



Inspection Report

Jumping Beans Day Nursery

**Jumping Beans
Hawkstone Road
Pembroke Dock
SA72 6HN**



Date Inspection Completed

20/04/2021

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About Jumping Beans Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Maureen Robertson
Registered places	38
Language of the service	English
Previous Care Inspectorate Wales inspection	15 March 2018
Is this a Flying Start service?	This service provides Flying Start places.
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. However, children experience the Welsh language at circle time and there is some bilingual labelling.

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children are happy and engaged at this setting. They are confident they can make choices and the nursery staff listen to them. The nursery staff provide consistent, affectionate care and they meet the children's needs effectively.

The people who run the setting provide a suitable environment for children. They have made considerable improvements to the outdoor area and they provide a range of stimulating learning experiences.

The people who run the setting implement effective systems of leadership and management. They place an increased focus on continually reviewing the setting and striving for improvement.

Well-being

Children confidently express their choices and requests, as they know that the staff will listen to them. This was evident throughout the nursery. For example, a child expressed clearly when they did not want help with eating their food and toddlers had the opportunity to choose whether or not they wanted to go into their pushchairs for a rest or a sleep.

Children are relaxed, settled and happy at the nursery. Nearly all children are busy, engaged and content. A few children who became unsettled for a short time during our visit, had extra reassurance with cuddles or distraction from staff as appropriate. For example, a child who showed concern that his parent had not arrived to collect him as yet was distracted with play and did not notice when the parent arrived.

Children enjoy their play very much. Most children engage well with stimulating activities for an appropriate length of time. For example, all children participated in some way with a movement to music session, some with great enthusiasm. A child proudly told us "*I'm painting a hand print stone*" as she voluntarily showed us her creation.

Children interact well with each other and develop their understanding of socially acceptable behaviour in line with their stage of development. For example, older children said "*please*" and "*thank you*" at lunch time, often without prompting, and they sat for an appropriate amount of time as a group for circle time. A child voiced his concerns to a member of staff when another child pushed him and a child under two years old shared toy coins with her friend when she looked sad.

Following our visit, the person in charge began to increase opportunities for the children to develop their independence. She told us that children were now encouraged more to get prepared independently to go out to play by going to a different room to find their coats and to put them on. She acknowledged that the impact of the pandemic had reduced opportunities for children to be independent but she and the nursery staff would be placing more focus on these skills moving forward.

Care and Development

The nursery staff successfully implement the nursery's policies and procedures to keep children safe. They have a good understanding of the child protection policy and the appropriate procedures to keep children safe. They have a good understanding of the nursery's policies in relation to medication and the Covid 19 pandemic. On the whole, they follow appropriate hygiene procedures, such as regular handwashing and cleaning of surfaces and they follow appropriate procedures when changing nappies. There was an isolated incident where a member of staff used the same cloth to wipe the faces of two children, rinsing the cloth in between. This was not normal practice and the person in charge confirmed that all staff were clear on the nursery policy to use disposable towels, following our visit.

The nursery staff support children effectively to manage their behaviour. They are good role models and interact with the children positively and affectionately. When a child arrived during the day, staff greeted him enthusiastically. Many nursery staff sat with the children while they ate their lunch, modelling suitable social skills and creating a relaxed atmosphere for the children. Staff consistently use positive strategies to manage children's behaviour including providing regular praise, saying for example, "*Well done*" and "*Good boy*" or "*Good girl*". Staff have a clear understanding of the setting's behaviour management policy.

The nursery staff have a good understanding of child development and they monitor children's development appropriately. The nursery staff work with other agencies, where relevant, to meet the children's needs. They plan suitable activities to develop children's individual skills and support children appropriately in these activities. For example, a member of staff named the colours of coins a child posted into a toy and another member of staff led circle time with older children, encouraging them to use appropriate Welsh and English vocabulary for the weather and greetings. The people who run the setting identified the use of Welsh at the setting as an area for improvement.

Staff have a good understanding of the children's individual needs, routines and preferences and they provide responsive care. They observe children closely and they communicate well with each other to meet their needs. For example, a member of staff noticed that a child may be thirsty and asked another member of staff to get her a drink. Staff told us that there is an improved system in place for collecting more detailed information from parents about children's routines and preferences.

