



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

# Childcare Inspection Report on

**Chuckles Day Care Wales Ltd**

**Pentwyn House  
Pentwyn Lane  
Bettws  
Newport  
NP20 7AE**



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## **Description of the service**

Chuckles day care nursery is registered to provide childcare for a maximum of 53 children. It is a privately owned service, the Responsible Individual (RI) is Lisa Owen. There is a Person in Charge (PiC) who manages the nursery on day to day basis. Operational hours are Monday to Friday 6am to 6pm including school holidays. Bank Holidays operational hours are 8am to 4pm. Closed Christmas Day and Boxing Day.

This is an English language group which uses incidental Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

This inspection was carried out because CSSIW had received a concern regarding inclusion and lack of partnership with parents. We found the nursery to be compliant with all regulations. We found that all children are treated with respect and are included according to the age and stage of development. Sharing of information with parents about their child's development can be improved by making children's individual records easily accessible to parents.

Overall, we found that the care of the children is good. Children are well cared for and are happy and settled at the nursery. There are a range of suitable and age appropriate resources which supports the children's all round development. There is a consistent and stable staff team who are well qualified and are suitably experienced to undertake their roles with confidence. The overall environment is generally good, with a good outdoor play area. The PiC has been in post for a significant period of time and provides consistent management and direction, working closely with her RI/management team. Paperwork is of a sound standard and meets the requirements of The Child Minding and Day Care (Wales) 2010 and National Minimum Standards for Regulated Childcare for Children (2016) (NMS). The management and staff team were fully engaged with the inspection process and were open and transparent throughout.

### **2. Improvements**

Since the last inspection the setting has continued to make improvements. The Statement of Purpose (SOP) and operational plans reflect the nursery's current plans and are regularly revised and updated.

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

There are no issues of non compliance to report. Recommendations to improve practice and enhance the children's experiences are made at the end of this report.

# **1. Well-being**

## **Summary**

Overall, we found that children are happy and settled and have developed secure relationships with the staff that look after them. Babies have their individual routines followed from home. Children are busy and able to play with a wide range of activities which stimulate their curiosity and development.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have a voice and their needs are met. Children are able to move around the nursery and follow their own interests. Base rooms have a choice of activities and equipment which children can access independently. The children benefit from the nursery operating a free play routine, whereby they can choose what they would like to play with. The outdoor play area is vast but organised so that more than one age group can choose to free play outdoors at any one time. We saw a group of toddlers playing outside their base room on the decking area. They were happily playing with a range of activities, such as role play, puzzles, balls and moving around independently. Children relished their time outside and there was plenty of space and activities to cater for all the children and their differing interests. We observed the children comfortably approaching staff for assistance when they required it. We noted that all children participated well and were encouraged to express their views when playing or talking with staff. Home routines and personal preferences are followed, particularly in the babies and young toddlers. Baby's sleep routines mirror those they experience at home and staff respond well to their changing needs. This resulted in the babies being happy and contented. We heard older children in the pre-school group happily chatting to their friends or to staff. Some of the older children in the pre-school group approached us to ask what we were doing at the nursery and then proceeded to show us their outdoor play area. We noted that some toddlers wanted to come back into their base room. They indicated this by knocking on the door from outside and staff reacted quickly asking them "do you want to go inside and play?" The children nodded and staff were ready to engage with them.

Children have a voice and their wishes, views and preferences are listened and responded to in a positive way.

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

Children are settled, happy and relaxed. We saw children arriving at the nursery and they promptly left their parents/carers to play with activities that captured their interest. Older children told us who their friends were and introduced us to areas of the nursery where they liked to play. Throughout the nursery we observed staff interacting and playing with the children. When printing spiders for Halloween, children were praised for their efforts and thoroughly enjoyed talking to staff about how scary they would make their painting. Meal times were calm and provided a lovely opportunity for older children and staff to talk in small groups. We noted staff using incidental Welsh where possible and children seemed comfortable with their knowledge of the Welsh language. Children's perseverance and good behaviour was rewarded by words of

praise and smiles of recognition. We observed that babies had formed attachments with their carers; they responded with smiles and were quickly soothed when upset. They approached the staff freely and enjoyed sitting on their laps, having cuddles and close contact. We spoke with one parent who confirmed that their child was very happy at the nursery and that it was a friendly and caring environment.

Children have developed strong attachments with staff, which is an important element in ensuring children feel happy and safe in their environment.

