



Inspection Report

Norfolk House Nursery

**9 Caerau Crescent
Newport
NP20 4HG**



Date Inspection Completed

24/04/2024

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About Norfolk House Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Norfolk House Nursery Ltd
Registered places	68
Language of the service	English
Previous Care Inspectorate Wales inspection	10 January 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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>	Excellent
<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 have excellent opportunities to make choices and influence the direction of their play. They are extremely happy and relaxed in their relationships with staff, showing significant trust and warmth. Children behave very kindly and considerately, communicating effectively with both adults and their peers. They are independent and highly confident in their own abilities.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. They support children's learning and development appropriately and facilitate a variety of interesting activities.

People who run the setting have sound systems and procedures in place to ensure the environment is safe, clean and secure. The premises are welcoming, friendly, and provide a good space for children to play both indoors and outdoors. Resources provided are varied, interesting and age-appropriate.

People who run the setting are experienced and manage the nursery effectively. They have clear policies and procedures in place and a Statement of Purpose which accurately represents the day to day running of the service. The experienced staff team are very enthusiastic and take great pride in their work.

Children thrive at this setting as they have a strong voice and excellent opportunities to make choices. They choose their activities freely and know they will receive help or support if they ask for it. Children are confident to ask for help to explore items in the outdoor environment such as a hanging basket and then discuss this with great interest. They make their requests to adults through age-appropriate verbal and non-verbal methods. For example, when staff ask toddlers what they would like to play with after circle time, they confidently voice their feelings or move to the toy they wish to use. Older children use blocks to express their interests, imaginations and creativity by building them into a running machine, a bouncy castle or a train.

Children feel safe at the nursery as they have very warm relationships with staff. They greet staff excitedly on arrival, with some running in for a hug. Children are consistently happy and relaxed when they move around their base rooms and outdoor areas. They receive encouragement and praise from staff when developing new skills, which gives them the confidence to learn and explore. Pre-school children show great pride as they undertake the role of Helpwr Heddiw or wear a sticker to show they have listened well or tidied up. They enjoy a sociable lunchtime, chatting happily with friends and staff.

Children behave and interact exceptionally well for their ages and stages of development. Younger children work together to tidy up their blocks and show us how to use their favourite toys. Children of different ages play together in the outside areas, sharing resources and engaging in activities purposefully. They interact beautifully with staff from throughout the setting. For example, they engage the nursery cook in chat and share their thanks for their lunch.

Children clearly enjoy their time at the setting. Toddlers are very excited to check on their caterpillars and discuss what will happen to them next, while others happily make animal noises while lifting flaps of a book. Children show significant delight in the outdoor area where they are superbly self-motivated to initiate their own play. They use magnifying glasses to examine plastic bugs and then use them to find real bugs in the soil.

Children develop well and demonstrate outstanding independence. Staff have high expectations and children respond exceptionally positively to the support and guidance provided. Toddlers chat about the steam coming off their food and know they will need to blow it to cool it down. They use knives and forks to cut and eat their food, with some support from staff if needed. Pre-school children serve themselves from bowls of food, using tongs and spoons adeptly.

Care and Development

Good

Staff follow clear policies and procedures to ensure children are healthy and safe. They demonstrate effective hygiene practices such as wiping tables before and after use, washing their own hands and helping children to do theirs. Staff use effective methods of ensuring food and drinks are served safely. They follow very clear procedures to manage allergies and individual dietary requirements. The nursery chef serves healthy, nutritious food which a group of children told us they really enjoy. Staff members follow clear, appropriate nappy changing procedures and record changes appropriately. They recognise signs and symptoms of abuse and are aware of their responsibility to report safeguarding concerns to the relevant authorities. People who run the setting track safeguarding concerns effectively and make referrals appropriately when necessary. A suitable number of staff members have first aid training. Staff implement procedures for recording accidents, incidents and pre-existing injuries. People who run the setting review these regularly to identify concerns or patterns and take action to address anything identified. Staff record the administration of medicine, although this is not always clear. Staff ensure children are always well supervised. They feed back to parents daily to ensure they are kept informed of their child's day.

Staff deliver warm, skilful care. They know the children well and meet their individual needs thoughtfully. For example, they excitedly listened as a child told them about their new book at home and correctly guessed it would be about a lion as it is their favourite animal. Staff offer consistent praise and encouragement to children to provide reassurances and boost confidence. They act as good role models through positive, friendly interactions with each other and children. Pre-school staff eat alongside the children to make mealtimes a social occasion. Staff consistently encourage children to share and take turns. They suggest ways of compromise and offer praise when children act on these. For example, "*Can your friend have the blue one and you have the zebra? Well done for sharing.*" Children with additional learning needs are supported very effectively by staff and people who run the setting.

