



## Inspection Report

**Springfield Day Nurseries Ltd @ West End**

**2 Egerton Road  
Colwyn Bay  
LL29 8RR**



**Date Inspection Completed**

28/09/2022

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## About Springfield Day Nurseries Ltd @ West End

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Springfield Day Nurseries Ltd
Registered places	54
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 10 October 2019
Is this a Flying Start service?	<a href="#">Manual Insert]</a> Yes
Does this service provide the Welsh Language active offer?	No. 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.

<a href="#"><u>Well-being</u></a>	<b>Adequate</b>
<a href="#"><u>Care and Development</u></a>	<b>Poor</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Poor</b>

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

## **Summary**

Children settle well and are happy. They interact positively with other children and staff and are confident to explore, play and learn in their environment. Appropriate opportunities are available for children to develop a range of skills.

Staff promote a healthy lifestyle and support children to grow and develop. They understand and follow some of the policies and procedures, however, these are not always implemented effectively. Staff plan suitable activities and understand the children's needs to support their development. Most interact with children appropriately and some opportunities are available for children to be independent.

The environment is child friendly and welcoming. It provides suitable and inspiring spaces for children to play and learn. Risk assessments are completed; however, these are not always implemented in an effective way. This results in regulations not being met. Therefore, we have issued a priority action notice and expect the responsible individual to take immediate steps to address this and make improvements.

People who run the setting have policies and procedures in place, however these are not always fully understood or implemented effectively. This results in regulations not being met. Therefore, we have issued a priority action notice and expect the responsible individual to take immediate steps to address this and make improvements.

People who run the setting have a team of staff who work well together. However, they do not ensure there is a suitable number of qualified staff caring for children or a suitably qualified person in charge. This results in regulations not being met. Therefore, we have issued a priority action notice and expect the responsible individual to take immediate steps to address this and make improvements.

## Well-being

## Adequate

Children have some opportunities to make choices and decisions about how they spend their time. They freely move around their allocated rooms, accessing areas of learning and resources. For example, a baby crawled across the room to get to the baby walker and happily pressed the buttons and pushed it round the room. Older children happily talked to a member of staff about their family and the staff member listened with interest.

Children settle well and are confident in their surroundings. They approached us to tell us what they were doing or to invite us to play. Children show confidence as they play and learn, with lots of smiles seen and laughter heard. Children are content in the care of the staff and happily approach them for comfort and support when needed. Routines are embedded so children are aware of what they are being asked to do and why. For example, children happily lined up when asked to come inside to wash their hands before snack.

Children cooperate appropriately and learn to share. For example, they happily play alongside each other outside and those playing on the ride on toys are aware of other children playing in the same area. Children happily chat and communicate with staff, other children, and us. They interact positively talking about what they want to do. For example, talking to a member of staff about what they had been doing and wanted to do when the dance teacher visited again. Children are learning to respect others and the environment. They use the resources appropriately and return them when asked to do so by staff.

Children explore the environment and enjoy their play as they have access to some resources that allow them to follow their interests. They are keen to share their experiences. For example, when a parent came to collect their child, they excitedly showed them what they had been doing. Children focus on the activity they have chosen and enjoy playing alongside other children and staff. For example, children showed enjoyment as they played a game of "what's the time Mr Wolf", with a group of children and member of staff.

Children have some opportunities to be independent and are becoming confident to try things themselves before asking staff for support. For example, when putting on and taking off their coats and putting their aprons on before eating their lunch. Children develop their independence as they feed themselves and access resources they want to play with, knowing where items are stored.

## Care and Development

Poor

Staff are aware of and implement some of the policies and procedures relating to keeping children safe. For example, they practice the procedure for evacuating the setting regularly during fire drills. However, some policies and procedures are not understood by staff, which results in them not being embedded in practice. For example, not following the settings' policy when dealing with injuries or when administering medication. Staff have some knowledge of safeguarding; however, some staff when questioned, did not know the correct procedure to follow should they have concerns about a child.

Staff have positive practices in place to promote a healthy lifestyle. Cleaning routines such as handwashing and wiping tables are embedded in practice to help prevent cross contamination. Healthy food is offered for snacks and lunches. For example, a range of fruits and pancakes for afternoon snack. Staff ensure children can be active through giving them access to the outdoors at regular times throughout the day.

Staff engage in children's play, becoming actively involved when it is appropriate to do so. For example, a member of staff got into the large sandpit with the children, and they were pretending to dig a large hole to see if they could reach Australia. Staff speak to the children in a friendly and age-appropriate manner. They manage behaviour appropriately, using distraction and discussion to diffuse any unwanted situations. For example, when two children wanted the same toy a member of staff spoke to both children and got them interested in another activity they could do together. Staff make some experiences sociable, with conversations and discussions taking place. However, during some busier times, such as lunch, staff are not always available to interact with the children as they are completing tasks such as preparing food and washing up.