### **1.3 How well do children interact?**

Children interact well with their peers and are supported in their social development by the staff. We saw that most of the older children were polite and able to take turns. The children responded well when staff used phrases such as, "*Remember we are kind to our friends.*" This positive reinforcement of behaviour encouraged children to be kind to each other and reminded them what was acceptable without using negative language. We heard children using 'please' and 'thank you' throughout the inspection. Children were visibly pleased when staff praised them for sharing. We saw plenty of examples of the older children sharing their toys and developing friendships with their peers. Younger children responded well to the staff caring for them and followed simple instructions and guidance given. Staff sat on the floor, to be at the children's level, reading books and playing with musical instruments. Generally meal times are staggered so that each group have time to eat and use this occasion as a social event. For toddlers and older children, staff sit close by in case children need encouragement or help. We also observed the babies being fed during lunch and they seemed to enjoy their food. However, we noted that staff were feeding two babies at a time. This limits closer one to one bonding time with the babies and can limit interactions at an important developmental stage. We discussed this with management, who agreed to review the routine.

Children enjoy positive interactions with their peers and the people who are looking after them.

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

Overall, children are motivated and engaged in their play and learning. Older children were able to tell us what they liked doing. We saw children playing with a variety of age appropriate toys such as painting, role play, small world toys, as well as enjoying ride on toys. These activities enabled children to extend their creative and imaginative play. There was lots of chatter and conversation as well as laughter and warm interactions. Children engaged with the staff and one another, they chatted and enjoyed their time at the nursery. The children in the baby room really enjoyed playing with the soft toys, musical instruments and balls. Observations throughout the inspection demonstrated that children have a balance of organised and free play activities. Staff followed activity plans and we noted that there was some detailed evaluation of activities.

Observations in the main demonstrated that children of all ages enjoy their play and learning.

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

Children are provided with good variety of experiences which enables them to develop decision making skills and promotes their intellectual development. Children show initiative to finish activities and tasks because they value the sense of completion and sense of satisfaction which follows. Many children are skilled at completing jigsaw puzzles and are happy to help others who need support. We observed older children in their base room helping themselves to the different shades of colour and different sized brushes when painting. They asked for assistance from staff if required and staff made suggestions rather than solutions to challenges. We noted staff asked the children in the group *"How could you make the face of the spider look scary and what could you stick on the picture to make it look more real?"* This showed that children were given appropriate opportunities to be more independent.

Children's confidence is enhanced by the opportunities and experiences available to them.

## **2. Care and Development**

### **Summary**

There are some effective procedures and systems in place which ensure that staff have the knowledge and experience to offer a service which meets the needs of children. The formal assessment of children's progress needs to be further developed and made accessible to parents. Sound processes ensure that the health and safety of children is regarded as a priority.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Overall, staff are aware of their responsibilities in keeping children safe and healthy. The nursery has been awarded a Level 5 by the Food Standards Agency and we saw that regular smoke alarms tests and fire evacuation procedures take place. There are daily risk assessments/check lists for the out door play area and these are completed by the staff in a timely manner. Our observations showed that in the main the staff and the resources available, support children to extend their learning further. However, we noted that a popular obstacle course, which was well used in the pre-school outdoor area was not suitably risk assessed as some wooden bricks had been worn out and were loosened from their joints. This could be a safety issue for the children using the resource. We discussed this with a staff member who was supervising the activity and we were told that a visual risk assessment was carried out before children came out to play but this was an oversight. We also noted that the condition of some resources outside such as books were not well maintained, these were ripped and damp.

All staff have appropriate first aid qualifications and had received food hygiene and safeguarding training. We reviewed the medication policies and procedures and saw that parents/carers sign to give consent for the administration of medication. Accident books were appropriately completed. The nature of the accidents did not give any cause for concern. Food provided at the nursery is freshly cooked and menus indicate that the food is varied and healthy. The nursery cook is aware of any food intolerances and varies meals accordingly. Children were prompted to wash their hands before snack and meal times and after using the toilet. The nursery participates in Design to Smile teeth cleaning programme, all of which supports and promotes healthy habits for life.

Overall, children and their parents can be assured that practitioners and managers are mindful of their responsibilities in providing a safe and nurturing environment.

#### **2.2 How well do practitioners manage interactions?**

Staff manage interactions well. They are consistent in their approach to dealing with unwanted behaviour. We discussed strategies that staff would use within the nursery and found these were consistent with the behaviour management policy. Staff are patient and speak to children clearly about the expectations within the nursery. Routines and rules are embedded into the setting and children are familiar with them

and respond positively. Meal and snack times are calm and sociable occasions, as staff serve the food quite quickly and offer distractions such as singing to the toddlers, as they wait. Throughout the nursery, we heard staff remind children to “be kind” to one another and encouraged them to share and take turns. Staff act as good role models by demonstrating good manners and polite interactions. We observed that they spoke in calm and gentle tones and children responded positively.