Staff support children's learning and development very well. Staff have embraced the new Curriculum for Wales and skilfully identify children's fascinations and use them as a driver for their activity planning. They plan a range of stimulating activities, alongside free play, and observe children very closely to identify their next steps. Staff record very effective observations to track children's development.

The nursery building is secure and staff ensure authorised entry only. There are suitable risk assessments in place for base rooms and the outside play spaces. However, the common areas and shared spaces within the building have not been risk assessed. People who run the setting carry out health and safety spot checks to identify emerging risks and staff carry out daily checks. At the time of inspection, the building was undergoing building work; people who run the setting risk assessed this in detail at all stages. A fire risk assessment is in place for the building and people who run the setting carry out fire drills to ensure children and staff know how to exit the building safely in an emergency. They maintain very detailed records of the drills and act promptly to address any problems identified. They ensure routine safety checks for the building are undertaken. Rotas evidence regular cleaning routines.

The nursery environment offers good facilities to care for children. All base rooms are furnished with appropriately sized furniture that allows children to be comfortable and independent. Nappy changing facilities are accessible and well equipped. All children eat their meals and snacks in their designated dining rooms which are set up in an age-appropriate way. Babies have sleep rooms equipped with clean, well maintained cots or mats. However, the sleeping arrangements for older babies did not provide sufficient space between mats to ensure children can move when they wake. Bathrooms are well stocked with soap and paper towels to promote an infection free environment. There are four outdoor spaces around the building, but two of these were out of use at the time of our visit due to building work. The areas in use are very effectively set out to provide children with daily opportunities for active play. One area is grassed and contains stimulating resources such as a mud kitchen, balancing apparatus and den building materials. The other area being used has soft flooring and a climbing frame suitable for children of a range of ages.

Toys and resources are well maintained and of good quality. Items for children are stored at low level within their easy reach, to aid their independence. Resources in each room are appropriate for the age and stage of development. They are constructed with a variety of materials to interest and stimulate children. Children's work and family trees are displayed in each room to promote their feeling of belonging and well-being.

Leadership and Management

Good

People who run the setting are efficient in their management and are committed to ongoing improvements. They maintain a written statement of purpose which provides parents with an accurate picture of how the service runs. People who run the setting have a thorough system for ensuring their extensive policies and procedures are updated and refer to latest legislation and guidance. They keep Care Inspectorate Wales up to date with some changes to the service but do not inform of all notifiable events. All required information and permissions are held for children to ensure their individual needs are met. However, they do not update contracts when children's attendance hours change to ensure details held are correct. There is a register of children attending and staff working, which records exact times of children's arrivals and departures. However, staff do not sign in and out of rooms for breaks.

People who run the setting are reflective and are very keen to deliver a quality service to families. They make appropriate, responsive changes to ensure this. People who run the setting create a detailed quality of care report and meaningfully consult with parents, staff and children to feed into this. There is a suitable complaints policy available for parents which we observed to be followed appropriately in the event of a complaint.

People who run the setting actively support staff to provide a quality care provision to children. They motivate staff through positive initiatives to foster good staff well-being. Staff we spoke with told us that they feel listened to and supported, and they feel that people who run the setting have an 'open door' for them to discuss anything. People who run the setting make appropriate checks to ensure staff are suitable to work with children before they take up their post. They have a clear system for ensuring staff have up-to-date safeguarding, first aid and food hygiene training. People who run the setting have put an effective induction process in place and provide annual staff appraisals. Staff also receive monthly well-being supervisions and practice observations.

People who run the setting have identified opportunities to ensure parents are involved in the life of the nursery through events such as coffee mornings. Parents we spoke with expressed high levels of satisfaction with the nursery and the communication with staff. All parents commented their child is happy and thriving in the care of the nursery.

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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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 11 - Medication	Review medication administration procedures and policies.
Standard 22 - Environment	Review sleep provision for older babies.
Standard 22 - Environment	Risk assess common areas and shared spaces.
Standard 2 - The Contract	Review contracts when children's attendance hours change to ensure accurate information is held.
Standard 21 - Notifications of significant events	Ensure Care Inspectorate Wales are notified of significant events.
Standard 5 - Records	Record times of staff attendance in rooms to ensure an accurate record is kept of who is caring for children at all times.

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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