



Care and Social Services Inspectorate Wales

Children and Families (Wales) Measure 2010 Child Minding and Day Care (Inspection and Information for Local Authorities) (Wales) Regulations 2010 The Child Minding and Day Care (Wales) Regulations 2010

Inspection Report

Rougemont School

Llantarnam Hall
Malpas Road
Newport
NP20 6QB

Type of Inspection – Baseline
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Summary

About the service

Rougemont School Trust Ltd. provides a childcare service for children aged three to eight years of age during term time. Children aged three to five are cared for in the self contained nursery unit. The older children, who use the after school service, use the dining room on the ground floor and two classrooms on the upper floor in the Infant School block. There is access to two large secure outdoor play areas and the extensive school grounds. Rougemont School Trust Ltd. have nominated a Responsible Individual to monitor the service on their behalf. They employ a Person in Charge (PiC) for the Nursery provision and another PiC for the after school service (also known within the school as the Extended Care provision).

This is a predominantly English language setting with some use of Welsh.

What type of inspection was carried out?

This was a scheduled baseline inspection. The visit was unannounced and the findings in this report were based on:

- discussions with the PiCs, RI and staff
- interactions with the children
- observations of care practice and interactions between the staff and children
- sampling of documentation and records
- a review of information held by Care and Social Services Inspectorate Wales (CSSIW) about the service, which included previous inspection reports
- feedback from four CSSIW parent questionnaires and feedback from six CSSIW staff questionnaires
- a visual check of the premises and facilities.

What does the service do well?

The service provides good training opportunities for staff and actively encourages staff to develop their practice and incorporate their learning into the everyday routines.

What has improved since the last inspection?

The nursery has taken part in the Healthy and Sustainable Pre school award.

What needs to be done to improve the service?

We notified the provider that the service was non compliant with the following Regulation.

Regulation 28 (1) (b) (ii).

- This is because there was insufficient documentation available at the setting to evidence that the provider had undertaken all the necessary pre employment checks for staff.

The provider is aware of their responsibility to rectify the matter identified and CSSIW anticipates that the necessary actions will be taken promptly. This matter will also be a focus of the next inspection.

We made the following recommendation to improve outcomes for parents and children. The Statement of Purpose/Parents handbook should be revised in relation to:

- Behaviour management – this should more accurately reflect the management of behaviour within the nursery in particular, but also the after school service

- Complaints and concerns – this should include information about CSSIW’s response to complaints and concerns about regulated care services.
- Staff structure for the after school service – this should be included so that parents are aware of the management and staff structure of the service.

Quality of life

Overall, we (CSSIW) found that the children played happily and appeared at ease with their carers. CSSIW parent questionnaires indicated that parents were pleased with the service and the care their children received.

Children experience warm interactions and are able to form attachments. We observed many positive interactions, both verbal and non verbal, between staff and children. The staff team had worked together for some years so older children in the extended care service maintained contact with staff who had cared for them in the nursery. There was a 'family' feel to the environment and we observed light hearted banter between older children and staff and younger children readily approached staff if they needed support or reassurance. One parent commented that they were reassured when they saw staff cuddling their child when they collected them her at the end of the day.

Children are encouraged to manage their behaviour in a positive manner and there are strategies in place to support this. There are clear and simple boundaries in place for all children. These are on display and we heard staff reminding children of them during our visit. Staff spoke positively to the children, managing any unwanted behaviour in a calm and firm manner. The nursery children benefit from an approach that enables them to start each day afresh so that any unwanted behaviour from the day is dealt with on the day and not carried over to the next.

Children have opportunities for freely chosen and self-directed play. The nursery children have a structured day with learning goals and activity plans in place. However, there are many opportunities for them to choose from a wide range of resources and activities. We observed children playing with play dough, sand and small world figures and they moved between activities confidently. Resources were stored so that children could see and choose what they wanted. Children attending the after school service have free choice of the activities provided and can ask for any 'favourites' that haven't been put out by staff.

Children are active, positively occupied and stimulated. Activity plans in the nursery incorporated excellent opportunities for children to explore and learn about the natural environment. During a visit from the team at Magor Marsh Wetland Reserve, nursery children had been taken out into the school grounds to look for wildlife and begin to understand ecology and the part they played in protecting their environment. There was photographic evidence of children taking part in many activities and we spent some time with a child looking at their album of photographs which they were pleased to chat to us about. After school we saw that the children were encouraged to spend as much time as possible outdoors. Outside, the children devised their own games, used climbing equipment or bikes and older children enjoyed team games of football.

Children experience a sense of achievement, which promotes high self esteem. On the day we visited the school were rehearsing their Easter concert for parents. The nursery children joined the school and took part in the rehearsal singing songs that they had learnt. They clearly enjoyed this and looked proud and pleased with what they had achieved. Throughout the day there were opportunities for children to receive reward stickers to acknowledge their achievements. We noted that there was a positive and enthusiastic atmosphere throughout the visit.

Children's development is promoted through healthy food and drinks. The snacks and

meals provided were balanced and nutritious and children took part in activities such as cooking and music and movement sessions to help them develop an understanding of nutrition and the benefits of physical activity. Children had their own water bottles and were encouraged to drink from these throughout the day to ensure they were properly hydrated.

Quality of staffing

Overall, we found that staff were engaged and positive about their work and were provided with opportunities to develop their practice. Throughout our visit children were praised and encouraged and their achievements were acknowledged and celebrated.

