


Summary of Quality Counts Assessment

Name of setting	Meithrinfa Si-Lwli Nursery Ltd			
Q number	Q4570			
Address	24 Park Road Whitchurch Cardiff CF14 7BQ			
Date of assessment:	10 th March 2009			
	Level achieved for each section			
Quality Counts Section	Level One	Level Two	Level Three	Not Met
1: Management			✓	
2: Staff		✓		
3: Care and Education		✓		
4: Environment	✓			
5: Visits and Visitors			✓	
6: Special Needs	✓			
7: Child Protection	✓			
8: Partnership with Parents/Carers			✓	
9: Nutrition Serving of Food and Oral Health Full		✓		
10: Health and Safety	✓			
11: Babies			✓	
12: School Escort Service			✓	
13: Out of School Care	N/A	N/A	N/A	
14: Students		✓		
15: Adult/child interaction	Section completed? Yes			
Overall Quality Counts level achieved	Level 1			
Signature on behalf of Accreditation panel	Signed:  Name (caps): DAVID BAGLEY			
Date	26 th May 2009			

Assessment Feedback

Assessor's comments to include areas of strength and areas to be developed within each section

AWARD QUALITY COUNTS AT LEVEL 1

Section 1 – Management

The setting has a clearly defined management and staffing structure. The director and the manager have a close working relationship. Staff are encouraged to work together as a team. The setting has achieved the Investors in People award. The staff are given the opportunity to share the chair at staff meetings. The management listen to all concerns raised at meetings. An action log is completed after meetings. The manager was seen to work alongside her staff supporting the development of the Foundation Phase in the preschool room. The staff are given the opportunity to appraise the management. The setting exists to provide high quality day care within a Welsh speaking environment. Policies are useful, relevant and up to date. Evidence was provided of a staff training day dedicated to the creation of a behaviour policy. Finances are managed well; they support the business plan seen for 2009. Information on staff and children is stored securely.

Comments:

Quality Counts involves all staff. Parents are encouraged to make suggestions for ways to improve the provision through the suggestion box in the foyer. The manager has been with the company for 6 years.

Section 2 – Staff

The manager often has to turn to recruitment agencies to find staff, as the pool of Welsh speaking staff is small in the Cardiff area of Wales. Turnover is low at present, absence being mainly maternity leave. All applicants receive a copy of the staff handbook which contains the setting's equal opportunities policy. All legal requirements in recruitment are met. All staff are issued with a contract of employment within two months of the starting date and undertake a planned induction. The human resources policy folder is accessible to all staff. At present these policies are not reviewed in consultation with staff. The manager conducts return to work interviews and facilitates an action process. The manager cited the example of a member of staff returning to work after illness on reduced hours. 60% of the childcare staff are qualified to level 3 in childcare and education. Training records are held for all the staff. The staff meet socially and play touch rugby together.

Criteria not Met

Level 3	2.14	2.17						
---------	------	------	--	--	--	--	--	--

Comments:

Staff have their own company newsletter. The staff share the office space with the management team for their breaks and relaxation. A good feeling of camaraderie was evident.

Section 3 – Care and Education

Staff understand and apply the Birth to Three Matters framework and the Welsh Foundation Phase. The staff form close relationships with the children in their key group observing and recording the things they can do to inform individual planning. The children are encouraged to be independent, to take responsibility for tidying up for example. One small boy has become the champion of sweeping up the sand with the dust pan and brush. The children are praised and encouraged by the staff. The children are given the opportunity to move freely between a number of rooms supporting different activities, quiet, creative and imaginative. The setting places

emphasis on music, singing and rhymes. The setting resources the play opportunities well including multi-ethnic and culture artefacts. The children have the opportunity for rest and relaxation. The children have access to an outside play area and the park opposite to the nursery.

Criteria not Met

Level 3	3.26	3.36						
---------	------	------	--	--	--	--	--	--

Comments:

The outside play area contained a grass area in need of repair and does not provide a sufficient range of opportunities through all areas of learning, to meet the level 3 criteria.

Section 4 – Environment

The nursery is bright and welcoming; the entrance hall provides space for the storage of coats and the children’s belongings. The staff have used equipment and materials to create stimulating and exciting learning environments. It was recommended to the management that to enable both children and adults to move with ease and in safety from one room to another the choice of door stops should be risk assessed. The children’s work is valued and is attractively displayed. The setting also displays photographs of the children engaged in activities. The office provides a space where staff can talk in private to parents. The older babies were seen using the garden with the carers to find bugs to look at under the viewer. This is an example of all the children having access to learning opportunities.