Staff provide children with age-appropriate resources and activities. They plan suitable opportunities for the children to develop their knowledge and skills. For example, using masks for a topic on "people who help us" and discussing what the children would like to be when they grow up. Planning showed next steps are considered to help children develop their skills and knowledge. Staff mostly follow routines that children understand and are appropriate. However, sometimes lunchtimes are not set at a suitable pace for the children to remain focused and engaged and children are left sitting and waiting for their food for an unacceptable length of time. Staff encourage and support children to develop some independence, allowing them to access resources and complete routines themselves. However, some opportunities for children to be independent are missed. For example, during snack time the older children were not given an opportunity to choose what they wanted, serve themselves or pour their own drinks.

**Environment****Adequate**

People who run the setting have routines in place to keep the environment secure. External doors and some internal doors are locked and have keypad controls, so entrance is monitored appropriately to avoid unauthorised access. Visitors are recorded so information can be referred to when needed. People who run the setting conduct regular risk assessments and daily checks on the environment so hazards and daily changes to the environment are identified. However, the hazards identified, and strategies put in place to manage these are not always adhered to or managed appropriately, resulting in children being put at potential risk of harm. Therefore, we have issued a priority action notice and expect the responsible individual to take immediate steps to address this and make improvements. During the inspection people who run the setting have reviewed how risk assessments are completed and staff have received training to help ensure they are implemented effectively.

The environment is warm, welcoming and child friendly. All indoor areas are well maintained and suitably decorated in a way that creates a calm, relaxed atmosphere. Children's work is displayed giving them a sense of belonging. Rooms have areas for floor, tabletop, and craft activities, giving children space to play and learn. The outdoor play space has recently been redeveloped. This provides an exciting and inviting area, where children enjoy being active, getting fresh air and exploring the world around them. Staff ensure the outdoors is utilised well, with children having opportunities to access outside throughout the day.

The environment is equipped with resources appropriate for the ages and stages of development of the children. Areas of learning, such as home corner, construction and small world are available for children to access to support their development and inspire them to learn through their play. Resources are stored appropriately, kept well maintained and stored appropriately so they are easily accessible. Natural materials are freely available for children to explore their senses including a large sand area that children enjoy playing in.

## Leadership and Management

Poor

People who run the setting have a statement of purpose that gives parents the information they need to make an informed decision about the care their child receives. People who run the setting understand the requirement to notify CIW of significant events. However, these are not always a true reflection of the reasons for the notification. Policies and procedures are in place. However, these are not always fully understood by staff, resulting in them not being implemented effectively to ensure children are safe and provided with suitable care and supervision. Therefore, we have issued a priority action notice and expect the responsible individual to take immediate steps to address this and make improvements. During the inspection people who run the setting have reviewed the process of completing notifications to ensure they are a true reflection of the significant event being reported.

People who run the setting complete regular self evaluations and identify areas for development. For example, the newly refurbished outdoor area has been upgraded and thoughtfully designed to create a stimulating play and learning space for the children. A quality of care review is completed annually and shows people who run the setting have considered changes made during the year and the impact these have had and they identify further areas of development to support the care they provide.

People who run the setting have a team of staff who work well together. They ensure staff receive regular supervision and appraisals so information can be shared. However, the number of qualified staff currently employed at the setting falls way below the expectations of the National Minimum Standards for Regulated Childcare (NMS). This results in staff being unsure of their responsibilities in the appropriate supervision of children, correct procedures not being followed and experienced and qualified staff not being available to care for children. Therefore, we have issued a priority action notice and expect the responsible individual to take immediate steps to address this and make improvements. During the inspection people who run the setting provided evidence on how they are working hard to recruit qualified staff and provided information on how they propose to give consideration to deploying the more experienced and qualified staff members more effectively. People who run the setting have not appointed a suitably qualified person in charge. This must be addressed, and we have therefore issued a priority action notice. Since the inspection people who run the setting have deployed a member of staff to act as the person in charge at this setting who has the required qualifications and experience.

People who run the setting and staff share information and keep parents updated on their child's development and experiences through a newly introduced APP. People who run the setting use outside agencies to support them in providing extra activities that benefit the children. For example, sports and dance coaches attend the setting to work with the children.



## **Recommendations to meet with the National Minimum Standards**

R1: Ensure daily routines do not impact negatively on the staff's interactions with children.

R2: Ensure routines such as lunchtimes are planned in a timely manner to take into account the ages and stages of development of the children.

R3: Ensure opportunities for children to further develop their independence at snack time are not missed.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
20	The Responsible Individuals have not made proper age appropriate provision for the care and supervision of children.	New
27	The Responsible Individuals have not ensured they have regard to the statement of purpose and the number and needs of the relevant children in relation to safeguard, promoting their health and welfare, and having a sufficient number of suitably qualified, skilled and experienced persons looking after the relevant children. Ensure there are enough suitably qualified staff to care for the number of children.	New
8	The responsible individual may be placing children at risk of harm as the appointed person who is in charge of the setting does not have the relevant qualification or experience necessary to manage the service.	New

25	The Responsible Individuals had not ensured the risk assessments undertaken were effectively implemented.	New
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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
N/A	No non-compliance of this type was identified at this inspection	N/A

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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