The service is a calm and reassuring environment for children to play and learn.

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

Staff are caring and supportive of the children in their care and work closely with parents to understand the specific individual needs of the children. Information about children’s needs and development is routinely shared between the team. A key worker system is established and staff work well with each other. Planning is completed prior to each term and individual and group learning is discussed at regular meetings. Children’s formal assessments are developing well as staff regularly record what they have assessed individual children achieving. However, observations show that children’s next steps in learning are not consistently recorded. As a result children’s progress lack what staff and parents could do to help and support individual children at the setting or at home. We also noted that the records were all stored in one file. This makes it difficult for parents to access information about their children confidentially. We discussed the issues with the staff and management they all agreed to make the improvements a priority.

Children’s individual needs are beginning to be met with additional focus needed on the assessment and recording of children’s development to ensure that the progress of all children are recorded.

### **3. Environment**

#### **Summary**

Children are cared for in an environment well suited for their needs. Each age group have designated base rooms with additional rooms adjacent to the base room for children to extend their play and learning. A good range of play and learning resources are at hand and good space for children to play in comfort. The environment is clean and well maintained. There are suitable procedures in place to ensure that children's safety is maintained.

#### **Our findings**

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

Staff ensure that appropriate safety measures are in place. The main use of the nursery is set out at ground floor level and playrooms are safe and well maintained. Base room were clean and staff take responsibility for the rooms, toys and resources that the children use. All adults take responsibility in checking the rooms and resources during the day. Externally there is secure fencing surrounding the premises. Entrance to the nursery is via a buzzer to prevent children from accessing the exit doors. There is a visitor book so that staff know who is on the premises at any given time. Appliance checks such as gas and electricity are up to date and monthly smoke alarm checks are undertaken. Staff check on children who are sleeping in the next room regularly and these checks are recorded. Risk assessments for indoor, outdoor and outings are updated as and when the needs arise and checked annually.

Children's welfare is promoted due to appropriate safety measures being in place.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Staff ensure that play rooms are suitable for children of all ages. The nursery is welcoming and colourful with wall displays and children's artwork which provides a positive environment for their learning and gives children pride and ownership in their daily environment. There is sufficient space in the play rooms for children to move around freely with resources stored in labelled boxes which are easily accessible. There were appropriate seating/cushions in the room which allow children to feel relaxed and at ease. The carpeted area was clean and when we saw that some children had brought in muddied shoes and marked the carpet, the staff quickly cleaned it up. Children have space to hang their coats and other belongings and this adds to their sense of ownership. The vast garden areas provide well planned play space for both younger and older children with equipment such as role play, construction area, mark making areas and areas for each group to sit and relax without being hurried because each age group have a designated area to use. The out door space is adaptable and can be opened up for the whole nursery to use. Children have sufficient numbers of toilets for their use and younger children are support if required. Children's dignity is respected as each cubical has doors that can be used to provide privacy for children according to their age and stage of development.

Overall, children benefit for an environment that promotes their well-being

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

Overall, children have access to a good range of play equipment and resources. The play rooms are furnished with child sized tables, chairs and soft seating for children to use. Toys and equipment are well maintained. Staff take collective responsibility for the play rooms, checking resources and equipment throughout the day and cleaning tables and floors. There are resources which help promote children's cultural awareness of the Welsh language. The layout is suitable for all the children and we noted that younger children have a designated sleep room which are well monitored when babies are sleeping.

Children attending the nursery have good resources and equipment to maintain their interest and promote their development.

## **4. Leadership and Management**

### **Summary**

The nursery benefits from having a consistent PiC, who has been at the service from some years; she knows the setting very well. Management are mindful of their responsibilities and ensure that the nursery meets the necessary legislative requirements. Staff informed us that that they felt well supported in their roles.

