



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Newry Juniors Ltd**

**9 - 11 London House  
Boston Street  
Holyhead  
LL65 1BW**



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## **Description of the service**

Newry Nursery is situated in the town of Holyhead and is registered to provide care for a maximum of 50 children from 3 months up to 12 years old. The service is open Monday to Friday 7:30am to 6:00pm. The main language used is English, children are introduced to the Welsh language, but the service does not provide the 'Active offer'. The registered person is Alexandria McGinn who is also the person in charge alongside Susan McGinn.

## **Summary of our findings**

### **1. Overall assessment**

Children are busy and enjoy their time at Newry Nursery. They benefit from a wealth of different experiences that promote their development and make their days at Newry Nursery fun and interesting. Staff are extremely enthusiastic and take great pride in caring for the children well. The environment is carefully planned from a child's perspective. Risks management is of a high standard and there is an ample amount of suitable resources available, which are regularly rotated to keep children engaged and ignite their interest in different and new experiences. Leadership of the service is forward thinking with committed and dedicated leaders. Parents provide positive feedback and are extremely happy with the care offered.

### **2. Improvements**

Since the last inspection leaders have introduced a separate baby area. Babies are now cared for in self-contained unit located on the first floor. The additional space has created a new play room and small kitchen, changing room and sleep room for babies. There is also a new kitchen, staff room and office. As a result the number of children that can be cared for has increased from 40 to 50.

The outdoor play area has been developed and improved, offering children new and interesting experiences.

The service has achieved recognition and award in all areas of healthy sustainable pre-school award. This recognises how the service has successfully promoted children's health and well being.

### **3. Requirements and recommendations**

We made some recommendations in relation to promoting children's health and promoting the use of the Welsh language.

# **1. Well-being**

## **Summary**

Children are happy, settled and thrive in a caring and stimulating environment. They are developing relationships and benefit from the positive experiences offered.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are given time to express their views and they know they will be listened to.

We saw children who influenced how they spend their time and asked to take part in activities of interest to them. For example, a child had chosen to play with the sand, but she was later able to experience the messy play activity, with the shaving foam. English was the main language used with children introduced to different languages from around the world. For example, the 'good morning song' was sung in four different languages, children were familiar with the words and enjoyed the experience. Circle time was a positive and welcoming experience. Children arriving from school were welcomed and instantly became part of the group. All children contributed to the choice of songs and eagerly sang together. We recommended further use of the Welsh language through out the day to support children's language development.

Children participate well; they have support to make choices and are encouraged to influence how they spend their time.

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

Children have formed positive relationships and friendships with those around them.

Children were positively engaged through out the day. For example, children chose to draw pictures or create collages whilst others played with the coloured pasta, filling and emptying different sized containers. They helped and supported each other and were eager to make sure everyone was happy. When children left, others were heard asking where they had gone, and were disappointed to hear they had left, but were all smiles when told they would be back the following morning. Children spoke to each other and staff with ease. They were eager to talk about what they had been doing, what had happened at home and they also spoke to us about their achievements. Babies were secure with their care givers; they were settled, happy and had positive attachment with all staff. For example, some babies had recently started, we saw them seek comfort appropriately and they responded extremely well to staff. We saw lots of laughs and smiles.

Children are supported to take part in activities of their choice. They are developing relationships and forming friendships.

### **1.3 How well do children interact?**

Children are learning to manage their behaviour, take turns and are becoming sensitive to the emotions of others.

Children cooperated well with each other; for example they showed an interest in what other's were doing around them. Two children sat at the table completing a craft activity helped each other to choose what items they would glue. When children collected toys to play with we saw them also getting a toy for other children. Children chose what songs they wanted to sing and dance to and they all clapped and cheered when friends were chosen to sing or take part in an activity.

Children interact well with each other. They congratulate each other's achievements and are eager to help and support their peers.

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

Children are active and curious learners, who are excited and interested in the activities offered.

