



Childcare Inspection Report on

Noah`s Ark Nursery

**Tabernacle Lane
Narberth
SA67 7DE**



Date of Publication

28 August 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Noah's Ark Nursery provides a full day care service for a maximum of 55 children. They registered with Care Inspectorate Wales in March 2010. The service operates from a converted chapel in Narberth, Pembrokeshire. The service is open between the hours of 7.30am and 6.00pm, Monday to Friday. The service is mostly provided through the medium of English with some Welsh being used. The responsible individual is Hayley Barnett. The named persons in charge for the nursery are Hayley Barnett and Charmaine Davies.

Summary of our findings

1. Overall assessment

Children at Noah's Ark Nursery are happy and settled. A range of resources and activities are provided to promote children's overall development. Parents are happy with the care that their children receive and children enjoy the time they spend at the nursery. Children are safe and overall their individual needs are met. The environment offers plenty of areas for children to play and learn. Staff are kind and caring.

2. Improvements

We notified the leader of non compliance in relation to the statement of purpose, however we received an updated statement of purpose that was in line with regulations following the visit.

The leader informed us that the following improvements have been made to the nursery since the previous inspection:

- The garden area has been developed;
- there have been structural changes to the upstairs area. A milk preparation area and storage area have been added to the baby section, the office area has moved to be central to all sections upstairs and the kitchen area has been extended and
- the CCTV system has been upgraded.

3. Requirements and recommendations

We made the following recommendations:

- hygiene practices are tightened;
- provide knives for older children during lunch;
- date all observations and children's work;
- include children's ideas in the weekly planning;
- reconsider the way in which large toys are stored and boxes are left on the floor of the babies/toddlers eating area;

- resource drawers are labelled;
- bins have lids;
- fire drills are practised during morning and afternoon session;
- feedback questionnaires are dated;
- parental permissions are fully completed for all children;
- consider updating the safeguarding policy to include information about different forms of abuse and
- staff supervisions are formalised.

1. Well-being

Summary

Children are happy and secure at this service. They have warm relationships with staff and their individual choices are respected. Children participate in stimulating activities and enjoy their play very much.

Our findings

1.1 To what extent do children have a voice?

Children are settled and happy at Noah's Ark Nursery. Children have good relationships with their carers and are forming friendships with their peers. They are able to freely choose toys and resources and are also provided with a range of focused tasks. Children are becoming independent.

We saw that children were able to follow their individual interests and preferences during a play session outdoors. For example, children chose if they wanted to play on the ride on toys, if they wanted to play on the slide or take part in a water tray activity with a staff member. We saw that children expressed their opinions and choices both verbally and non-verbally and that these were responded to promptly. For example, a child shook his head and said 'no' when asked if he wanted more to drink and this was acknowledged. We also saw a child ask to play with the plastic farm that was stored on a high shelf. A member of staff brought the farm down to enable the child to play with it. Another child expressed which story book they wanted to listen to following lunch and were also given choice as to where they wanted to sit within the circle during story time. During a painting activity, a range of colours were provided for choice. We heard one child state confidently "I want the babies out" and this was acknowledged and the girl responded with a squeal and said happily, "iei."

Children attending the after school club had free choice of play activities. We saw them choose craft activities, play in the soft play area, role play and play games. We heard children ask if they could create slime during the session. The ingredients were provided for them by staff and they were given individual pots to create their own slime.

Children know that their voices and opinions are listened to.

1.2 To what extent do children feel safe, happy and valued?

Children feel secure, happy, comfortable and relaxed. They form positive emotional attachments. Many children are forming friendships with others and show affection to the staff that care for them.

We saw children confidently approach staff, to ask for various play resources and to ask to go to the toilet. We saw any unsettled children being comforted and reassured. During our visit, one child arrived later during the morning and was upset. The child was provided with their own space and reassured that they could come and join in the play when they were ready to do so. A member of staff said, "shall I leave you for a little while? Are you ready to come and play now?"

