

Annual Inspection Report 2022-2023

Hopes and Dreams The Buzz at Ashely Hill Pre school and After School Club

Child Day Care Centre

30 November 2022



DHSC

We carried out this announced inspection on 30 November 2022. The inspection was led by an inspector from the Registration and Inspection team.

Service and service type

Hopes and Dreams The Buzz Pre school and After School Club at Ashley Hill is a child day care centre. This means they provide day care for one or more children under the age of eight for more than two hours in the same day and is not a private dwelling.

People's experience of using this service and what we found

To get to the heart of people's experiences of care and treatment, we always ask the following five questions:

- Is it safe?
- Is it effective?
- Is it caring?
- Is it responsive to people's needs?
- Is it well-led?

These questions form the framework for the areas we look at during the inspection.

Our key findings

The provider had provided parents with an 'all about me' booklet to complete prior to their child commencing at the setting. This booklet had been adapted and improved to request in depth information about the child. This enabled the setting to be better prepared for the child starting at the setting.

A 'peer staff appraisal' system has been developed. This is in the form of 'postcards', by where the staff can praise another member of staff for something they had done. One member of staff said 'it makes me feel appreciated and want to strive to do my best'.

Hopes and Dreams have developed their own 'Leadership Academy'. This recognises staff abilities and provides an opportunity for internal progression. It provides a platform to further develop the staff skills and ensures they feel valued.

The following are comments from parents.

- There is a definite consistency with regard to staff.
- The staff genuinely seem to care about the children that they have and my **** has always felt happy going in there, from day one.
- I would recommend the nursery and after school club to any potential customer.
- Good choice of toys to play with.
- Lovely staff who are great with my ****
- Flexible with drop off and pick up time, within their operational hours. I can drop my **** off late and pick her up early if I wish.

Action had been taken since the last inspection to complete requirements. But have not been completed.

About the service

The provider is registered for a maximum number of 24 (Twenty Four) children aged 2 (two) years and above in the mobile between the hours of 9am-5.30pm (Monday—Friday), during school term time.

The provision is located in a mobile classroom on the grounds of Ashley Hill Primary School. It consists of two playrooms, a kitchen, toilet/ washroom and an office. There is an outside playarea attached to the building that is used solely for the setting

Registered manager status

The service has a registered manager. This means that they and the provider are legally responsible for how the service is run and for the quality and safety of the care provided.

Notice of Inspection

This announced inspection was part of our annual inspection programme which took place between April 2022 and March 2023.

Inspection activity started on 14 November 2022. We visited the location's office/service on 17 November 2022.

What we did before the inspection

We reviewed information we received about the service since the last inspection. We used the information the provider sent us in the provider information return (PIR), notifications, complaints/compliments and any safeguarding issues.

During the inspection

We used an observational framework for inspection, this is a way of observing care to help us understand the experience of people/children.

We spoke to four staff and checked several children's records. The premises (inside and out) were checked.

A range of records were reviewed including seven children's individual care records. A variety of documents relating to the management of the service were also viewed.

An inspection of all rooms and areas including outside was undertaken.

After the inspection

Parental questionnaires were sent out to gauge parent's views and comments on the service that their child receives.

Our findings:

Safe – this means we looked for evidence that children were protected from abuse and avoidable harm. The service does require improvements in this area.

This service was found to be safe.

Systems, processes and practices to safeguard children from abuse.

The provider had a policy and procedure for safeguarding children; this included a system for reporting and managing any concerns. The provider confirmed that they had not had to report any concerns.

The training matrix for the staff showed that all of the staff had completed the Isle of Man Level 2 Safeguarding Training.

Staffing ratios and recruitment

Records showed that appropriate staffing ratios were met. This included a minimum of one staff member to every eight children over the age of 2 years.

The service had a recruitment process that included gathering pre-employment information prior to the commencement of employment. This included references, medical, suitability checks and DBS (disclosure and barring service).

The service had not recruited any new staff since the last inspection.

The setting recorded the arrival and departure times of the staff and when staff were on lunch breaks.