Children followed their interests, a child wanted to play with the musical station but this was out of her reach, staff noticed this and got it out for her, the child immediately started playing and made different sounds. Children could choose to play alone or join in with group activities. For example, children who did not want to join the story, as they were not yet familiar with this routine. They were supported to continue playing with their chosen toys, but showed an interest in what was going on around them. Children benefitted from well planned activities in keeping with the current theme. Children excitedly showed us the Halloween themed activities in the water play, we saw them play with gloves filled with frozen water, 'feel it, feel it' they said 'it's really squishy' and they laughed when they saw the hidden items in the gloves.

Children are curious learners they are eager to share their achievements and their successes are celebrated.

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

Children are confident, independent and make good progress.

Children were prepared for transition through the rooms; they were supported to progress and grow. For example, we saw a group of children from the toddler room being supported to engage in focused adult led tasks in preparation for their transition to the pre-school room. Children carried their own belongings when they went to change their nappies; they took great pride in being given a task to do. The selected 'helpwr heddiw' was evident throughout the day. A special apron was worn during snack time, whilst helping with adult tasks and they also helped during other activities. The role gave children a great sense of responsibility and achievement. We saw how children were encouraged to take responsibility for 'Barnaby the bear'. Children had been selected to take the bear home and

care for him for the weekend. This also served to promote a positive relationship between home and Newry nursery.

Children are able to accomplish things for themselves; they thrive because of the experiences offered.

## **2. Care and Development**

### **Summary**

Staff are extremely dedicated to their roles. Responsibilities and duties are clearly defined. Keeping children safe and healthy is given high priority. Activities are planned well with consideration given to children's abilities and ensuring they benefit from time spent at the playgroup.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff have a clear understanding of their roles and responsibilities and promote children's overall wellbeing.

Staff have established a close and effective working relationship with each other and parents. They work well as a team with roles and responsibilities clearly defined. For example, without prompt they knew who was responsible for each part of the session and this created a calm and relaxed environment for the children. They gently reminded children how to keep themselves safe, for example, they should not run with toys in their mouths.

Polices and procedures were easily accessible and embedded in practice. Staff demonstrated a sound understanding of safeguarding and we saw evidence of them ensuring children's continued health and wellbeing. Staff followed the correct procedure when changing nappies. Most children washed their hands with soap and water, but some were seen to use wipes. We recommended that all children should have access to soap and water. Staff were seen to regularly sanitise their hands, for example before they gave the children their food. Meals and snacks provided were healthy and nutritious, prepared by a dedicated chef on the premises; an alternative menu was followed for children with allergies.

Physical activity was given high priority. Staff regularly took children out to the local community. For example, we saw them go to the local park and their safety was promoted through the use of high-visibility jackets and a crocodile chain used to ensure all children remained together. Staff attached the children to the train, thus stopping them from wondering away. Staff and children were physically active through out the day. Staff danced to 'busy feet' and various other interesting and fun songs. Staff supported children to brush their teeth with 'design to smile', staff sang and danced and a video played on the white board, everyone laughed smiled and danced.

Staff endeavour to implement best practice and promote children's overall health and well being to improve outcomes for children.

## **2.2 How well do practitioners manage interactions?**

Staff are consistent. They are approachable and caring.

Staff spoke with children in a calm and caring manner and children responded in the same way. We heard lots of please and thank you and positive behaviour was celebrated. Staff regularly showered children with praise and encouragement, letting them know how well they had done. Staff shared with children how 'fantastic' they were, and all exchanges were genuinely warm and affectionate. Staff regularly celebrate good behaviour and have personal individual knowledge of the children which supported them to care for children well. For example, star of the week was selected from each room. Children received a certificate and a small gift and their achievement shared with parents.

Staff foster and promote positive relationships, they are caring and passionate in their approach; thus enabling children to flourish and grow.

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

Staff promote children's development by planning for interesting and varied play and learning experiences suitable for all ages and stages of development.

Staff endeavoured to provide children with individual attention. For example, one child had been upset during the morning session; the child's key worker had detailed personal knowledge about the child and recognised this was due to a change in staff's uniform. She had changed from summer to winter uniform; when she changed back the child was happy and content. We heard staff singing nursery rhymes to the children when changing their nappies and there was a constant positive narrative through out the day.

