



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Rainbows Nursery Plus

Lloyds Lane
Chirk
Wrexham
LL14 5NH



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Description of the service

Rainbows Nursery Plus is registered to care for 24 children between 3, to 4, years of age and operates from the Ysgol y Waun premises in Chirk near Wrexham. The registered persons are John Roberts, Natalie Edwards and Nicola Morgan.

The persons in charge are Rachel Elizabeth Lyn Heyward and Hannah-Kay Twigg. The service operates Monday, to Friday from 11.30 am – 15.00pm during term time only. English is the main language of communication.

Summary of our findings

1. Overall assessment

Children are at the heart of this service, they flourish and experience warm, attentive and stimulating care. Their well being and self confidence is enhanced by gentle, professional and well qualified staff. The indoor environment is rich with activities that motivate children and help them acquire a range of skills. The outdoor environment offers opportunities for children to explore and be highly active. Leaders are managing the service with innovation, they drive and sustain improvement and manage staff effectively.

2. Improvements

Many improvements have been made to the leadership and management of the service as one of the registered persons is on site as they are the head teacher for the school. Leaders have improved partnerships with parents and have also worked on increasing staff, parents and children's awareness and use of the Welsh language. Monthly meetings are held with staff to facilitate reflective practice and drive improvements to the service. All policies and procedures have been revised; some resources such as small world items have been donated by a parent.

3. Requirements and recommendations

We made one recommendation in relation to fire drills.

1. Well-being

Summary

Children are secure, relaxed, happy and motivated and enjoy attending the service. They are beginning to know the routines, have good relationships with the staff and are learning to communicate their needs and feelings. Children have a voice and make choices. They are highly active participating in vibrant and stimulating play based learning activities and they are developing their independence well.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and communicate their needs.

Children were happy and settled. They approached staff and us with ease to tell and show us what they liked doing. One child joyously exclaimed "it's nearly Christmas" and then confidently guided us to the home corner which had been turned into a winter scene and shop.

A group of children communicated their need for reassurance when a child accidentally banged the reflective mirror as they played in the construction area. They were comforted by being told this wasn't dangerous, they then happily resumed their imaginative interactive game contributing their individual ideas to each other. During story time, children were actively engaging in the story, asking and answering questions and making requests for songs which they all joined in with.

Children have a voice and express themselves clearly and confidently as they know they will be listened to.

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

Children feel safe, happy and valued; they know the daily routines and approach staff with complete ease.

We saw contented and confident children who were eager to share their experiences of the activities and of their home lives with their friends and staff. Children were aware of the routines and knew when it was time to tidy up, then get ready to line up to walk down the corridor to use the toilet and wash their hands before snack. They pretended to tip toe quietly like the little bear in their favourite story.

Children were given additional support as and when necessary with their chosen activity or certain tasks. Routines and bonds of affection were clearly established which enabled children to feel secure, happy and comfortable. We saw a child wanting to sit and be

cuddled by a staff member as they watched their friends play. This gave them a sense of security as they were supported by staff.

Children are provided with care enabling them to feel safe, happy and valued.

1.3 How well do children interact?

Children interact well with each other and the staff.

Children responded to and joined in singing familiar Welsh songs enthusiastically. They were fully engaged when playing together, confidently expressing their ideas but were self disciplined and becoming sensitive to the emotions of others when needing to share and take turns. We heard a child reminding another child about the rules by saying " sharing is caring" to another child who tried to take the scissors she was using away from her. All children were polite and used good manners, we heard them saying "please" and thank you" throughout the session. They showed respect for the toys and equipment.

Children learn valuable social skills and interact positively.

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

Children fully enjoy their time at the service. They actively participate in stimulating play based learning.

We saw that a wealth of play and learning opportunities were available in the large play room which covered all of the areas of the Foundation phase. These were relevant and stimulating. Children freely explored their environment choosing the activities of interest to them; they had positive attitudes to new experiences such as the enhanced messy play activities that had been prepared for their Christmas crafts. Some activities focused on numeracy skills using baubles and problem solving skills to develop their thinking. We saw children pouring water into a choice of funnels and guessing which bucket it would fill.

Most children maintained an interest in independent tasks with support given when needed, and as a result children had extended periods of uninterrupted play as well as a good balance of opportunities for other children and adults to play alongside them. As a result children not only learnt but they gained valuable self confidence.

Children had a sense of belonging as they proudly showed us their vibrant displays of their own work around the playroom. They talked to each other with expression about what activities they would be doing in the next few days such as making their parents presents out of pasta shapes, threading, painting and using as much glitter as possible. They were also looking forward to helping the staff to convert the playroom in to a party room for 'party week' , they told us they would be having a disco, a treasure hunt and lots of party games. They would be decorating biscuits to take home and there would be a chocolate fountain to dip strawberries in.