The care that children experience is based on an understanding of their individual needs and preferences. When children begin attending the service information is sought about any particular need children might have to ensure that appropriate care is provided. A key worker system in the nursery means that parents have a specific point of contact if they want to discuss their children's progress and parent teacher meetings are held termly. The feedback from CSSIW parent questionnaires indicated that parents felt their children's needs were met and that staff were available to speak to whenever they needed to. Our observations and conversations with staff suggested that older children attending the after school service were well known to staff and that staff were aware of any particular needs they might have.

Children's welfare is promoted by carers who know what to do in an emergency. Staff questionnaires and conversation with staff indicated that staff were trained in first aid; this was supported by the training matrix held by the RI. If intervention was needed in relation to specific medical conditions staff received additional training. This meant that staff had the skills and knowledge to ensure that in the event of accident, injury or illness children were treated appropriately. A comprehensive safeguarding policy is in place so that staff are aware of the procedures to follow if they have concerns over a child's welfare. Staff had attended safeguarding and child protection training and from our discussions with the RI it was evident that the procedures were implemented where needed.

Children receive care which is based on up to date knowledge of child development and child care practice. Staff had suitable child care qualifications and the RI was aware of the need to adhere to the child care qualifications framework if recruiting new staff. CSSIW staff questionnaires indicated that staff had regular opportunities to develop their practice through attendance at training events relevant to their role. There was evidence of staff bringing innovative practice and new ideas being brought into the setting so children benefitted from a fresh approach to learning and development.

Children benefit from continuity of care because staff turnover is low. The majority of staff had worked at the setting for some years. The CSSIW staff questionnaires returned indicated that staff felt supported by colleagues and managers and the staff that we spoke to said they enjoyed their work. Good staff retention meant that children and parents were greeted by familiar faces so staff, children and parents got to know each well. As a result children felt comfortable and reassured coming into the setting, which enabled them to fully engage in the learning process.

Quality of leadership and management

Overall, the lines of management were clear. The service operated smoothly on the day we visited with the required staffing levels in place.

Parent's expectations about the service are matched by their experience. Feedback from CSSIW parent questionnaires was positive. Parents said that their children received good care, made good progress and that staff were approachable and professional.

Children and parents using the service are actively involved in defining and measuring the quality of the service. Children's views are sought on a daily basis through staff carrying out observations of children, evaluating the activities that are provided and talking to children. Parent's views are sought through regular conversations with staff and at parent teacher meetings. An annual review of the service provided is undertaken and a Quality of Care report is produced based on the outcomes. As a result children and parents benefit from a consistent and improving service.

On the whole parents can be confident the provision is well run through good leadership and management because due care and attention is given to Regulations and National Minimum Standards. The service was managed effectively on a daily basis with staff aware of their roles and responsibilities and the feedback from staff questionnaires indicated that staff felt managers were visible and approachable. However, we were concerned that there did not appear to be a coherent approach to the information kept on staff files. On the day we inspected we sampled three staff files and found that there was insufficient evidence available to show that robust recruitment procedures had been followed. As a result we notified the RI that the service was non compliant with Regulation 28 (1) (b) (ii). We have not issued a non compliance notice on this occasion. The provider is aware of the need to address the matter promptly and ensure that the required information is in place and available for inspection. We were told that the required information was available but required organisation.

A parent handbook is available on the school website and informs parents of the policies and procedures in place within the nursery, along with information about the routine and structure of the service and staffing. There were some matters which we felt needed to be explained in more detail or should relate to the nursery specifically rather than Rougemont School in general. These did not impact on the day to day care of the children but have been brought to the attention of the provider to be addressed.

Quality of environment

Overall, children benefitted from access to a light, bright and well maintained environment with good facilities both indoors and outdoors.

Children benefit from a stimulating indoor and outdoor environment. The nursery has a number of separate rooms, which provide different areas of interest and activities. There are many displays of children's work which give children a sense of belonging and ownership of the space. The main outdoor area is large and easily accessed from the nursery with areas for planting, role play and equipment to develop their physical skills. There is also a smaller outdoor space, which is also accessed directly off one of the playrooms, but is also accessible from the dining hall, which is the base room used by the afterschool club. The large school hall is used by the children for different events, such as concerts, as well as for indoor physical activities if the weather is poor.

Children find it easy to do things for themselves or with minimum support because of the design and layout of the space and facilities. The nursery is a self contained unit and we saw that children moved around the space confidently, going to the bathroom with minimum supervision, helping themselves to drinks when they wanted them and putting things away in their bags ready to take home.

Children's safety is promoted within the setting, outside play area and on outings. The CSSIW parent questionnaires did not raise any concerns about health and safety issues and the parents who responded felt that this matter was given a high priority. All visitors report to the main reception area and their details are recorded. The site itself is monitored by CCTV cameras and the infant playground is secured by a locked gate. The nursery unit can only be accessed through a door which is secured by a keypad entry system. We did not observe any hazards on the day we visited and saw that there were risk assessments in place for indoor and outdoor activities. We discussed the safety measures in place when children were collected from the after school club as for a period of time the gate to the playground was unlocked while parents came to and fro collecting children. There appeared to be robust systems in place with a member of staff monitoring the gate and children being recorded as having left. Registers were taken at various points during the day and during the after school service so that it was clearly evidenced which children were on site and which had left.

How we inspect and report on services We conduct two types of inspection; baseline and focussed. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focussed inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focussed inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focussed inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.