Staff were committed to ensuring children's days were busy and full of interesting activities. When children had gone out to the park a group photo of the children all smiling happily was placed on the door to say they had gone out.

The key worker system was effectively managed. Staff spoken to were familiar with the children they were linked too, and told us how they observed their ability and successes during structured tasks and free play. Staff made regular observations about children's progress which informed detailed activity planning linked to current themes.

Staff, with support from leaders, had developed a new 'my development journal'. Staff noted what children had achieved with photos to share with parents and the information was used to plan for next steps.

Staff have high expectations of children's learning; they foster positive relationships to ensure daily routines provide stability and security and create a sense of fun and enjoyment.



### **3. Environment**

#### **Summary**

Leaders provide an environment that is safe and promotes children's needs well. The environment provides a wealth of different and interesting experience the children benefit from. Resources are of good quality with a sufficient amount available ensuring children are positively occupied at all times.

#### **Our findings**

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

Leaders ensure children are cared for in a safe, secure and clean environment.

We found the space used to be extremely comfortable, bright, with risks to children managed well. Risk assessments seen were detailed and comprehensive. They were completed and recorded monthly; an external company had risk assessed the areas used and conducted regular inspections which highlighted any changes in the environment and documented the action needed and specified by when this should be completed. Doors were locked and the outside area was safe and secure.

Leaders and staff supervise children well. They ensure risk assessments are undertaken regularly, reviewed and actions acted upon.

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

Leaders ensure the environment is well planned and considers the world from children's perspective.

Since the last inspection leaders have introduced a separate space for babies. This includes a play room, small kitchen, changing room and sleep room. The additional space added also has a kitchen, staff room, office and storage. We saw evidence of how room layouts and resources are regularly changed and rotated to ignite children's interest in their environment and the world around them. Leaders had developed and improved the outside. Children enjoyed water play, the mud kitchen and ride on toys. Throughout the day music played in the background in each room, the chosen music reflected the time of day and activity going on. During morning activity the music was energetic and encouraged movement and at specific times videos were played on the white board. At lunch time the white board displayed a fish aquarium and classical music played, the atmosphere was calmer, reflecting the time of day. The after school club room was used flexibly during the day but reflected the needs of older children who attended, for example, there was access to ICT computer, an area for relaxation with comfortable carpet on the floor. Music in the after school room was also relaxed and calm, encouraging the children to unwind after their day at school. The baby room had two areas within the play room, a carpeted area made it more comfortable and safe for babies learning to crawl and walk. Children explored freely and benefitted from a wealth of different experiences

Leaders ensure the whole environment provides a wide range of play opportunities suitable for the varied age ranges.

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

Leaders ensure children have access to a wide range of stimulating toys and equipment.

Resources seen were of good quality and met children's needs well. They were available in sufficient quantity ensuring children had a good variety of choice keeping them occupied and offering stimulating experiences. Identified areas of learning were clearly defined in all rooms used, with spaces for relaxation and busier times. Toddler and pre-school rooms had use of an interactive white board, these were used at length during the day and children enjoyed the experiences offered. During circle time children had comfortable individual cushions to sit on. A thorough cleaning rota was followed, with a detailed record kept when toys had been cleaned. A dedicated cleaner is employed and takes responsibility for all cleaning and maintenance of the resources and environment. Toys were well stored, with drawers clearly labelled and within easy reach for the children. The equipment reflected the world they live in; there were multicultural toys available and a mixture of wooden toys.

Leaders ensure children have access to a good range of resources that offer a positive and interesting range of play opportunities.

## **4. Leadership and Management**

### **Summary**

Leaders are committed and successfully promote and support a clear sense of purpose. Leaders strive to ensure the service is forward thinking and a service where children will thrive. Staff are highly supported and motivated to deliver good outcomes for children. Parents highly value the service offered and speak highly of the care their children receive.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders model and deliver an excellent service.

Leaders have communicated their vision for the service well and support staff to fulfil their roles. Leaders are visible and always available. They are in constant communication through the use of radio's and on hand to offer support and guidance when needed. They take a leading role in planning and delivering care. The registered person takes main responsibility for planning activities, with room supervisors and children's key workers making adaptations to meet individual needs and tailor activities to children's ages. All policies and procedures are regularly reviewed and easily available for parents and staff. Leaders have a sound understanding of current best practice relevant to the children in their care.