Children are highly active and curious learners and enjoy a wealth of experiences.

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

Children develop well, and learn good independent skills.

Children had a wide range of experiences including freely chosen, unstructured and self directed play that enabled them to gain a range of skills, to be independent, follow their own interests and promote their all round development. They were keen to try new experiences and many showed their confidence in using equipment to organise their own activities when they took dough to the play kitchen to use as pretend food.

We saw children independently putting on aprons to paint or play with water. After their chosen activity, they tidied up by placing items such as jugs, bowls, and utensils, using the innovative shadowing shapes on the nearby shelves.

After being escorted to the shared school toilets, children were accessing the toilets independently and washing and drying their hands with limited support. During snack they helped themselves to fruit and poured their own drinks. The service encouraged children to participate in recycling items such as milk cartons and left over food, in this way, children were gaining first hand understanding of sustainability and the part they can play in this.

Children learn many skills through play and develop well and are becoming independent.

2. Care and Development

Summary

Staff keep children safe and promote a healthy lifestyle by ensuring they follow policies and procedures for the service. They are excellent role models and manage interactions consistently using positive strategies. Staff are exceptionally caring capable and professional, meeting the individual needs of the children. They promote children's learning through play and providing stimulating activities.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe and healthy.

Staff understood and implemented policies and procedures for the service. We spoke to staff members and found they knew the process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training. All staff had current First Aid qualifications and accident and incident forms showed they were dealt with appropriately and had been signed by parents.

We observed staff washing their hands and cleaning tables before snack and they encouraged children to wash their hands before eating and after using the toilet. Parents provided a packed lunch for their children. Staff offered children a healthy afternoon snack with milk or water to drink. The menu confirmed healthy food is consistently provided to children. Staff timetabled daily opportunities for outdoor play in the fresh air which contributed to children's overall health and well being.

Staff understand their roles and responsibilities with regard to safeguarding and promote healthy lifestyles effectively.

2.2 How well do practitioners manage interactions?

Staff manage interactions successfully using positive strategies.

Staff promoted positive behaviour well through praising children when they were kind and helpful and when they co-operated with each other. When needed staff gave children clear instructions which meant children understood what was expected of them such as "we need to be quiet in the corridor, we don't want to disturb the school children" Routines were used so children knew it was the time to tidy up, have circle time, and line up to leave the room as a group.

We heard staff consistently speaking to children in a caring, considerate manner. They praised children often, for example for sharing, being kind to each other and helping to tidy

away toys. Staff showed respect for children's views and managed behaviour according to the policy in place.

Staff manage children's interactions well, helping the children to be co operative and learn social skills.

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

Caring and capable staff promote children's learning and development, providing a variety of interesting experiences inside and outdoors.

Staff chatted happily with the children, creating a relaxed atmosphere and helping the children to engage with activities. We read activity plans which showed staff understood the importance of play for the age range of children, for example, interesting learning experiences were planned across all seven areas of learning with clearly defined learning intentions. We saw adult focussed activities as well as plenty of opportunities for child initiated play. We saw a strong commitment to promoting physical play, children had a range of opportunities to use, for example the outdoor areas of the school including the large hall to play games and ride scooters and trikes.

Staff provided a language rich environment with many opportunities to use and experience the Welsh language. For example, children answered the register in Welsh, sang Welsh songs and were encouraged to say please and thank you in Welsh. It was evident that staff consistently promoted the Welsh language and ensured it was embedded into the children's daily routine.

We saw staff recorded appropriate observations on children's progress and development. We viewed children's records which confirmed observations were relevant and recorded regularly. This enabled staff to track children's progress and developmental milestones, plan for next steps in learning and meet their individual needs.

Staff successfully promote children's all round development and ensure they consistently meet children's individual needs.

3. Environment

Summary

Leaders provide a secure and safe environment and written risk assessments ensure that staff are aware of how to keep children safe. Leaders ensure children are well supervised both indoors and outside by competent staff. The environment is suitable and the quality and variety of resources are very good.

Our findings

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

Leaders ensure the environment is safe and secure.

The premises were secure with access through the school's main entrance which was locked and controlled by staff. Visitors were recorded again in the service's visitor book with children's and staff attendances also recorded separately. This ensured that everybody could be accounted for and demonstrated staff were adhering to sufficient staffing ratios.