Children were happy and content and smiled and laughed as they took part in activities and followed the daily routine. One child stated proudly "I've had two stickers" during the visit. During lunch time, we heard one child tell the cook, "I love your cake. It's amazing!"

Children who attended after school were asked if they were okay upon arrival and were happy playing and chatting amongst each other. After school club children told us that they enjoyed attending the service and had fun. Parents and carers told us that their children were very happy and settled at the service.

Children feel happy, secure and valued.

1.3 How well do children interact?

Children are learning to manage their behaviour, co-operate, share and take turns.

Children were observed as co-operating and sharing with one and other and were sensitive to the feelings of others. We saw children playing together in pairs and in small groups. We heard children laugh as they slid down the slide and we also saw an older child assist a younger child as he went on the slide. When children were finding it difficult to share, they responded well to staff support and were able to resolve the issue and go on to share the toys. We saw two children hold onto a box of resources at the same time and they were reminded of 'gentle hands.'

During story time, one child told a member of staff, "I'm going to hug him" and went on to cuddle his friend. We also saw other children cuddling one another during story time on the carpet. Children worked well together as they completed a jigsaw and we also saw older children chat and discuss how they had created slime at school that day.

Children interact well with other children and staff.

1.4 To what extent do children enjoy their play and learning?

Children engage in play-based activities and are active and curious.

Children enjoyed their play time at the service. They had a range of age appropriate activities to choose from and freely moved around their section. We saw the younger children access the ball pit area whilst others chose to take part in water and sensory play.

We also saw children involved in a painting activity as well as a blowing bubbles activity. One child stamped his feet and smiled as he tried to catch the bubbles. Children were enthusiastic when joining in with an action song, dancing and clapping. We also saw children engaged and laughing when playing indoors especially whilst playing with the dolls. One child was playing with puppets and exclaimed loudly, "I'm going to try and make this one happy because he's sad." Children were interested in the activities they were doing, such as painting, building, looking at books, play dough and role-play. They maintained their concentration for appropriate lengths of time.

Children enjoy their play very much.

1.5 How well do children develop, learn and become independent?

Children are developing their individual skills.

Children's physical skills were developing well and they were given many opportunities to develop these. We saw children eating lunch with little staff intervention at lunch time. Some children used their hands to eat whilst others managed independently with the forks provided, however no knives were provided for the older children. Staff members encouraged them to be as independent as possible. Children were also encouraged at snack times to help pour drinks from a jug and to clean their plates into the compost bin after finishing.

Children's social and language skills were also seen to be developing well. We heard one child tell a staff member during lunch, "thank you Ri Ri." We also heard children count together as they stood in a line to return indoors after outdoor play. Children were developing their mark making skills using chunky chinks. They communicated confidently with each other, with staff and with us.

All the children attending were encouraged to help tidy up toys. Children who were able were also encouraged to use the toilet and wash their hands independently with minimum support.

Children develop and learn well and have good independence skills.

2. Care and Development

Summary

Staff are kind and caring. They interact well with children and show genuine affection towards them. Overall, staff help keep children safe and are well trained. They understand and follow the service's procedures to safeguard children and work relatively well to promote children's health; however there are some areas for improvement.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, staff at Noah's Ark Nursery keep children healthy and safe; however there are some areas for improvement.

Staff promoted healthy lifestyles, they ensured that children ate freshly prepared meals and snacks and provided some opportunities for fresh air and outdoor play. During our visit the weather was warm and staff ensured children kept hydrated by offering drinks of water regularly as well as providing plenty of water play for toddlers.

Staff encouraged children to wash their hands before food, however we did not see staff wash their hands before assisting children with food. Staff wiped clean the babies hands with wet wipes before food. During our visit one staff member sprayed anti bacterial cleaner on the table section of the high chair whilst a child was sat in the high chair. Not all tables were wiped prior to children sitting at them. There was a tendency to wipe tables clean when children were sat at tables. During after school club, an older child was seen wiping the tables and using anti bacterial cleaner following food, however we did not view tables being cleaned prior to food.

