



Inspection Report

Highway Playdays Nursery

**Highway Methodist Community Rooms
The Highway
Ewloe
Deeside
CH5 3DN**



Date Inspection Completed

05/12/2022

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About Highway Playdays Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Highway Playdays Nursery
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] Post Registration
Is this a Flying Start service?	Manual Insert] No
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>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy and settled. They form positive friendships and have a good relationship with staff. Children show enjoyment as they play and learn together. They develop a range of skills through daily routines and activities available.

Staff keep children safe and promote a healthy lifestyle. They interact in a way that promotes children's speech, language, and development. Staff know the children well and provide a suitable range of play and learning experiences that support children's learning and development.

People who run the setting ensure the environment is safe and secure. They provide a welcoming and child friendly space, where children can play and learn. The environment is spacious and equipped with a good range of inspiring and age-appropriate areas of learning and resources.

People who run the setting ensure they provide a setting that is organised and run effectively. They use self-evaluation effectively to make improvements that benefit the children. Staff are managed well and have the training and experience to ensure they are suitable to care for children. Positive links with parents and the local community are developed.

Well-being

Good

Children are confident communicators as they are listened and responded to appropriately by staff. They share their thoughts, ideas and needs with staff effectively. For example, when asking for a different colour paint. Children are asked what they would like from the snack available and are confident to ask for more. Children speak freely about what interests them and this is considered when staff plan activities and provide resources.

Children are settled, are confident in their surroundings and feel safe. They happily approached us, inviting us into their play and talking to us about what they were doing. Children show enjoyment as they play alongside their friends and staff. For example, laughing and smiling as they kicked the ball to each other when playing outside. Children happily follow the routines as they are familiar to them. For example, when going to the toilets to wash their hands before snack and lunch and getting their coats before going outside to play.

Children's interactions are positive. They enjoy playing alongside each other and most happily share resources and invite others into their play. For example, enjoying taking turns to push cars down the garage ramp. Children learn to share and take turns, with only a little support from staff. For example, a group of children enjoyed playing a shopping game together. Children patiently waited their turn and were happy when another child got an item off their shopping list.

Children enjoy the activities and resources available to them. They show excitement when they could go outside and happily explore the area, choosing what they wanted to do. Children can focus for appropriate lengths of time for their ages and stages of development. For example, when focusing on a game and playing until it had finished. Children are able to follow their interests and extend their play and learning. For example, choosing to use their hands to paint.

Children develop independence through the routines, activities, and environment. They can access their belongings freely such as being able to go and get their own lunch boxes at dinner time. Children happily find the items they want to play with as they are stored at an appropriate height. For example, a child got some equipment out they wanted to play with in the water tray.

Care and Development

Good

Staff keep children safe. They understand the safeguarding policy and the procedure to follow should they have concerns about a child. Registers of children's attendance are completed, and it is clear which staff are caring for the children during the day. Staff ensure accidents and incidents are recorded appropriately and shared with parents.

Staff follow effective procedures to help keep children healthy. Effective cleaning and hygiene routines are completed. For example, tables wiped before snack and dinner and staff encourage children to wash their hands at appropriate times. Staff wear aprons and gloves when preparing and serving food and appropriate utensils are used to serve snack to prevent cross contamination.

Staff know the children well allowing them to provide appropriate care and support. They effectively manage behaviour. For example, intervening quickly and calmly when two children want the same toy. Staff use praise to celebrate children's achievements and give them a sense of pride in what they have done. For example, using language such as "Well done" when a child balances on the outdoor equipment. Staff model appropriate behaviour and interactions well. They get involved in children's play experiences at appropriate times. For example, when in the home corner, staff model how to ask nicely for items they want and how to share.

Staff plan an appropriate range of free play and adult led activities for the children. They use observations and their knowledge of the children well to organise opportunities that allow the children to follow their interests during their play and learning. Appropriate records are kept of children's development and this information is used to allow staff to identify and arrange activities that support the next steps in children's learning. Staff arrange plenty of areas of learning that are freely accessible to the children. For example, children enjoyed playing in the home corner and pretending to cook food for each other. Staff encourage children to develop their independence. They support them to feed themselves and complete routines such as collecting and putting on their coats before going outside. However, staff do not always provide children with the chance to serve themselves or pour their own drinks during snack time to help develop their independence.

Environment

Good

The environment is well maintained and provides a safe and secure place for children. Access to the setting is secure with all visitors' details recorded. People who run the setting conduct regular checks and assessments of the environment to ensure it is safe and there are no hazards. The outdoor areas used are secure, with gates kept locked when children are outside, so they cannot leave unsupervised.

People who run the setting have created a welcoming environment that is child friendly. The environment is spacious, with the large main room providing a suitable space for children to play and learn. The environment is bright with lots of natural light. People who run the setting ensure the space is used effectively. Areas of learning are created so children can move around and freely access where they want to play. For example, a large cupboard space has been opened to create a home corner. The environment is decorated well using calming colours and there was some children's work attractively displayed giving them a sense of pride and belonging. Direct access to the outdoors allows staff to plan regular opportunities for children to be outside and this space is utilised well. Areas have been created outside to give children a range of opportunities and experiences. For example, a more natural area for planting and learning about the world around them, an area for water play, and space to ride bikes and scooters.

People who run the setting ensure children have access to suitable resources that are appropriate for their age and stage of development. Resources are easily accessible for children and the range available are interesting and inspiring, with good availability of natural materials. For example, wooden equipment indoors and outside. Children have access to loose parts such as guttering to use during their water play. People who run the setting provide storage, facilities and furniture that is a child friendly size, enabling children to be independent and comfortable. The resources are suitable for all the age ranges and stages of development. Facilities such as storage for children's belongings and toilets are easily accessible for the children, giving them opportunities to be independent.

Leadership and Management

Good

People who run the setting are committed to providing appropriate care and support for the children. They have a good understanding of the service and care they offer. They ensure policies and procedures are reviewed regularly and implemented effectively. The statement of purpose includes all the information needed for parents to make an informed decision and decide if it is the right care for them and their child. All paperwork is completed satisfactorily including children's records and it is organised well, so it is easy to find the information needed.

People who run the setting understand the importance of evaluating the care they provide and using this information to make improvements. They regularly review the care and resources they provide. Views of parents and children are gathered effectively and used to plan positive changes. For example, purchasing new resources such as a mud kitchen and slide for the outdoor area, which children enjoy using for their play and learning.

People who run the setting manage staff well. They have a robust recruitment programme in place that ensures staff are suitable to care for children. Staff files are complete, and evidence all required information is gathered. Staff attend training that supports them in providing effective care including safeguarding and first aid. People who run the setting ensure they and staff have opportunities to share information through regular meetings and appraisals. Staff we spoke with said they enjoyed working at the setting and felt supported and able to approach people who run the setting, if needed.

People who run the setting have a good relationship with parents. They speak with them if needed at the beginning and end of sessions, so information can be shared. Parents who have provided a response have said they feel staff are caring and their child enjoys attending. People who run the setting have good links with the school, which benefits the children and the care they receive. Staff arrange for children to visit local places of interest and go on walks in the local area, such as to the local pond, helping them to feel part of the community.

Recommendations to meet with the National Minimum Standards

R1: Provide regular opportunities for children to be more independent during snack time.

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
N/A	No non-compliance of this type was identified at this inspection	N/A

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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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