Environment

The people who run the setting provide a suitable indoor environment and they have made considerable improvements to the outdoor area, which now offers a wider range of exciting play opportunities for children. For example, they now provide demarcated areas which include a construction area, a planting area and an investigation area. They have also designated an area specifically for babies, and plans are in place to make it suitable for crawling babies in the future. People who run the setting provide a large outdoor area for children to practise their physical skills and had recently acquired a new, large 'pirate ship' for children to explore under supervision. They also provide a new covered area which enables children to play 'outdoors' in all weather. This area has a new hand wash basin and provides good opportunities for children to engage in sensory and messy play. They keep the environment under regular review and make changes to it to maintain children's interest. For example, the indoor role play area had been transformed into a doctor's surgery and a Chinese restaurant recently to fit in with the nursery's themes.

The people who run the setting take action to address safety issues. During our visit we identified a potential risk that the children may be able to open a gate in the outdoor area. This was addressed immediately by installing an additional lock which was out of children's reach. The people who run the setting have also been working with the local fire authority to make improvements to fire risk assessments and procedures. They conduct regular fire drills at the setting. There are a number of suitable risk assessments in place and the risk assessment in relation to the pandemic was very thorough and clear. However, we found that the risk assessment for school runs did not identify all relevant risks. The people who run the setting had made provision for some risks, which they had not identified in risk assessments. Examples include ensuring that they kept a first-aid kit in cars used to transport children and considering children's individual needs before making transport arrangements. There are suitable arrangements in place for cleaning the environment, which include enhanced procedures due to the pandemic, such as the use of a 'defogging' machine.

The people who run the setting provide appropriate facilities and equipment to meet the children's needs. There is a suitable area for children to sleep undisturbed, appropriate numbers of toilets and hand wash basins and there is furniture that is suited to the age of the children using it. They also have a kitchen on-site that enables a designated member of staff to prepare freshly-cooked food for the children.

Leadership and Management

The people who run the setting have made improvements to the leadership and management of the setting. They have addressed all areas of non-compliance identified at the last inspection of the setting. They have improved their record keeping and now they have accurate attendance records. They ensure all documentation and information in relation to suitability checks on staff is available and they notify CIW of changes at the setting as required.

There is an improved focus on continual review of the care provided. The people who run the setting reflect on the practice at the setting and they value the contributions of nursery staff in this process. Staff have regular opportunities to offer their opinions at staff meetings, in one-to-one appraisal and supervision, or at any time they feel it necessary. Staff told us that the people who run the setting listen to their ideas. The people who run the setting complete the annual quality of care review and report. They have made a number of improvements since the previous inspection, including the development of the outside area and changes to the practice at 'quiet time' after lunch. We observed and discussed that the people who run the setting and staff take more account of the children's choices and offer more opportunity for outdoor play at this time.

The people who run the setting provide appropriate information to parents in the setting's statement of purpose and policies. Following our visit, they updated and improved the confidentiality and safeguarding policies and these now contain relevant and up-to-date information. The people who run the setting have introduced an app which they use to communicate with parents and to track children's progress. Parents told us that this was a useful means of communication and they also felt they are able to discuss any matters with the nursery staff and people who run the setting in person or by phone.

The people who run the setting have effective systems in place for the management of staff. They provide effective induction, appraisal and supervision and they have a safe process for recruiting new staff. They ensure that there are always the appropriate number of staff caring for the children. Records showed that, at times, they did not meet the minimum proportion of 80% qualified staff caring for children. The people who run the service took action on this immediately and put in place suitable arrangements to avoid this situation arising in the future. There are appropriate arrangements in place for staff to receive regular training.

Recommendations to meet with the National Minimum Standards

R1 Expand the risk assessment for school runs.

Areas for improvement and action at, or since, the previous inspection. Achieved

Not all documentation was in place in relation to suitability checks;	Regulation 28 (2) (b) [ii]
There were not fully clear records of when the staff were looking after the children	Regulation 30 (1) (a)
The registered person had not informed CIW of the employment of a new member of staff.	Regulation 31 (1)

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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