example, young children are able to identify colours easily, staff therefore encourage them to learn the colours in Welsh. Staff understand child development and monitor children's progress making monthly observations identifying children's abilities in such things as numeracy, fine motor skills and communication skills. Many staff recognise when children may have additional needs. They take appropriate action and make use of support services.

Environment

Good

Leaders ensure that the environment is safe, secure, and well maintained indoors and outdoors. Staff complete risk assessments but these are not thorough as they do not identify or address some risks seen during the inspection. We discussed these risks with leaders who responded quickly to them during the inspection. Leaders organise regular cleaning routines that reflect good hygiene practices to minimise any risks to children's health and safety. Baserooms are well maintained with good heating and ventilation dependant on the weather. Children are supervised by appropriate ratios of staff.

Leaders ensure the environment meets the children's needs and enables most of them to reach their full potential. They organise the environment to ensure it has good indoor play space for all children to move freely within their baserooms and provides a good range of play opportunities suitable for all the age ranges cared for. Leaders ensure that outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a good range of resources which stimulates their curiosity and interest such as a mud kitchen, balancing apparatus and planting. Inside, pre-school children have easy access to toileting facilities to promote their independence. Babies have a calming well maintained sleep room which is closely monitored by staff to ensure the safety of sleeping children. Natural resources are being introduced into the environment and multicultural resources are available to foster an understanding and acceptance of different cultural identities, including Welsh.

Leaders ensure that nearly all children can access good quality and a broad variety of age appropriate furniture, toys and equipment both indoors and outdoors to promote children's learning and independence. Staff reported to us that resources are purchased or replaced promptly when requested.

Leadership and Management

Adequate

There have been significant challenges and changes within the management team, which has impacted upon the effective oversight of the service. However, this has now stabilised and leaders are very motivated to strengthen areas requiring improvements within the nursery. Leaders ensure they comply with many relevant regulations and the NMS. There is a clear statement of purpose informing parents of the service provided and contractual agreements and parental permissions are in place for children attending the nursery. Leaders review their policies annually; however the policies file is poorly organised which can impact staff understanding and implementation of policies and procedures. Some documentation, such as the operational plan, has not been updated to reflect recent initiatives at the nursery, such as implementation of the new curriculum and becoming a Flying Start provider.

Leaders review the quality of care annually. They seek the suggestions of children, their parents/carers and staff and reflect on how to improve the nursery to benefit children's development and learning. Leaders also discussed with us the improvements made to the garden area. Accident and incident records are collated monthly, but no records demonstrate how this information is used to address any emerging patterns or risks within the nursery.

Leaders follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required and although some references had not been signed and dated, we are reassured by leaders that these have been verified via email. Staff are appropriately qualified and are encouraged in their professional development. Many new staff have joined the nursery since the last inspection and basic inductions have been completed. However, these are not robust and have not ensured that staff have a sound understanding of all nursery procedures. Whilst no immediate action is required, this is an area for improvement and we expect the provider to take action. Since the inspection, leaders have identified ways to improve induction and training for all staff and sent this plan to us. This includes mentoring and a phased, well supported three month induction process. Staff report a great deal of satisfaction in their roles and feel supported by leaders who they feel are present and approachable. Leaders deploy staff effectively to maintain ratios throughout the nursery.

Leaders ensure that communication and engagement systems with parents are appropriate so that information can be shared. They respond positively to information and advice given to improve children's well-being and identified needs and can build good relationships with other professionals. Leaders have submitted most required information to Care Inspectorate Wales (CIW) but had overlooked the need to share some relevant information with CIW and whilst no immediate action is required, this is an area for improvement and we expect the provider to take action.

Recommendations to meet with the National Minimum Standards

- R.1. Accident and incident monitoring records need to be reviewed effectively and demonstrate how this information is used to address any emerging patterns or risks within the nursery.
- R.2. Review risk assessments to ensure that they are easily understood by all staff.
- R.3. Ensure all documentation is regularly reviewed and dated to identify and monitor when this is undertaken.

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
25	Ensure all staff understand nursery procedures and are able to assess risk and identify emerging risks effectively.	New

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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29	Ensure that new staff receive appropriate induction, training and supervision so that they can care for children in a consistently safe manner.	New
31	Ensure that information regarding any significant event is shared with CIW.	New

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)
	No NMS Recommendations were identified at this inspection

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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