Assessing risk, safety monitoring and management

A sample of risk assessments were viewed which included risk assessing the premises and outings. The manager stated that they do a daily assessment of the premises to ensure everywhere is safe prior to children arriving but this is not in written form. Through discussion the manager stated that she would develop a written record to evidence that checks had been undertaken.

We discussed the area that the children's packed lunches were being stored. We were told that the lunch packs included ice packs for those including perishable foods. On the day of the inspection there were several that did not contain an ice pack.

The outside play area has a wooden fencing securing the area, however the fencing is in a state of disrepair. The premises are leased from the DESC (department of education, sport and culture), the landlords have the responsibility for the maintenance of the building and fencing. Parental feedback comments included: 'the fence is very worn and uninviting, I do however appreciate they probably rent the building so it's out of their hands but it's not very welcoming for toddlers. It was multi coloured and now it's all washed out and bits are broken off etc'. The manager confirmed that the condition of the fencing had been reported and whilst some maintenance had been undertaken, this area still needs repair or replacing.

The premises were locked and staff were observed to open the door to children and parents and welcome them into the nursery.

Using medicines safely

There was a medication policy and recording system in place. This provided a procedure for the safe storage and administration of medication.

At the time of the inspection, no children required any medication. Suitable storage was in place.

Preventing and controlling infection

The premises were clean and in a good state of repair and decoration. We observed the children washing their hands prior to snack time and after using the toilet.

The nursery had a policy regarding children with an infectious illness, complete with incubation periods.

There was a good supply of PPE (personal protective equipment) for the staff to use. The provider uses a 'fogging machine' on a weekly basis. This is a device used to help kill any germs or bugs.

Action we require the provider to take

Key areas for improvement:

- Packed lunches need to be stored appropriately.
 - The outside play area fencing needs to be repaired or replaced.
 - Packed lunches to be stored appropriately

Inspection Findings

C2 Is the service effective?

Our findings

Effective – this means we looked for evidence that children’s care, learning and development are supported and achieving good outcomes. The service does not require any improvements in this area.

This service was found to be effective.

Staff skills, knowledge and experience to deliver effect care and support

All staff had an appropriate childcare qualification. Staff had undertaken mandatory training including first aid and food hygiene (if handling food).

Supporting and developing children’s care and development needs

We discussed how the service supported the children. We were told that the children plan the daily activities, for example if children wanted to go out to play or for a walk, then that’s what they would do. This showed that the setting was using ‘in the moment planning’, activities were linked to a curriculum planning based upon EYFS (early years foundation stages).

Observations showed that the staff were aware of what the children were interested in and adjusted the activity accordingly. The children were able to ‘lead’ the play and staff interacted when appropriate.

Children’s stages of development were recorded on the ‘family app’.

Supporting a balanced diet

The setting did not provide hot meals. Parents were requested to provide their child with a suitable healthy packed lunch.

The nursery did provide snacks.

Working with other agencies to deliver effective care and support

The manager was aware of the referral system for PSAC (preschool assessment centre) and would seek guidance from them if needed. We were told that they had a good relationship with other agencies and have received support when needed.

Inspection Findings

C3 Is the service caring?

Our findings

Caring – this means we looked for evidence that the service involved and treated children with compassion, kindness, dignity and respect. The service does not require any improvements in this area.

This service was found to be caring.

Ensuring children are being treated with kindness, respect and compassion

We observe the staff welcoming parents into the setting in a polite and respectful manner.

Exchanges of information took place where necessary.

The children appeared to be happy to be at the setting and hung their coats on their pegs and went into the main play room. The staff warmly greeted the children and spoke to each individual child.

Children has the opportunity to play and choose the activity they wanted to do. Some children played in groups whilst some choose some quiet time with a book. The staff supported the children for example; a group of children were completing a jigsaw on the floor. Each child had pieces and they helped each other to place them in the right spot, whilst the staff praised the children and encouraged them to continue.

Maintaining children's dignity, privacy and promoting independence

The children's toilets were located in close proximity to the playrooms. There were individual cubicles with privacy doors. An area for changing nappies or soiled clothing was also available. The inspector was informed that children preparing for school were encouraged to go to the toilet by themselves but would be closely followed by a staff member to ensure the child was comfortable and also washed their hands.