Leaders and staff have a clear sense of purpose that promotes improvements and regularly exceeds National Minimum Standards.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders are reflective and seek regular feedback.

Leaders and staff spoken to placed high importance on their interactions with parents and children. The person in charge regularly sends questionnaires to parents to gather their views about the service. Completed questionnaires seen were extremely positive with parents taking the time to write how they felt their children had benefited from attending the play group, how much they valued the service and the progress children had made. The registered person had prepared a self evaluation document, looking at what work had been done and the plans for the future.

Leaders promote a positive culture of self-evaluation which evaluates the service offered and uses the information gathered to plan for future improvements.

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

Leaders effectively convey their high expectations, through continued support and guidance and value staff's professionalism and commitment.

Staff told us they were extremely happy in their work and felt that they were supported to progress in their role. Feedback from written questionnaires confirms this. Leaders ensure the team remains enthusiastic and highly values their contribution to an effective service. Leaders support staff to strive for excellence. We saw how leaders implement a 30 day challenge, where staff from each room are challenged to think of new and different experiences for the children. We saw photo evidence of the recent 'activity tray' challenge. Children benefited from the innovative ideas and experiences, different activities had been made available to them. The next 30 day challenge was a baking challenge and staff discussed with us what ideas they were already thinking of. Resources were made readily available and staff are encouraged to submit request for any additional items needed. Leaders enable staff to focus on the duties relating to their role, caring for children takes top priority during the day; administrative tasks are completed by specific staff as well as cleaning and maintenance. Working rotas are structured in order to ensure children's needs are met and practitioners are provided with time to rest.

Leaders clearly convey what the service seeks to accomplish and supports practitioners to be forward thinking and highly values the work that they do.

#### **4.4 How effective are partnerships?**

Leaders work closely with partner agencies and promote working in partnership with parents.

Leaders provide parents with detailed information about what their child had been doing during their time at Newry nursery. Parents received a detailed e mail at the end of each day containing photos of what their children have achieved that day. Their child's key worker also provides them with written information on how their child has been during the day. Verbal and written feedback received from parents told us how they greatly valued the daily communication and more than one noted they look forward to receiving the email when they got home. 'I get to see photos of what I have missed out on during the day.'

Leaders regularly invite parents for 'parents evening' and an annual graduation ceremony is held for children moving on to education. During parents evening leaders and staff are present for a formal discussion and parents are welcomed to explore where their children are cared for. Newsletters produced every two months keep parents informed of any changes and important events.

Leaders regularly use resources within the local community. Children have been able to grow their own plants in the community's sunken garden and the community hall is used for large groups to get together. The local dance school regularly provide dancing work shops.

Parent spoken to said 'child settled very well and have a good attachment to their key worker'. External agencies also provided positive feedback and noted that children progress well at the nursery.

Leaders work closely with parents to improve children's learning and well being, they are kept well informed and encourage parents to be active partners. The service is working hard in order to promote good links with the community and partner agencies.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

Leaders to consider;

- Supporting all children to wash their hands with soap and water before snack and meal times;
- promote use of Welsh language further; and
- offer only milk and water to drink and snack and meal times.

## **6. How we undertook this inspection**

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on the 26 October 2017 for a total of approximately 9 hours.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children and staff;
- read questionnaires from parents and
- looked at children's files and staff files;
- provided feedback to the registered person and person in charge at the end of the inspection.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Alexandria McGinn
Person in charge	Susan McGinn Alexandria McGinn
Registered maximum number of places	50
Age range of children	3 months –11 years
Opening hours	7:30am – 6:00pm
Operating Language of the service	English
Date of previous CSSIW inspection	14 January 2015
Dates of this inspection visit(s)	26 October 2017
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No, the service does not provide and 'Active Offer' of the Wels language, this is because the service is located in a primarily English speaking area but provider plans to build on the Welsh language provision.
Additional Information:	