We observed children being provided with fruit and bread sticks for their morning snack with a choice of milk or water. Lunch consisted of meatballs, vegetables and spaghetti with cake for dessert along with water to drink. After school children were given buttered crackers, cheese and cucumber as snack. All children washed their hands prior to food and were provided with individual paper towels to wipe their hands. There was a designated cook at the nursery.

Staff provided us with their safeguarding policy and when questioned staff were clear about their responsibilities in relation to child protection and who they should report any concerns to with regards to keeping children safe. All staff had up to date training in child protection.

Medication records demonstrated that the staff were following the medication policy. Staff implemented the 'Designed to Smile' programme. However we did not observe this during our visits. We were told by the leader that they suspend the scheme when there have been cases of sickness at the nursery.

We observed nappy changing and found that not all staff followed appropriate hygiene procedures when changing nappies. Staff wore disposable aprons and gloves and these were changed between changes. We viewed one staff member change numerous nappies and she did not clean the changing mat with an anti bacterial cleaner between changes, however the tissue placed on the changing mat was changed between changes. We viewed another staff member change nappies during the second visit and found that she followed the procedure correctly, wiping the changing mat in-between changes. Staff encouraged older children to wash their hands when they had been to the toilet.

Staff took children to play in the outdoors and for walks in the local area on a regular basis. Children were taken outdoors during the visit. Staff applied sun cream to children before going outdoors.

Sleeping children were checked every ten minutes in the sleep room and a written log was kept of each check. Some children slept in pushchairs and bouncers in the main base room for babies. During our visit, one child was placed in a pushchair and a blanket was placed directly over the top of the pushchair. We saw the child attempt to kick off the blanket and the staff member caring for the children at that time had her back towards the child. The blanket was later removed. We discussed this with the leader and we were told that blankets are placed to make it darker for children and to assist with sleeping.

We saw from the accident records that when a child had an accident, it was dealt with and recorded appropriately and parents were informed.

Overall staff keep children safe and their health is promoted.

2.2 How well do practitioners manage interactions?

Staff know the children very well and provide a nurturing and caring environment.

Staff were observed employing positive behaviour management techniques. They rewarded good behaviour by giving specific praise, such as "Good sharing" and "Well done." We heard one staff member praise a child for their speech as they played, "your speech is amazing. You're doing super duper." Staff supervised the children well and were responsive to their needs. During the day of the visit we saw children being rewarded with stickers as well as certificates. During both visits we saw staff manage interactions in a kind, gentle manner. One staff member asked a child if it was okay for her to wipe his nose using a tissue. The leader told us that they operate a 'star of the week' system where a child gets a certificate and takes home a soft toy star. The child gets to share photos of their activities with the star following the weekend.

We saw several examples where potential behavioural issues were resolved by the staff with distraction or discussion with the children. For example, when two children both wanted to play on the iPad, a staff member explained calmly, "You've got to take turns

okay. We've got to wait for him to finish, so that we take turns. We'll have five to ten minutes each, is that okay?" All staff modelled appropriate behaviour by speaking positively and kindly to each other and to children. Behaviour was managed consistently throughout the nursery with all staff using, "No thank you" and "kind hands" as a reminder when behaviour was inappropriate or children were not sharing. One child said "no" to sharing a bike and we heard a staff member tell the child, "We must share with our friends." We saw good interactions with staff and the older children in the after school club too where the children were reminded to be careful, "Don't sit up there, you might fall" as well as "walking feet please."

Staff are good role models; they interact positively with children and promote good behaviour.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff provide a caring and nurturing atmosphere and know, understand and meet children's individual needs.

Staff provided the children with different activities and play opportunities throughout the day. We viewed the planning and found that the activities completed on the day of the visit reflected those in the planning. We did not see children's ideas incorporated in the planning document and children's ideas were not openly displayed in the nursery.