All children's records were stored securely.

Inspection Findings

C4 Is the service responsive?

Our findings:

Responsive – this means we looked for evidence that the service met children’s needs. The service does not require any improvements in this area.

This service was found to be responsive.

Delivering personalised care

Prior to a child commencing at the setting, parents are requested to complete a ‘registration’ form and an ‘All about me’ booklet.

The registration form includes details of the child’s name, date of birth, medical and cultural needs.

The all about me booklet has been expanded to include further details of the child’s needs, preferences, likes, dislikes, favourite activities and songs and ‘something special about me’. This has provided a good all round picture of the child prior to starting. This aids the staff to help provide and meet the individual needs of the child.

Responding to concerns and complaints and using to improve the quality of care

The manager confirmed that they had not received any complaints. There was a complaints policy and procedure to follow in the event that a parent or staff wished to make a complaint. The policy was displayed in the entrance hall.

Supporting children when dealing with significant events

The setting has a number of policies for guidance to the staff on how to approach with any significant event in a child’s life.

The setting aims to support both the family and the child/children. They would consult with parents and provide appropriate support to the child whilst at the setting.

Through discussion the manager said they would look to provide resources such as books to read with the child and be aware of any behavioural changes.

C5 Is the service well-led?

Our findings

Well-led – this means we looked for evidence that service leadership, management and governance assured high-quality, person-centred care; supported learning and innovation; and promoted an open, fair culture. The service does not require any improvements in this area.

This service was found to be well-led.

Clear vision and strategy in place to deliver high-quality care and promote a positive culture that is person-centred, open, inclusive and empowering which achieves good outcomes for children.

The setting support child led activities to create curious children, the manager feels this is working well with the current children.

They have open ended resources for the children, and follow the children's interests, this helps to create happy positive curious children.

The manager said 'If something is not working we will adapt to the children's needs and follow their interests'.

Governance framework in place that ensures responsibilities are clear and that quality performance, risks and regulatory requirements are understood and managed.

Records showed that regular staff meetings had taken place. There were written 'minutes' that included areas discussed and outcomes. Once the team had reads and agreed the minutes they had signed to acknowledge the true reflection of the meeting held.

There was an 'induction programme' for any new staff to ensure that they were aware of how the service operated. The content of which was discussed with the manager and acknowledged that each topic completed would benefit from the dates of completion.

Regular supervision of individual staff had been completed. A written record was kept including outcomes and how management could provide support.

They have policies and procedures that we found to be thorough in detail. There were monthly training sessions for the staff where they have to read defined policies/ risk assessments. This is followed by a written questionnaire to ensure that the staff have completed the task and absorbed the information.

Engaging and including families using the service, the public and the staff team.

Prior to a child attending the service, parents were requested to complete a 'record of information' and 'all about me booklet' about their child. This provided individual information regarding the needs of the child.

The service were observed to welcome the children and parents into the setting on arrival. Children appeared to be happy and engaged warmly with the staff.

Staff have said, 'love the setting, warm, homely, family feeling' and 'I can ask questions'.

Continuous learning, improvement, innovation and ensuring sustainability.

The staff records showed that the staff were undertaking training.

Staff supervision notes were available, and showed that staff received one to one supervision twice a year.

Staff meetings had taken place with a written record.

A 'peer staff appraisal' system has been developed. This is in the form of 'postcards', by where the staff can praise another member of staff for something they had done.

Hopes and Dreams have developed their own 'Leadership Academy'. This recognises staff abilities and provides an opportunity for internal progression. It provides a platform to further develop the staff skills.

Staff have said 'I enjoy my job, love Hopes and Dreams, I feel supported'.

Working in partnership with parents.

Prior to parents registering their child at the setting, they are requested to complete Registration Forms and All about me booklet. This ensures the setting has as much information about the child before starting.

The Family App is used to provide information to the parents regarding the progress of their child's development. This can also be used to communicate any information to all parents regarding the service.