



Care and Social Services Inspectorate Wales

**Children and Families (Wales) Measure 2010
Child Minding and Day Care (Inspection and Information for Local
Authorities) (Wales) Regulations 2010
The Child Minding and Day Care (Wales) Regulations 2010**

Inspection Report

Sunflowers Nursery (Usk) Limited

**The Adult Education Centre Site
Maryport Street
Usk
NP15 1AB**

**Type of Inspection – Focused
Date of inspection – Monday, 30 November 2015
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Summary

About the service

Sunflowers Nursery (Usk) Limited is registered with Care and Social Services Inspectorate Wales (CSSIW) to provide day care for up to 26 children under 8 years at any one time. The group operates from its own premises in the town of Usk. The service runs during term time and offers full or half day sessions for children between 2 and 4 years. This is predominately an English language service with some use of Welsh. The Responsible Individual (RI), Karla Brake, has overall responsibility for the service on behalf of the company and manages the group on a day to day basis. The service is a registered provider of Early Years Education for Monmouthshire County Council.

What type of inspection was carried out?

This was a scheduled, focused inspection which looked mainly at the quality of life theme. The visit to the service was unannounced. The findings in this report were based on:

- general observations of child care practices, activities and routines of the session
- discussion with the RI and other staff
- a brief visual check of the premises
- scrutiny of documentation held by CSSIW, including the previous inspection report
- observations of the interactions between the staff and children and staff and parents
- use of the SOFI (Short Observation Framework for Inspection) tool which focuses on the quality of engagement, mood state and staff interaction experienced by the children
- scrutiny of some documentation held by the group, including planning records and children's learning journals.

What does the service do well?

- Staff are keen to further their professional development by attending relevant training courses.
- The group strives to ensure that children's individual needs are met through a combination of observation and assessment systems, staff meetings, a key worker system and working closely with other professionals. Key observations together with examples of work and photographs are recorded in individual Learning Journals which serve as a celebration of children's achievements and development whilst at the service.

What has improved since the last inspection?

- A range of new equipment had been provided including new Information Technology resources such as a voice changer, microscope and remote control cars, an outdoor mark making kit and a new book unit for the book corner.
- Staff had continued to develop their professional knowledge by attending appropriate training courses through Monmouthshire Early Years. In addition, the deputy had completed the level 5 in Child Care, Learning and Development and two of the staff had embarked on this training. The PiC had completed Forest School training.

What needs to be done to improve the service?

There were no areas of non compliance identified at this inspection. No recommendations to develop the service were made.

Quality of Life

Overall, we (CSSIW) found that children were relaxed, happy and engaged in a good range of activities and learning experiences appropriate to their individual needs, both inside and outdoors. The atmosphere was calm and unhurried.

Children have choice and a voice because staff listen to the children and welcome their views. The structure of the session allowed opportunities for freely chosen, unstructured and self-directed play both indoors and outside. Children were able to use the different learning areas freely. Toys and resources were clearly visible and we saw children accessing these easily. The rolling snack system allowed children to choose when they took their snack. A buffet system gave children the opportunity to choose from the variety of healthy foods they had brought in to share that day. The RI showed us records to demonstrate that children's ideas about what they would like to learn were sought at the start of each topic. Their ideas were included in the activity planning. Staff told us that the children had chosen to create a "Santa's Grotto" and we saw how their ideas had been used to create an inviting play space which they all appeared to enjoy. Children were also invited to use smiley and sad faces to help give their views of the activities provided. These views were then used to make improvements. We saw that children could undertake activities in their own time and were not hurried.

Children are active, positively occupied and stimulated because the choice of activities planned and resources available are age appropriate and provide a range of different learning experiences. Areas for different types of play such as messy play, role play, marking making and Information Technology were well set up. Books were easily accessible and there was plenty of space for children to enjoy floor play activities. We saw children inside enjoying construction activities, sand, free painting and mark making with chalk. A number of children were particularly involved in exploring the 'magic snow'. Outside, the children were happy and involved in a range of activities including riding their bikes and trikes, sweeping and using hoops. The children were well supported by staff in their chosen activities. We saw staff joining in with the children's play when appropriate, asking them questions and providing commentary to help develop their play and understanding. We heard the Welsh language being promoted through simple words and phrases, particularly during snack and lunch time. We also observed a small group activity designed to help the children reinforce their knowledge of colours and simple phrases in Welsh. The children were very involved and enjoying the activity. Staff told us that they regularly visited places of interest in the local community with the children in order to enhance their learning experiences such as the post office, park and local shops.

Children's individual needs are met because staff undertake observations and work closely with professionals. There were general activity plans in place that linked with the seven key areas of learning which included skills and key vocabulary. The planning for the provision of activities such as sand, role play and painting showed how these activities were extended to help develop children's play. Staff recorded observations of children's progress through focused activities and incidental observations. The group operated a key worker system which enabled staff to continually assess their key children. Each key worker completed "Learning Journals" for their children. These documented observations of the children, together with samples of their work and photographs and outlined the next steps in their learning. The RI told us that staff met regularly to discuss the children's learning and ensure that each child's next steps were incorporated in to the planning of activities. The RI affirmed that they worked closely with other professionals in order to support children with additional learning needs.

Children are encouraged to gain independence because staff are keen to promote these skills with the children. We heard staff encouraging children to put on their own coats and messy play aprons and were on hand to help if they requested assistance. There were boxes where children could place their own 'work' with minimal staff support. Children were encouraged to help themselves to their snack, pour their own milk or water and clear away afterwards, putting any recyclable materials in the appropriate container. At lunch time children were encouraged to manage their lunch boxes by themselves. Staff sat with the children and were on hand if children needed extra support. These activities together with a self-registration system gave children a sense of responsibility. The location of the bathroom and boxes of tissues meant that children could begin to exercise some independence with their personal needs.

Quality of Staffing

This inspection focused on the quality of life. CSSIW did not consider it necessary to look at the quality of staffing in detail on this occasion as there were no issues evident prior to the inspection.

However, we noted that children experience good interactions with staff and their well being is promoted because staff are committed to providing a warm, caring and supportive environment. We saw staff engaging naturally with the children. Children were relaxed with the staff and happy to approach them for extra support. We heard staff chatting with the children about ideas that were of interest to the children and praise them for their efforts and contributions. The children were all very settled and confident in their surroundings. Staff dealt with any unwanted behaviour in a calm and sensitive manner, providing clear explanations and ensuring the children understood the issues involved. One parent we spoke with during the inspection told us that *“the girls are fantastic”*.

This theme will be looked at in more detail in future inspections.

Quality of Leadership and Management

This inspection focused on the quality of life. CSSIW did not consider it necessary to look at the quality of leadership and management in detail on this occasion as there were no issues evident prior to the inspection.

Quality of The Environment

This inspection focused on the quality of life. CSSIW did not consider it necessary to look at the quality of the environment detail on this occasion as there were no issues evident prior to the inspection.

How we inspect and report on services

We conduct two types of inspection; baseline and focused. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focused inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focused inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focused inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.