A clear routine was in place, which the children were familiar with. For example, they knew when to sit at the table for snack. We heard staff encourage children to repeat words, to count numbers and to complete jigsaws by identifying pictures and also modelled how to complete tasks as they sat with groups of children. We saw one staff member show children how to use the painting roller, saying "can you do it too?" During story time, staff used a bag containing various animals to feed vocabulary. Children named the animals in both English and Welsh.

Staff know the children in their care very well. They could tell us about the children's preferences, needs and stages of development. For example one child needed a straw to drink from the cup as he struggled to grasp drinking from a cup. Staff encouraged children to be independent with tidying toys as well as when it was time for a drink, 'go and fetch your cups please.' Children were able to identify their cups independently as staff had attached a photo of the child to individual cups. During snack time, a staff member encouraged a toddler to drink from her beaker independently, saying "are you going to have a go by yourself? There's a good girl. Well done."

Staff observed children regularly and kept records of their progress. We saw that staff followed the principles of the Foundation Phase. Observations and assessments had taken place using the Foundation Phase Profile; however not all of these had been dated. All

observations and assessment notes were transferred into the children's developmental record book. We also saw photographs of the children involved in various activities.

All staff were positive and motivated and gave affectionate care and lots of cuddles to the children. Staff used pictorial cards as a visual aid to assist with understanding of routines and activities for one child, which they wore on a lanyard and had access to throughout the day. Staff sang Welsh songs with the children, as well as English songs, and used some basic Welsh words with the children.

Staff provide children with a range of different play and learning experiences at Noah's Ark Nursery. Staff plan well for children's differing needs and abilities in order for staff to promote their development.

3. Environment

Summary

On the whole leaders provide access to a safe, secure and well maintained environment. The children have access to an indoor and outdoor area that provides a range of play opportunities. The centre has a good range of toys and equipment. However some improvements need to be made in relation to some health and safety issues.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders have arrangements in place to ensure that the environment is mostly clean and secure. However, there are some areas for improvement to ensure that all parts of the premises are safe to children using the service.

Leaders ensured that entry to the service was safe and secure. There was a CCTV system in place at the nursery. Any visitors to the service had to sign the visitors' book and had to knock and be let in by a staff member to gain entry.

Overall, the premises were well maintained and clean, however during the morning of our first visit, the carpet upstairs appeared unclean with white bits on. We discussed this with the leader and were told that carpets are cleaned daily at the nursery and an independent, private company deep cleans the nursery every weekend. The rooms used by the service were seen to be generally clean on the whole. We found that bins in the toilet as well as the children's sections did not have lids.

Safety equipment was in place where necessary for example, safety gates were in position at the entrance of the store room and milk room within the baby section as well as gates placed in between the different age range sections.

During our visit, we found that large plastic resources, such as the play farm, were stored on high shelves above children eating in the toddler area. We found that the edges of these resources were overhanging. We also found that a number of boxes had been left on the floor in the toddler eating area and could pose a trip hazard.

The outdoor area was split into two areas, an artificially grassed area to the side of the building and a paved area to the front of the building. These areas were secured by gates and fencing/walls. Staff conducted a visual risk assessment before allowing children to enter the outdoor area on the day of the first visit.

Leaders reviewed risk assessments annually and risk assessments were in place to cover specific to areas of the nursery and particular activities, such as messy play. Leaders had ensured that heating appliances and PAT tests had been undertaken in March 2018 and

were up to date. Leaders had practised and recorded fire drills, however all had been practised during the morning.

Leaders and staff do not always ensure that all parts of the environment are safe.

3.2 How well do leaders ensure the suitability of the environment?

The leaders at Noah's Ark Nursery provide children with a well-resourced environment that has plenty of space to play.

The baby section was divided into two sections to allow for quiet time/floor play and messy play and eating. There was also a milk prep room and a storage room. Age and stage developmentally-appropriate toys were placed on the floor for children to easily access, which included a soft play area and a ball pool, sensory books and other resources stored in a drawer unit, including soft toys and books. There were travel cots available for babies to sleep in along with bouncers and pushchairs.