Written risk assessments were completed which reduced and eliminated potential hazards. Records and discussion showed that the service participated in the school emergency evacuation drills which were held at suitable intervals throughout the year. However, we recommended that the service conducts their own emergency evacuation drills as a stand alone service more frequently, given the young age of the children, this would ensure that all children including new starters have the opportunity to experience the procedure.

Leaders adhere to the service's health and safety policies and procedures and effectively ensure the environment is safe for children.

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Leaders ensure the environment is welcoming, friendly and suitable for the ages of the children attending.

Leaders had ensured the premises and outside play areas were secure, welcoming, and friendly and provided a rich environment for play and learning. Children could access their personal belongings with ease as leaders had provided personalised coat pegs for them. There was ample play space in one of the schools large classrooms. Areas of play and resources were well set out at child height for children to access with ease. Resources were plentiful, of good quality and reflected the needs and interests of the children. The classroom was well decorated, many educational vibrant displays of the children's own work were displayed as well as paintings and craft items hung on washing lines to dry before being ready to take home.

Leaders ensure children are cared for in a child centred environment which offer rich play opportunities.

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

Leaders provide children with furniture, resources and equipment that is varied, age appropriate, clean and of good quality.

We saw leaders had provided children with access to good quality, age appropriate play and learning resources. Toys were in sufficient quantity to ensure children had plenty of choice. Resources were stimulating and encouraged children to follow their own interests and furniture was appropriately sized. All toys and games were clean, of suitable design and condition and were well maintained.

Leaders ensure resources are developmentally appropriate and of good quality.

4. Leadership and Management

Summary

Leaders are highly committed, have a clear vision for the service and have suitable systems in place for the smooth running of the service. Self evaluation is effective and improvements are made considering all involved. Staff are well managed and supported which results in sustained improvement and good outcomes for children.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision for the service, which is shared with parents.

Leaders have a sense of purpose and high expectations to promote improvement and good outcomes for children. For example, staff told us they enjoyed working at the service, leaders were approachable and listened to their ideas. This created a positive ethos whereby staff and leaders worked together and felt valued. We saw consistent child care practice and staff worked well as a team. There was a clear, statement of purpose. All records were well organised, policies and procedures had been recently reviewed and reflected the service provided.

Leadership is strong and has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation.

Leaders and staff knew their service well and promoted a positive culture of continuous self evaluation and improvement. Leaders had completed the services; annual review and produced their annual quality of care report. Parent's views were gathered by talking to parents on a regular basis and through questionnaires. Staff had discussions with the children to gain their views. Relevant information about the service including areas of good practice and plans for improvement with timescales were included. During the inspection leaders happily took on board the suggestion we made of promoting independence for children by allowing them to pour their own drinks, and during feedback of this inspection for having fire evacuation drills for the service in addition to the school drills.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain high standards and improve practice.

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

Leaders have systems in place for managing staff and resources.

Staff files contained all of the required documentation and evidenced staff had up to date Disclosure and Barring Safety clearances, relevant experience and qualifications. Annual appraisals and supervision of staff had taken place. Leaders told us that there is a supportive committee and ensure there are sufficient funds for purchasing new resources.

Leaders have effective systems in place for managing recruitment, identifying training needs and working with staff to improve performance.

4.3 How effective are partnerships?

Leaders keep parents informed about the service and have developed links and partnerships with them and other agencies.

Leaders and staff were approachable and communicated openly with parents at the end of the session. We read newsletters which staff had sent to parents updating them on information including any up and coming events at the service such as the Christmas play and party week. Firm links had been developed with another local playgroup and adjoining school site which now offers a walk to the service for the wrap around care they offer. There are close links with the school which ensured consistency between school and the service as well as helping the smooth transition for the children.

Leaders ensure that partnerships with parents, the school and others benefit the children and have positive outcomes for them and their families.

Comment [JC(-NW1)]: formatting

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

To complete fire drills specifically for the service at suitable intervals.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Friday 15 December 2017 for approximately three hours.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- we spoke to the children, staff, person in charge and the registered person;
- inspected the areas used and
- discussed our findings with the person in charge, and one of the registered persons.

Further information about what we do can be found on our website www.cssiw.org.uk

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About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	John Roberts Natalie Edwards Nicola Morgan
Person in charge	Rachel Elizabeth Lyn Heyward Hannah-Kay Twigg
Registered maximum number of places	24
Age range of children	3 – 4 year olds
Opening hours	11.30 -15.00 Monday to Friday term time only
Operating Language of the service	English
Date of previous CSSIW inspection	13 February 2015
Dates of this inspection visit(s)	15 December 2017
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No
Additional Information: This is a service that does not provide an 'Active offer' of the Welsh language. this is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.	

No noncompliance records found in Open status.