Criteria not Met

Level 2	4.1							
Level 3	4.1							

Comments:

The setting has provided an active learning environment for the children. The reception area needs more signposting of where parents and visitors can access the office, toilets and a particular room. To reach a level 3 for this section the setting should provide more positive images of a multibility society.

Section 5 – Visits and Visitors

With their parent’s consent, all the children have the opportunity to leave the setting and enjoy the park in small groups. Photographs provided as evidence show the children using the large play apparatus with adult support. Longer trips away from the nursery have included a Christmas theatre visit and a farm visit. The children have been given the opportunity to experience a ride on the train. The staff evaluate all the outings to inform future planning. All the venues are prior inspected for their suitability for nursery age children. The group leaders’ mobile phone numbers, names and contact details of the children and their expected time of return is held by the setting. The staff take with them the outings first aid bag, at least one member of staff accompanying is trained in first aid. Zoolab, the fire brigade and the ambulance service have been recent visitors to the nursery to widen the children’s experience. There is always a special visitor at Christmas and the children prepare a grotto in anticipation of his arrival.

Comments:

In response to a parents request the setting endeavours to take the children out into the local community as much as possible. The staff themselves have identified the need for more visitors in the creative arts, musicians and artists.

Section 6 – Children with Special Educational Needs and Disabilities

The settings SENCO has recently undertaken the Foundation Phase special needs training. Previously in another setting the SENCO has worked with autistic children. Staff are trained to support children with special needs and a number of the staff have undertaken further training in deaf awareness to meet an individual child's needs. Evidence was also provided of Early Language Box training. The spaciousness of the accommodation on the ground floor, the toilet cubical size and the low level storage would allow children with physical disabilities. Through discussion it was established that there is good communication between staff and parents. The support provided by the setting for a recent child in the nursery with a special developmental need was described. Any additional or different interventions deployed by the setting and/or an outside agency are recorded as an IEP. All records are reviewed and maintained in order to be passed onto the child's next setting or school.

Criteria not Met

Level 2	6.5							
---------	-----	--	--	--	--	--	--	--

Comments:

The setting supports children with individual needs well. It is recommended that the setting in order to achieve the level 3 standard for this section undertakes an access review to identify any adjustments to the environment that could be made to accommodate children with disabilities.

Section 7 – Child Protection

The policy clearly states that the staff have a responsibility for reporting the suspected abuse of any child in their care. The named person with overall responsibility for the child protection has undertaken child protection training and has recently written a dissertation on child protection as part of their Foundation Degree in Childhood Studies. The child protection officer is fully conversant with the different types of abuse. Staff interviewed were aware of child protection issues. The policy recognises that the staff involved in a child protection issue may find it distressing and so will be offered support. The disciplinary action to be taken by the setting in the case of an allegation against a member of the staff is also recorded in the policy. The setting records home incidents and keeps secure, accurate, signed records.

Comments:

The setting has no experience of making an actual referral to date. Through discussion the manager gave examples of how the setting would support the child who is suspected of being abused. This could be written into the child protection policy.

Section 8 – Partnerships with parents/carers

The nursery parents have been kept updated on the setting progress through the Quality Counts process via the parent's notice board. Initial contact with parents is professional and welcoming. There is a written procedure for staff to follow when showing parents around. Information for parents is made available in both Welsh and English. The staff will conduct a viewing in English. There is an induction procedure to enable children to settle. Tips for separation are provided although parents are encouraged to stay for some of the introductory sessions. The setting offers a babysitting service to its parents. Through the daily diaries, opportunities are provided for staff and parents to share information. Parent mornings are held on a Saturday. Welsh language lessons are held in the evenings for both parents and children. Parents are encouraged to help tend the nurseries allotment with their children.

Comments:

The home link 'sack' provides the parents with the opportunity to contribute to their children's records. In response to parents concerns over the closure of the nursery during the recent snow an open invitation to meet with the manager to discuss the disruption to services was seen posted on the parent's notice board.