Wall displays were bright and colourful. Some Welsh words were incorporated into the displays. Around the nursery there were lots of photographs of the children to promote a sense of belonging.

The over two section had a carpeted play area along with a eating/messy play area and a section for role play. Low level toilets and sinks were available for the children to use and wash their hands. Downstairs there was a room containing a large soft play area, a reading area, role play area, an area with tables and chairs for eating, craft and table top activities along with toilets and a kitchen. We saw appropriate furniture in the form of low level tables and chairs appropriate for the age range throughout the nursery.

Leaders ensured that there was an adequate selection of age appropriate resources in each room, most of which were accessible to children. There was a range of resources that promoted different kinds of play and learning. Most of the labelling and signage was bilingual.

Children had access to stimulating outdoor areas which contained resources to promote physical activities such as a climbing frame and slide, ride on cars, tunnels, balancing equipment, mud kitchen and mark making chalk boards to name a few.

Leaders appropriately ensure that the environment is suitable for children.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide a good range of toys, resources and materials.

In the main, leaders ensured that children had access to furniture, equipment and toys that are appropriate for their ages, needs and development for both indoors and outdoors. Children were able to enjoy the resources provided which included a role play area, construction area, small world with characters, to name a few. Storage units, which contained the toys and resources, were accessible to children but not all were labelled.

There were some resources to promote diversity and cultural awareness, such as books, dolls, role play costumes and play people. Staff told us they also had a travelling bear that visited different parts of the world and they also celebrated festivals such as Diwali and Chinese New Year as well as traditional festivals such as Christmas and Easter.

All rooms had plenty of evidence of children's work displayed. The toys and equipment seen were clean and of good quality. There were also a sufficient range of resources for older children which included an iPad, board games, books and craft activities.

Leaders provide a good variety of toys and resources which are of suitable quality.

4. Leadership and Management

Summary

The service meets the majority of the required regulations and national minimum standards although there are some areas which need improving. Leaders have put policies and procedures in place with which staff are familiar and overall these translate into sound practice. Good partnerships have been made with parents, leaders and the wider community.

Our findings

4.1 How effective is leadership?

Leaders have an understanding of the regulations and provide an accurate picture of the service that they provide. They have an understanding of what needs to be in place to effectively run the service.

Leaders had a statement of purpose in place. However this was not fully in line with regulations during our visit as it did not include facilities, arrangements for dealing with any emergency and arrangements to review the statement of purpose. This was rectified to include all of the information necessary following the visit and now to clearly reflected the service provided. There was a comprehensive range of policies and procedures and these had been reviewed in May 2018. Leaders had a safeguarding policy in place, however, it did not contain information about the different forms of abuse. The leader told us that in-house training had been provided for radicalisation and the prevent duty.

Leaders maintained a range of children's records, such as contracts, information forms and parental consent forms. Leaders displayed valid public liability insurance and the vehicle insurance documentation was valid.

All staff spoken to during the inspection told us that they felt well supported personally and professionally by the leaders. For example, one staff member said, "I love it here. It's a great team to work for." Leaders ensured that there was Welsh signage in the centre and that displays were bilingual. Welsh was heard throughout the inspection. This is a service that is working towards becoming an 'Active Offer' of the Welsh language and intends in the future to become a bilingual service

Leaders are working towards developing effective leadership for the service.

4.2 How effective is self evaluation and planning for improvement?

Leaders are reviewing the service to plan and make improvements.

Leaders had a self evaluation system in place, which included questionnaires and a display was placed in the foyer inviting parents to share their views using post it notes. A quality of care report was produced in March 2018. We viewed parental feedback questionnaires and found that on the whole the feedback was positive. Questionnaires viewed were not dated. Positive comments included, 'such a friendly nursery with lovely staff' as well as 'I am so pleased with how my child has developed since being with you.' The leader told us that children's views are collected using photographs as visual aids for discussions and older children's views are collected through feedback chats with the children. Leaders told us that they would act upon any feedback provided by parents, staff and children.