### **Our findings**

#### **4.1 How effective is leadership?**

Overall, leadership is effective. There are clear processes in place and staff know who to approach if they have any issues or difficulties. Managers have a vision for the future and are able to discuss with some confidence their long term plans and goals. There is a clear Statement of Purpose and policies and procedures are reviewed to ensure they are up to date and relevant. Information is shared with parents before they enrol their child at the nursery. All staff have attended core training such as Paediatric First Aid and Basic Food Hygiene to ensure they remain compliant with the regulations. We saw the training matrix record that showed that staff found the 'Prevent Duty' aspects were very informative. "Prevent" is a government strategy to help protect children and families from radicalisation and all child care providers should be familiar with its contents. We viewed the nursery's policies, procedures and the statement of purpose and noted these are available for parents on the nursery's parent board which was suitably designed and accessible. A suitable operational plan was in place which stated the aims and objectives of the service. An adequate range of policies and procedures supported the operation of the service and in the main staff demonstrated a sound understanding of them. We viewed all staff files and these included annual appraisal records and regular staff supervision records showed that the PiC completes these three times a year. We also viewed the nursery's daily records and noted that although daily registers are completed in a timely manner, these are not easily understood for emergency evacuation purposes. We discussed this with management who agreed to review the records to simplify for the purpose of quick and effective evacuation.

Overall, leadership is effective which ensures that the nursery meets with necessary Regulations and National Minimum Standards.

#### **4.2 How effective is self evaluation and planning for improvement?**

The setting has completed the online Quality of Care report adequately; this demonstrates that the nursery is committed to self evaluation and planning for the future; strengths are also identified. The nursery completed SASS Part 1 and 2 (Self Assessment of Service). There are systems in place for staff to evaluate their work and one to one management notes and annual appraisals were well detailed. The PiC told us that the setting plans to further improve ways in which it would gain the views of the children in terms of resources they play with and topics they learn about, but acknowledged more needs to be done in this area. The management team were

open in their approach throughout the inspection process and demonstrated a firm commitment to self improvement.

The leadership team overall undertake effective self evaluation and planning for improvement.

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

All staff have defined roles and responsibilities and they work well together. We noted that staff retention is very good and staff themselves told us they stay working at the nursery because management are supportive and encourage each member of staff to be actively involved and further their careers to a higher level of training. All staff are qualified to level three with many having a level 5 qualifications. There are contingency plans in place to minimise the impact of any staff absences. Some staff work on a part time basis and will cover planned absences if required.

Overall, the nursery is compliant with the necessary child care Regulations and National Minimum Standards.

#### **4.4 How effective are partnerships?**

Partnerships are generally effective. Staff communicate with parents of children in the baby room on a daily basis by means of a daily diaries and these provide essential information for parents, relating to their children's daily routines whilst at the setting. Where possible parents have the opportunity to receive a verbal handover by their child's key worker at the end of each day. The nursery has consolation days for pre-school children three times a year for parents to discuss their child's progress and any concerns they may have. All children are treated inclusively and given opportunities according to their age and stage of development. Children have a series of induction visits which are personalised to their needs. At the end of each year, the nursery provides parents with a Learning Journal containing photographs and examples of children's work, which is a lovely keepsake of the children's time at the nursery.

Overall, the service demonstrates effective partnership working which is essential to build trust with parents and other agencies, to ensure children are suitably supported.

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

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

None

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

In order to further improve the service for the children attending we made the following recommendations:

- Ensure children's individual observations assessments consistently include their next steps in learning and make these records parent friendly and encourage parents to access their own child's records so that they can fully support their child at home;
- ensure that all resources are fully risk assessed before children use them with particular regard to the out door activities. Ensure that resources such as books are attractively presented so that children learn to respect and care for them;
- simplify daily registers for emergency evacuation purposes and
- promote opportunities for closer communication and bonding between staff and babies during mealtimes.

## 6. How we undertook this inspection

We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including notifications and changes since the service was last inspected in November 2014;
- the Self Assessment of Service Statement (SASS) completed by the provision in July 2017;
- the inspection was carried out by one inspector and took place over two visits;
- we observed activities and interactions between the staff and children;
- we sampled documentation and records, which included the statement of purpose, policies and procedures, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of medication administered;
- we viewed all parts of the premises, looked at maintenance records, risk assessments and other documentation relating to safety measures and took account of the security measures in place.

Our findings were fed back to the PiC and management at the end of the inspection and all recommendations discussed in full.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)



## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Lisa Owen
Person in charge	Amy Baugh
Registered maximum number of places	53
Age range of children	0 to 8 years old
Opening hours	Monday to Friday between 6am to 6pm including school holidays. With the exception of Bank Holidays and some additional days closing over Christmas period.
Operating Language of the service	English
Date of previous CSSIW inspection	13 November 2014
Dates of inspection visits	31 October and 1 November 2017
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	

No noncompliance records found in Open status.