Section 9 – Nutrition, Serving Food and Oral Health

The setting provides freshly cooked meals and snacks from its own kitchen. Food is purchased locally and includes organic meats. The qualified cook prepares meals for both of the company's nurseries. The menus show that the children eat food from each of the main food groups and that the children have at least four different portions of fruit and vegetables each day. The children are offered water with their meals, diluted juice is given occasionally. The menus include both familiar foods and a variety of cultural variations. All dietary requirements both medical and cultural are met. Through the parents involvement in growing fruit and vegetables on the nursery allotment the setting promotes healthy eating.

The kitchen conforms to environmental health and safety regulations.

Criteria not Met

Level 3	9.1F	9.6F						
---------	------	------	--	--	--	--	--	--

Comments:

The cook is about to make changes to the menu after her recent Paediatric nutrition training. The staff make lunch time a social occasion for the children, this good practice could be improved with the addition of table cloths and/or table mats.

Section 10 – Health and Safety

The setting's health and safety policy and the law poster are displayed for staff to read.

The setting has identified all the potential hazards in the setting and has ranked these in order of severity of risk. Action plans show how the setting will minimise the risk to the welfare of its staff and children. The staff look for hazards such as refuge or sharps in the outside play area on a daily basis and report back. All accidents and incidents are recorded and investigated.

Gas and electrical appliances conform to safety requirements. The outside play area is maintained by external garden services. It was recommended to the staff that ivy growing through the fence is removed.

Written permission is sought from parents to administer medicines and parents sign the record book.

The baby room staff were able to describe to the assessor the special measures to be taken when evacuating the babies down the stairs. This procedure is written in the fire risk assessment but not in the evacuation policy. The possibility of putting a second hand rail on the stairs was discussed with the manager.

All the staff have recently attended a manual handling training course.

Criteria not Met

Level 2	10.3A	10.6A	10.3D	10.3F	10.5F	10.14F	10.3J	
Level 3	10.3A	10.4A	10.5A	10.8A	10.6B	10.21B	10.36B	10.11D
	10.6E	10.1F	10.3F	10.5F	10.6F	10.14F	10.1G	10.4I
	10.5I	10.6I	10.1J	10.2J	10.1K	10.2K		

Comments:

It is recommended to the setting to review the disruption caused by the fire alarm being activated by the toaster and the lack of recorded actual planned evacuation drill practice. Consideration

should also be given to the use of drawing pins on the notice board above the babies coat and bags hooks.

Section 11 – Babies

All the children under two are accommodated on the upper floor. The babies share the opportunity to access more than one room with their carer. A quiet room for sensory play and rest, a messy/creative play room and a room equipped for exploration and imaginative play. All the staff are qualified to work with the babies and toddlers. The staff demonstrated authentic, emotional involvement with their children. The adults supported the babies in the planned activities well. The baby area is well equipped with play materials appropriate for the learning opportunities they support. All are well maintained and clean. The staff have open communication with the parents, sharing information daily, both verbal and written. Feeding is conducted to meet the babies' needs. Care routines such as nappy changing and feeding were used as opportunities for conversation and singing.

Section 12 – School Escort Service

The nursery has established a partnership with the nearby primary school which is also Welsh speaking. Parents are provided with the opportunity to take advantage of the wrap around care offered by the nursery for those children attending part time school sessions. Parents are able to bring their child to the nursery for breakfast for example and after which they will be escorted to school and collected in time to join the nursery for lunch and the afternoon session. On the day of the site visit the children were escorted by car but occasionally the staff and the children walk, there is a safe written procedure for staff to follow. Many of the children joined the nursery as babies so the staff escorting the children are familiar. All the staff carry identity cards and are very well known to the school staff. A register of all the children using this service is displayed. All the children were signed in and out of the nursery.

Comments:

All the children were seen to run into the nursery with great enthusiasm eagerly changing out of their school uniform. The safe transporting procedure of children is seen in the health and safety policy.

Section 13 – Out of School Care

Not provided by the setting.

Section 14 – Work Experience Students

Career Wales organises work experience placements for training students. The setting has a clear student policy which states that staff will mentor and supervise the students. The students all go through an induction process, including covering aspects of the health and safety policy. The setting has formed close links with the neighbouring higher education college. Students record in a daily diary their experiences; the staff find time to go through their diaries with the students.

Criteria not Met

Level 3	14.5	14.6							
---------	------	------	--	--	--	--	--	--	--

Comments:

To achieve the highest level for this section the nursery needs to write their own evaluation of the student and set action plans for any student having difficulty.