Leaders are continually striving to make improvement to their service.

4.3 How effective is the management of practitioners, staff and other resources?

Overall, leaders implement a safe recruitment procedure. Leaders are relatively organised in the management of the service and promote the development of staff. However, there are some areas for improvement.

We looked at a sample of staff files which showed that most checks had been made. One staff file was missing proof of identification and another was missing a medical declaration of health. Job descriptions needed to be added to files. We did view some staff supervision records during inspection, however the leader told us that they tend to have a chat rather than a formal one to one supervision meeting with staff members. Annual appraisals were held and recorded formally with all staff members. The leader had implemented 'employee of the month' to boost staff morale. The leader also encouraged staff members to share their views using the 'staff shout outs' display. We viewed comments such as, 'Great positive team currently. One giant Noah's Ark family' as well as 'Excellent team work through periods of sickness. Thank you all.' We were told that staff meetings are held regularly and discussions are held on current issues and areas of development. We viewed minutes recorded from staff meetings.

There was a thorough induction process where leaders had ensured that the staff had read relevant policies and procedures. The files showed that the staff had completed relevant training.

Leaders told us that they had arrangements in place for staff absences to ensure minimal impact on the quality of care the children received.

Leaders are working towards the appropriate management of staff.

4.4 How effective are partnerships?

Leaders have established good relationships with the parents, the community and the school.

Leaders had a good working relationship with the parents. The leader told us that they encouraged parents to be involved with the service by inviting them to open themed days at the nursery on weekends, as well as inviting them to join them in the annual carnival float held in the town.

The leaders and staff kept parents regularly informed about their child via a range of methods including open days, verbal feedback and daily diaries. Parents had the opportunity to speak to staff when they collected their child. During the inspection, we saw staff telling parents about their child's day.

Parents gave positive feedback about the service and raised no issues. Parents' comments included, "My child is really happy here. The girls are fab" as well as "They're great here."

We checked a sample of children's records and found that prior to children starting at the nursery the leaders ensured that information about the needs and preferences of the child were recorded. Some permission forms for children had not been fully completed and permission for aspects, for example emergency medical consent were not clear as a result. The staff completed developmental books which had photographs of the children taking part in various activities.

Leaders displayed the service's information on a notice board at the top of the stairs, which included staff photographs and job titles, registration and insurance certificates. Leaders had good working relationships with the local schools as the nursery provided out of school provision and a collection service for some local schools in the area. A partnership had been made with the local swimming pool as well as a local dance school. A member of staff took children for swimming lessons at the local swimming pool and also took children to dancing lessons during nursery hours. Leaders told us that children were taken to local parks and walks around the local community and we saw photographic evidence of this on their social media page.

Partnerships are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations:

- hygiene practices are tightened;
- provide knives for older children during lunch;
- date all observations and children's work;
- include children's ideas in the weekly planning;
- reconsider the way in which large toys are stored and boxes are left on the floor of the babies/toddlers eating area;
- resource drawers are labelled;
- bins have lids;
- fire drills are practised during morning and afternoon session;
- feedback questionnaires are dated;
- parental permissions are fully completed for all children;
- consider updating the safeguarding policy to include information about different forms of abuse and
- staff supervisions are formalised.

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. One inspector undertook two visits to the service on 29 June and 3 July 2018 for a total of approximately 11 hours. Feedback was provided to the responsible individual, Hayley Barnett, during the afternoon of 3 July 2018.

We:

- inspected a sample of documentation and policies during the visit;
- observed practice during the visit and completed observations on one child using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff and
- spoke to the children, staff and parents.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Hayley Barnett
Persons in charge	Hayley Barnett Charmaine Davies
Registered maximum number of places	55
Age range of children	Birth to 11 years
Opening hours	7:30am to 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 May 2016
Dates of this inspection visit(s)	29 June & 3 July 2018
Is this a Flying Start service?	No
Is early years' education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	