



Inspection Report

Park Lane Day Nursery

**Old Stables
Park Lane
Welshpool
SY21 7JP**



Date Inspection Completed

13/09/2021

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About Park Lane Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Julia Jones
Registered places	52
Language of the service	English.
Previous Care Inspectorate Wales inspection	Manual Insert 05 March 2019 jointly inspected with Estyn.
Is this a Flying Start service?	Manual Insert No.
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 the service.

Summary

This was a focused inspection.

Children communicate appropriately and make positive decisions about what they want to play with. They cope well with separation from their parents / carers and are familiarising themselves with the daily routine suitably. Children are learning to share, take turns and be kind to their friends. They are developing their independence and learning through play appropriately. Staff understand their role to keep children safe and healthy and interactions are positive. They plan activities and encourage children to follow their own interests. The environment is generally suitable for the needs of most children and there is a variety of outdoor resources to choose from. Staff promote outdoor activities to develop children's physical skills and self-confidence well. People running the setting manage the nursery suitably, however there are areas not meeting requirements and need improvement. The setting does not provide the Welsh language 'Active Offer' and operates through the medium of English with basic Welsh being spoken.

Well-being

Children speak and express themselves well and are able to communicate their needs in a variety of ways. For instance, younger children hold their arms up when they want to be comforted and their older friends are confident in telling us how they enjoy 'going on everything' especially the slide. Children make appropriate choices and decisions because they are aware of the options available to them. During outdoor play children enjoy exploring the resources on offer and like being able to move from one activity to the other with ease. For instance, they showed us how they filled different containers in the mud kitchen with leaves, water and mud to make 'soup' and 'tea'.

Children are familiarising themselves with the daily routine suitably, which gives them a sense of security. On entering the setting children are welcomed in a friendly way by their friends and those caring for them. As a result of this, children settle into their play quickly, for example, we saw a child arriving later than their friends and was soon seen playing confidently outdoors with the toy cars.

Most children are polite and use good manners with little prompting. They interact positively with their friends and those caring for them. For instance, children showed kindness as they helped their friend to fill the toy cement mixer with gravel, and another child held their friend's football so they could get on the rope swing. During meal times most children sat happily at the table and enjoyed the social occasion.

Children are engaged in their play and learning. They enjoy an appropriate range of opportunities both indoors and outdoors. For instance, children were busy mixing and whisking purple shaving foam and showed us how they scooped the foam into different stainless steel containers. They were experimenting with volume and enjoyed whisking the foam to see how much it would increase.

Children are developing their independence appropriately. They are taking positive risks and practice developing their physical skills well. For example, they are able to develop their balancing skills when walking up and down planks of wood, climbing, running around, and lifting themselves up to sit on the hay bales. Two children led their own play confidently and extended their imagination by playing in a car made out of re-cycled materials. They pretended to drive the car, excitedly steering the wheel. They spoke about where they were going and who is the best driver.

When washing their hands children use a step to be able to reach the hand washbasin with ease. We saw a child concentrating appropriately, as they looked through a book and began pointing and naming the nature bugs with confidence. Children are learning to do things for themselves with positive encouragement from staff.

Care and Development

Staff understand most of their role and responsibilities to keep children safe and healthy. They have an appropriate understanding of safeguarding procedures and implement most of the policies suitably. However, nappy changing procedures are not in line with current infection control guidance nor the policy for the setting. Staff record children's attendance suitably but not all staff are consistent in recording their own attendance in order to keep an accurate record of who is caring for children and when. First aid and safeguarding training is current and suitable for the ages of children cared for. Staff conduct fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency but basic information is recorded regarding the outcome which is not helpful when considering what needs to be improved in future.

Staff encourage children to wash their hands and this helps to develop their personal hygiene practice appropriately. They complete accident and incident records but these are not always consistently signed by parents to evidence they are kept informed. Staff gently encourage younger children to eat their meal at lunch time. Many did not like the pasta and were given mashed potato as an alternative. Older children enjoyed this alternative and went for second helpings. Some parents commented there is a lack of communication in relation to their child's care and development. Some said they would like meal options to be shared with them as their children are coming home not satisfied. The registered person confirms a copy of the nursery menu is published on the nurseries social media page as a 'pinned post at the top of the page'.

Staff interactions are warm, creating a relaxed atmosphere, lots of positive language is being used, and they recognise supporting and taking delight in children's skills and achievements. For example, a younger child was praised for 'nice sharing' when they handed over the basket of construction bricks they were playing with to another child.

Staff plan for activities appropriately and encourage children to develop their play and learning suitably. Photographs of children showed them taking part in a variety of festivals, such as celebrating Chinese New Year and making Valentine day cards. They are encouraged to use their senses, for instance, making an autumn tree by stamping paint with cork and feeling different textures by putting their hands into a jelly tray. Staff encourage children to learn about their local area and have visited the local park for walks, joined in activities with older people in the community and attended local playgroups to help improve their social and communications skills.

Environment

The environment is generally safe, secure and reasonably well maintained indoors and outdoors. People running the setting organise suitable cleaning routines that reflect satisfactory hygiene practices. Their adequate infection control practices generally minimise risks to children's health and safety. However, some areas for storage is not well organised and could increase the risk of cross contamination. For instance, nappy changing equipment is stored with children's personal belongings in the baby room and some toys and equipment are stored in the toilet. We discussed these issues with the registered person who said she would address these matters.

People running the setting make sure there is an appropriate system to manage access to the premises and there is a record of visitors. COVID-19 related policies and risk assessments have been recently reviewed for activities, outings and some areas of the premises to make sure suitable measures are in place to eliminate potential risks to children. Parents commented to us they felt that the people running the setting have created a '*safe environment*' since the pandemic and 'allowed' their children a '*degree of normality to play, learn and be happy*'.

People running the setting ensure staff supervise children appropriately and they understand the difference between acceptable and unacceptable risk for the age group of children they are caring for.

The layout of the play room promotes children's independence making it possible for them to freely explore and make their own choices about what they want to play with. Some of the toys, resources and soft furnishings in the younger children's play rooms are worn and weathered and require replacing. People running the setting make sure children have access to appropriate sized furniture.

People running the setting display children's art work attractively. For example, there is a lovely display of children's creations representing the theme of the seaside. Indoor storage facilities are accessible to children but some resources are not well organised. For example, there are no chalk and pens accessible to children, to enable them to use the black board and white board.

People running the setting have invested time, consideration and funds in organising the play rooms and outdoor areas for the pre-school children and as a result these areas encourage children to be active and curious learners. For example, vintage furniture and natural resources decorate one room and gives children the opportunity to develop their imagination well. The outdoor area provides children with a variety of good opportunities to learn about the natural world, for instance, they have been growing vegetables and building a bug hotel. Younger children's play rooms require improvement in order to afford the same quality of experience for children of all ages.

Leadership and Management

People running the setting have written a statement of purpose, which provides parents with appropriate information of what the setting offers. Policies and procedures are generally in place, the safeguarding policy requires updating but most of these are implemented suitably. People running the setting have an appropriate understanding of their responsibility to promote the Welsh language and basic Welsh is spoken. The registered person explained how they have been attending a Welsh language play group for story and song time (but have not been able to do so since the pandemic) to improve children's language skills and raise their awareness of the culture.

People running the setting have completed a quality of care review report and have considered parents' comments. However, they have not included comments from staff and children. Drawing on the comments from all those using the setting will help towards making improvements and creating better outcomes going forward.

People running the setting make sure disclosure and barring checks and relevant training is up to date. However, not all the required information has been collated to ensure all staff member's suitability. Children's records did not always contain all of the information required to ensure their individual needs are met. Issues identified in relation to induction, supervision and appraisal procedures for staff were discussed with the registered person and were addressed positively by her immediately. For example, the registered person has written an induction policy and created new supervision and appraisal discussion forms in order to achieve better outcomes for both staff and children.

People running the setting have built appropriate partnerships with most parents. Some parents commented in the questionnaires we issued, on the '*professionalism*' of the registered person and that staff are '*kind and attentive*' and support their child to be '*intuitive and confident*'. However, many commented they would appreciate better communication not only in regards to their child's care and development but regarding nursery matters in general.

People running the setting have developed positive partnerships with the community. The registered person told us they have built good relationships with the local primary school and staff from the school visit the nursery children to introduce themselves in preparation for their transition from setting to full time education. Photographs of children showed them enjoying their time familiarising themselves with their surroundings to promote their social skills.

Recommendations to meet with the National Minimum Standards

R1: To include more detail in the outcome of fire drills to aid improvements.

R2: To ensure all parents / guardians sign their child's accident and incident form to evidence they have been informed.

R3: To create a rich indoor and outdoor play environment for younger children to develop their play and learning effectively.

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

None

Areas where priority action is required

None

Areas where improvement is required

Regulation 28: Suitability of workers. The registered person is not compliant with regulation 28. This is because not all of the required information had been gathered in the staff files. The impact on people using the setting is the registered person has not ensured all of the required information has been gathered in order to ascertain the person's suitability.

Regulation 28 (2) (b) [i]

Regulation 25: Hazards and Safety. The registered person is not compliant with regulation 25. This is because not all infection control procedures were being followed in line with current guidance nor the policy for the setting, increasing the risk of cross contamination in regards to nappy changing procedures, storage of nappy changing equipment and some toys. The impact on people using the setting is there is a potential risk of cross infection and contamination.

Regulation 25 (c)

Regulation 30: Keeping Records. The registered person is not compliant with regulation 30. This is because not all the required information had been collated in the children's personal records and staff were inconsistent in recording their own attendance. The impact on people using the setting is not all of the required information about the child has been gathered to ensure all of their individual needs are being met and staff are not consistently recording their own attendance to ensure there is an accurate record of who has cared for children on each day.

Regulation 30 (1) (b)
Sch3.06

The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

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